Utah Board of Higher Education
Virtual Meeting
Friday, September 17, 2021

7:30 – 8:50 AM	Board of Trustees Report and Closed Session	
8:50 – 9:00 AM	Break	

9:00 –12:30 AM **Committee of the Whole**

9:00 – 9:05 AM	Welcome – Chair Simmons	
9:05 – 9:10 AM	New Student Board Members	
9:10 – 9:20 AM	Student Report	

- Southwest Tech
- Southern Utah University

9:20 – 10:00 AM	Committee Report – Committee Chairs	TAB A
10:00 – 10:05 AM	Annual Report – Commissioner Woolstenhulme	TAB B
10:05 – 10:10 AM	COVID-19 Update – Commissioner Woolstenhulme	
10:10 – 10:20 AM	Break	
10:20 – 10:50 AM	Strategic Plan Update – Melanie Heath	TAB C
10:50 – 11:05 AM	Statewide Marketing Campaign – Trisha Dugovic	TAB D
11:05 – 11:10 AM	Adult Education – Melanie Heath	TAB E
11:10 – 11:15 AM	Performance Funding Review – Rich Amon	
11:15 – 11:20 AM	Student Equity Commission – Board member Marcum	
11:20 – 11:50 AM	EDI Training: New Leadership Academy – Amy Fulton	TAB F
11:50 – 12:05AM	State Online Program – Scott Wyatt	

12:05 – 12:30 PM **Action Items**

	FY2022-23 USHE Operating Budget Request – Rich Amon	TAB G
	Talent Ready Utah – Commissioner Woolstenhulme	
	Student Safety – Spencer Jenkins	TAB H
	Consent Calendar	TAB I
	Meeting Updates	

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-646-4783), at least three working days prior to the meeting. TDD # 801-321-7130.

September 17, 2021

Academic Education Committee Report

The Academic Education Committee met on August 20, 2021, under the leadership of Committee Chair Arthur Newel, with all committee members in attendance.

Agenda Items

The meeting began with a welcome for Tanner Marcum, the new student Board member.

Action items for the meeting were related to the committee's responsibility for oversight of academic program offerings and faculty work, as reflected in the Board's strategic plan.

1. Nina Barnes provided an update on the work over the summer of the Board Transfer Council and its recommendations for three action items, which the committee voted to forward to the full Board for approval as listed in the recommendations below [see also the memo on Transfer Recommendations]. Those recommendations are to reconstitute the Board Transfer Council to reflect changes in Board membership and at institutions; to fully implement the use of the State Student Identifiers to facilitate research on data within the Utah System of Higher Education (USHE); and to ask the Psychology Faculty Majors Committee to design the first systemwide associate-to-bachelor degree direct transfer pathway as a pilot that will inform how those pathways may be implemented on a larger scale in the top transfer majors.

2. Chair Newell gave a short overview of the Board's strategic plan and went over the priorities assigned to the Academic Education Committee. The committee also discussed a draft of a research priority to be added to the strategic plan, took feedback on the draft from institutional presidents and chief academic officers, particularly that it should reflect the role of research at all of the degree-granting institutions, and is forwarding the updated draft to the Committee of the Whole for inclusion on the strategic plan.

The committee also had a follow-up conversation on one of its strategic plan assignments: to help institutions in their efforts to diversify faculty and staff. At the June meeting, the committee asked Associate Commissioner Hartley to work with chief academic officers to prioritize tactics to aid in recruiting and retaining diverse faculty. She presented the results of conversations from multiple

meetings and a Qualtrics survey of chief academic officers, faculty senate leaders, and some presidents and chief diversity officers. The five recommendations were to:

- Update policies related to faculty and their work
- Assess the state of diversity on campuses through quantitative and qualitative data, use that information to set goals, and track progress toward those goals
- Create opportunities for systemwide collaboration for faculty
- Provide strategic mentoring/recruiting of students interested in faculty careers
- Share best practices for faculty recruitment, hiring, and retention across institutions

The committee requested these recommendations next be incorporated into a tactic development plan for discussion at the October meeting.

Recommendations

The committee recommends that the full Board:

1. Prioritize the full implementation at all USHE institutions of the use of the Utah State Board of Education-issued State Student Identifiers, such that all students can be tracked as they move between institutions.
2. Ask the Psychology Faculty Major Committee to begin the first systemwide direct transfer pathway pilot for associate degrees into bachelor's degrees.
3. Approve the new membership of the Board Transfer Council.
4. Add the draft of a research priority to the Board's strategic plan.

UTAH SYSTEM OF HIGHER EDUCATION

September 17, 2021

Technical Education Committee Report

During its meeting on April 22, 2021, the Technical Education Committee held discussions on the following topics:

Strategic Plan Committee Assignments
An overview was provided of strategic plan strategies assigned to the Technical Education Committee.

Items to be Reported to the Technical Education Committee
The Commissioner's Office informed the committee of the data and reports that will be presented to the committee including:

- The October report showing student enrollment and outcomes
- Year-end secondary data including enrollment, membership hours (credits attempted), and graduation rate
- Year-end postsecondary data including enrollment membership hours (credits attempted), short-term training, and graduation and placement rates
- Updates on strategic plan initiatives with data relating to:
  - Program alignment effort and implementation; ongoing reports of new/modified/discontinued programs; programs offered by institution(s)
  - Programs that include work-based activities, participating students, goals, and increases
  - Secondary articulation agreements, acceptance of credit for alternate documentation, and credit for prior learning (competency demonstration), goals, and increases
- Industry Advisory Council
- High demand classified programs
- Custom Fit
- Workforce development programs

There was a request for the committee to get more detailed information on student job placement.

Industry Advisory Council Update
Chair Simmons invited 13 individuals who have agreed to participate in the council: eight from key industry sectors, six key stakeholders, a tech college faculty member, and a degree-granting member.

The purpose of the council is to review and provide industry perspective and identify any talent gaps. The council will also inform the Board's Technical Education Committee, the Academic Education Committee, and the Board of Higher Education of their perspectives on these issues. They will meet twice yearly.

The committee suggested the system put a few questions out to the group before the meeting to spark discussion and noted that it is important that their perspective is objective and not influenced by any bias.

There was a question about how the system will connect the work of the advisory council versus the occupational advisory committees at the tech colleges. The Commissioner said the system would work on communication between the groups.

Credit Implementation Update

An implementation schedule has been drafted. Colleges will submit clock-hour to credit-hour conversion applications required by the technical college accrediting body to the Commissioner's Office for the first designated group of programs by September 1. Programs transitioned to credit will come before the Board for approval in September, then be submitted to the accrediting agency for approval. There will be at least three rounds of applications.

The implementation for SLCC will differ from the tech colleges because they are degree-granting and accredited by Northwest. Therefore, the Commissioner's Office will work with them separately.

Utah Programs and Majors Update

Technical education information has been entered in the programs and majors guide. This resource provides information on programs and degrees offered by all 16 higher education institutions. Anyone can enter an occupation of interest and search to learn more about the institutions offering the program, including links to the institution web pages. Board members were encouraged to explore UtahMajors.org.

Program Alignment Update and Discussion

In June, the committee decided that the program alignment initiative would include alignment of overall program graduation requirements with the minimum alignment of 70% of courses within each program. Programs can designate electives to provide flexibility in meeting any unique local industry needs.

The committee recommended that while the Commissioner's Office should retain an inventory of electives, there shouldn't be an expectation to align any similar elective courses.

The committee recommended that because outcomes of regulated programs (those with licensure, accreditation, or other third-party validation) are already aligned, the system should prioritize these programs in the alignment effort. The overall consistency of content and outcomes in these programs should simplify the effort.

The system may want to attempt to align remaining programs at the program level this year and course-level next year, although any group able to progress toward the goal should not be held back.

There was engaging discussion on this topic. The committee suggested there needs to be a balance between flexibility and transferability. If there is too much flexibility in the alignment in each program, the programs aren't really aligned or consistent between institutions, which could impact transferability. The committee agreed the minimum of 70% alignment provides an appropriate balance.

Overview of Technical College Secondary Articulation Agreements

In 2020, technical colleges served over 32,000 secondary students, 31% of the total student population. Many secondary students who enroll in technical college programs have already completed some Career and Technical Education course work at their high school.

Honoring these agreements by awarding credit reduces duplication of coursework and saves the students time, money, and increases completion rates.

Last year, about 300 high school courses were represented in articulation agreements, allowing students to receive credit for 333 unique technical college courses.

The committee discussed challenges with accessibility and visibility to counselors, students, and parents; awarding credit equitably, consistently, and proactively; the desire to receive reports on the amount of transfer credit awarded, and for institutions to set goals to increase the award of transfer credit. There are several strategic initiatives in place to address these issues.

Work with the Utah Hospital Association

The Utah Hospital Association approached the system to discuss student diversity pipeline issues in their industry. Challenges were discussed between the Commissioner's Office and the hospital association including equity, diversity, and inclusion initiatives, hiring and keeping medical professionals, and capacity problems in education programs. A group convened in July to dig deeper and will continue to search for opportunities to address the challenges for both parties.

Equity, Diversity, and Inclusion (EDI) Activity Summary

A summary was given of EDI activity over the last year including important conversations and actions like embedding the equity framework into the strategic plan. There was discussion about opportunities to enhance equity efforts going forward.

The Commissioner's Office is in the process of hiring a new legal counsel who will do an anti-racist, equity-focused policy review. This will be tied to the strategic plan over the next few years.

The Commissioner's Office is also partnering with the University of Utah's New Leadership Academy curriculum to support efforts to build Board and system leadership capacity on equity, diversity, and inclusion.

UTAH SYSTEM OF HIGHER EDUCATION

September 17, 2021

Student Affairs Committee Report

The following is a summary report of the Student Affairs Committee meeting on August 20, 2021.

1**.** Mental Health Funding Request **(Strategy: Ensure systemwide institutional supports for student mental health and campus safety)**

> The Commissioner's Office, in consultation with USHE institutions student affairs leaders, the Huntsman Mental Health Institute (HMHI) and The JED Foundation proposed a two-part legislative funding request for the upcoming 2022 Legislative Session. Dr. Mark Rapaport, executive director of the newly-established Huntsman Mental Health Institute shared introductory comments about HMHI's revised statewide mission that includes an explicit focus on 18-24 year old students. The two-part proposal requests funding for peer mentoring/counseling at all USHE institutions and expansion of a pilot to establish after-hours mobile crisis response/prevention teams at UU, USU and SUU. The committee adopted the recommendation to advance the proposal to the full board with two qualifiers:
> 1) The services provide the needed coverage for technical schools.
> 2) The mobile health crisis team integrates existing private and campus services, include success measures that show how needs of underrepresented students are being met, and demonstrate collaboration with key stakeholder groups on campus (e.g. Centers for Student Wellness, Dream Centers, LGBT Resource Centers, EDI Councils).

2. Statewide Training for Campus Law Enforcement **(Strategy: Ensure systemwide institutional supports for student mental health and campus safety)**

> The committee received a summary of feedback from volunteer reviewers of the anti-bias and de-escalation training being considered by USHE institutions public safety leaders. The committee gave a qualified recommendation of the trainings, contingent on the development of additional in-person training. This recommendation will be further considered at upcoming Student Affairs Committee meetings before advancing to the full Board for consideration.

3. Campus Safety and Equity Commission **(Strategy: Ensure systemwide institutional supports for student mental health and campus safety)**

> Tanner Marcum, student Board member, shared the scope of the commission; the commission is expected to report at every Student Affairs Committee. Board member Marcum continues to engage with commission members and will share a draft charter with the full Board in anticipation of Board policy formalizing the commission in the near future.

4. Utah Student Association Update **(Strategy: Ensure students are meaningfully informed on the value and ROI of higher ed)**

> Board member Marcum reported the Utah Student Association has identified the following priorities for the 2021-22 academic year:
> 1) Free menstrual products
> 2) Adoption of **Lauren's Promise**

3) FAFSA improvements
4) Standardize use of appropriate pronouns

5. Equity Practices in Admissions Processes **(Strategy: Simplify institutional admissions processes)**

        Follow-up discussion from June 2021 committee. The admissions process continues to be a key focus of access to postsecondary education. Commissioner Woolstenhulme noted the USHE Audit Committee prioritized an audit of admissions fees, timeline TBD. There are many underlying questions behind some views that "it's not broken, why fix it?" Several recent reports highlight the barrier to students trying to navigate the admissions and financial aid processes. Efforts also include automated electronic high school transcript services and integration with the Utah College Access Advisors.

Upcoming Agenda Items:
- Discuss recent legislation requiring K-12 to examine state funding that enables weighting for at-risk students, English language learners, etc. ([SB142](#))
- Updates and policy considerations on Campus Safety and Equity Commission
- Student presentation on admissions and financial aid barriers
- Update on Utah College Advising Corp expansion, including demographics
- Presentation on the economics around using child care vouchers at all schools, including technical colleges

UTAH SYSTEM OF HIGHER EDUCATION

September 17, 2021

2020-21 USHE Annual Report

Over the past year, the Utah System of Higher Education experienced a great deal of change, especially with the merger of the two state systems of higher education and the ongoing coronavirus pandemic. The higher education systems merger will continue to lead to improved statewide alignment, pathways, and performance. As one System, students can access education pathways that match their needs—making higher education more accessible for all Utahns. Additionally, this past year, the new Board developed a comprehensive strategic plan that will improve higher education in Utah over the next five years.

This annual report highlights the major accomplishments of the System office over the past year and sets the stage for plans to improve higher education in Utah in the coming years.

Other updates in the annual report include:

- Equity in USHE
- Statewide attainment goal
- Technical education
- Utah College Advising Corps advisers
- Transfer initiatives
- State aid program updates
- Student safety and mental health
- Shared services updates

Commissioner's Recommendation

This is an information item only; no action is required.

2020–21 ANNUAL REPORT

UTAH SYSTEM OF HIGHER EDUCATION

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Photo courtesy of Utah Valley University

UTAH BOARD OF HIGHER EDUCATION

Harris H. Simmons, Chair
Nina Barnes, Vice Chair
Aaron V. Osmond, Vice Chair

Jesselie Barlow Anderson, Board member
Mike Angus, Board member
Jera L. Bailey, Board member
Stacey K. Bettridge, Board member
Lisa Michele Church, Board member
Wilford Clyde, Board member
Sanchaita Datta, Board member
Alan E. Hall, Board member
Patricia Jones, Board member
Crystal Maggelet, Board member
Arthur E. Newell, Board member
Shawn Newell, Board member
Scott L. Theurer, Board member

2020-21 Student Board members
Glen Rivera, Student Representative for Technical Education
Candyce Damron, Student Representative for Academic Education

2021-22 Student Board members
Valirie Serawop, Student Representative for Technical Education
Tanner Marcum, Student Representative for Academic Education

MESSAGE FROM THE BOARD CHAIR

To the Board of Higher Education, System faculty, staff, leadership, and higher education advocates:

I am pleased to share with you the Utah Board of Higher Education's 2020-21 Annual Report.

In the past year, the Utah System of Higher Education experienced a great deal of productive change, primarily due to the merger of the two state systems of higher education—a momentous undertaking full of opportunity.

The new, combined Board was created during the onset of the coronavirus pandemic, and despite the many challenges both on and off campus, it pursued a path to equitably provide accessible, valuable, innovative, and affordable higher education for students.

The Board, with state and System partners, developed a comprehensive strategic plan concentrated in six key areas, including System Unification, Access, Affordability, Completion, Workforce Alignment, and Research.

With these priorities in mind to guide its work, the Board will fortify and improve higher education in Utah over the next five years.

Our work is just beginning, and I thank you for your ongoing support.

Harris H. Simmons
Chair, Utah Board of Higher Education

Photo courtesy of Salt Lake Community College

OUR MISSION

The Utah Board of Higher Education governs and supports the Utah System of Higher Education to equitably provide accessible, valuable, innovative, and affordable higher education for students to expand their economic mobility, enhance their cultural awareness, and improve their overall quality of life.

OUR VISION

The Board will ensure the System provides every Utahn—in every place and every circumstance—an affordable certificate or degree at a USHE institution that will meaningfully improve their lives through economic opportunity, civic engagement, and personal fulfillment.

63.9% of 2017 Utah high school graduates were enrolled in college or university within three years
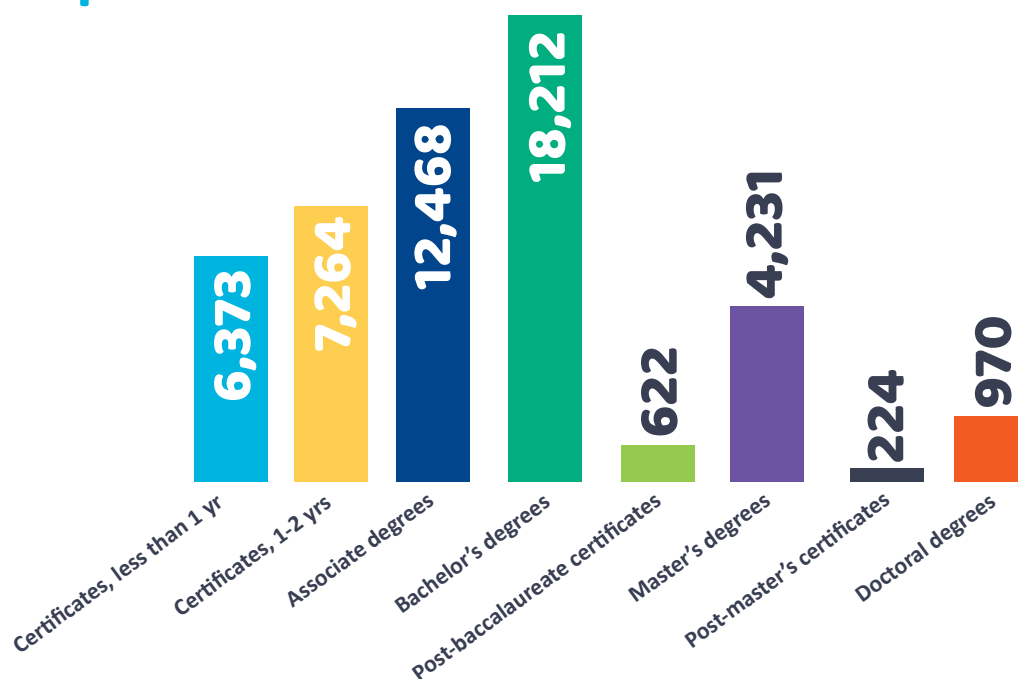
55.8% of 2017 Utah high school graduates were enrolled at a USHE institution within three years

40.9% of USHE students receive an award within 8 years of entry

50,364 degrees and certificates awarded in 2019-20 by USHE institutions

Award Type	Count
Certificates, less than 1 yr	6,373
Certificates, 1-2 yrs	7,264
Associate degrees	12,468
Bachelor's degrees	18,212
Post-baccalaureate certificates	622
Master's degrees	4,231
Post-master's certificates	224
Doctoral degrees	970

Areas of study with the most awards across all 16 USHE institutions in 2019-20.

Liberal Arts and Sciences, General Studies, and Humanities

Health Professions and Related Programs

Business, Management, Marketing, and Related Support Services

Computer and Information Sciences and Support Services

Education

24,718 In 2019-20, USHE institutions produced 24,718 graduates (57.5%) in high-demand fields

BRIDGERLAND TECHNICAL COLLEGE

Bridgerland Technical College announced final approval by the Utah State Legislature to begin construction on its Health Sciences building. After the funding became another casualty of the pandemic last June, Governor Cox extended his support in recommending this building as his only building priority in the 2021 General Session. Bridgerland hopes to break ground on this building in the fall.

Gene Haas Foundation dignitaries were welcomed to BTech on May 13, 2021, for a ribbon cutting to commemorate the $250,000 grant utilized in remodeling the Machining Technology department. This grant was instrumental in elevating the hands-on training students receive in the program and expanded the classroom by 50%. The Gene Haas Foundation also donated an additional $30,000 in scholarship money for students in the Machining Technology program.

2021 marks 50 years since Bridgerland Tech first started teaching students under the name Bridgerland Area Vocational Center. With this milestone (and three name changes later), the college has a renewed focus on history, alumni, and spreading the word about the value of technical education.

DAVIS TECHNICAL COLLEGE

One of Davis Tech's notable accomplishments this year was the development of pilot training for the blind and visually impaired in the CNC (Computer Numerical Control) Machining program, called CNC Enhanced. Three students successfully completed the training and have now matriculated into Davis Tech's full program.

Another major accomplishment of Davis Tech was completing and launching the Michael J. Bouwhuis Allied Health Building. This new building helps the college expand its capacity in Health Professions to help meet employer demand in healthcare.

Photo courtesy of Dixie Technical College

DIXIE TECHNICAL COLLEGE

Dixie Tech was able to thrive and grow, even during the pandemic! A two-month closure at the beginning of the coronavirus pandemic caused faculty to quickly pivot to provide online content and keep students actively engaged. Both faculty and students were anxious to get back into regular classes, and especially into labs, so by June 1, 2020, Dixie Tech was re-opened to students. Stellar maintenance and custodial staff worked tirelessly to ensure that all surfaces were clean and disinfected. There were zero documented cases of on-campus transmission of the virus. By the end of 2021, Dixie Tech celebrated its highest graduation rate ever—494 students graduated, an increase of 45% over 2020. In addition, 100% of students from both the Practical Nursing and Pharmacy Technician programs passed their national exams for licensing.

Dixie Tech capitalized on lessons learned during COVID, particularly with computer-based programs. Digital Media Design program instructor Kevin Pfunder used the lessons learned from adapting in-person teaching to video teaching and reached out to Disney Imagineer Liz Richards, who specializes in 2D and 3D animation. Even though she lives in Southern California, she is now teaching the animation portion of the Digital Media Design Program. While she teaches through a live video broadcast, a lab instructor in the classroom helps support the instructional process.

Photo courtesy of Dixie State University

DIXIE STATE UNIVERSITY

Dixie State University continues to add academic programs, active learning experiences, and industry partnerships that help DSU students graduate career ready as part of DSU's strategic goal to become the first open, inclusive, comprehensive, polytechnic university in the U.S.

The university is constructing two state-of-the-art buildings to accommodate DSU's growing student body: Phase II of Campus View Suites and the Science, Engineering & Technology building. Opening for the fall 2021 semester, the new student housing facility will be home to 534 students. The SET building will hold the specialized classrooms and labs necessary to prepare students for careers in STEM fields.

MOUNTAINLAND TECHNICAL COLLEGE

Strategically located within Utah's hub of innovation, Silicon Slopes, the Mountainland Technical College Trades & Technology building represents the ingenuity and passion for learning shared by Utahns across the state. At just over 89,000 square feet of workspace, the opening of its doors creates a new center for technical education in the Mountainland region. With a directive from President Christensen to maximize functional space, the Trades and Technology Building utilizes over 50,000 square feet of high-bay labs and shops for Automotive Technology, Diesel Mechanics, Welding, Precision Machining, and Automated Manufacturing.

Taking advantage of the sweeping Wasatch Range views, the Trades and Technology facility is home to over 39,000 square feet of classroom space for other high-demand, industry-driven programs, including Information Technology, Mobile Application Development, and Web Development.

Mountainland Technical College, in partnership with Micron and the non-profit, Computers for Kids, worked together to solve the technology problem faced by students during the pandemic. Over 500 computers found a home with students through this partnership, free of charge, throughout the Mountainland region.

OGDEN-WEBER TECHNICAL COLLEGE

2021 marks 50 years of hands-on technical education at Ogden-Weber Technical College. OTech has grown from 93 students in 1971 to 5,433 this year, including 2,681 new enrollees. Four hundred of those students received scholarships worth over $350,000 through generous donations from organizations and community members. Thanks to excellent instructors and proven community impact, OTech's YouthBuild program received a $1.2 million grant to continue offering job training and education to at-risk youth. Despite facing unique challenges this year, 903 students have finished their programs and received certificates in high-demand fields. OTech faculty and staff demonstrated creativity and flexibility as they adapted programs to meet changing guidelines. They also cared for struggling students, donated supplies to a campus food bank, and promoted financial aid opportunities. Classes, campus, and faces may have looked a little different this year, but OTech students and staff rose to the occasion.

Photo courtesy of Ogden-Weber Technical College

Photo courtesy of Salt Lake Community College

SALT LAKE COMMUNITY COLLEGE

For the 2020-21 academic year, Salt Lake Community College continued to provide residents of Salt Lake County and beyond access to higher education. Despite challenges presented by COVID-19, SLCC offered students a full selection of classes throughout the year, both in-person and online, and hands-on training in lab settings. In May, the college also awarded associate degrees or certificates to more than 3,600 graduates.

SLCC is set to expand its reach in fast-growing southwest Salt Lake County to continue providing educational access to everyone. In July 2021, the college broke ground on its new Herriman-based Juniper Canyon Campus—a shared project with the University of Utah. Starting in 2023, students will be able to attend the campus to earn associate degrees from SLCC and then continue their studies at the same location for undergraduate degrees from the U.

SLCC also improved its existing locations this year, most notably at its Jordan Campus. The college teamed up with students to build the new Tim & Brenda Huval Student Center, which opened in January 2021. The center is a one-stop location for essential services, including advising, career counseling, health care, financial aid, veterans support, a food pantry, and on-campus childcare.

SNOW COLLEGE

This year Snow College employees adapted their teaching modalities and adjusted workflows to help students have a "real college experience." Snow College is the only institution in the state to have offered more than 90% of classes face-to-face this year.

The Chronicle of Higher Education recently designated Snow College as the number one institution in its class for student success, measured by graduation rates and successful transfer rates.

With wins in four categories, Snow College had a strong showing in the Best of State awards this year. Snow was honored with the Curriculum Development award for its ability to adapt and provide an excellent student experience for Learn & Work students in Utah. In addition, three Snow College employees were recognized for their excellent service to students and the community: Stacee McIff was named the best higher education administrator for her work in partnering with businesses to bring job opportunities to rural Utah; Professor Jay Olsen was named the best college/university teacher for his commitment to student success and his work in greatly expanding Snow's agriculture program; and Barbara Dalene was recognized as the educational advisor of the year.

SOUTHERN UTAH UNIVERSITY

Southern Utah University made two significant moves this year in an effort to make getting a high-quality college education more affordable and accessible. Starting in the fall of 2021, SUU is offering an online $9,000 Bachelor of General Studies degree for those who are either already in the workforce and looking to advance their career or those who have some college credit but no degree and can't finish because of the cost. The university also broke ground for a new academic classroom building. Once completed, the 90,000 square foot building will add 14 new classrooms, seven computer labs, eight teaching studios, and numerous faculty offices to the university.

Mindy Benson also took on the role as SUU interim president this year.

SOUTHWEST TECHNICAL COLLEGE

Student Highlight: Oscar Burgueno Jr.

Oscar Burgueno Jr. aspired to become a firefighter after having the awful experience of watching his California home burn down as a child. Oscar found himself in Southern Utah playing football for SUU, but his senior season in 2020 was cut short due to the COVID-19 pandemic. Oscar took advantage of the additional time he'd be spending playing football to further his career goals and took advantage of the SUU/Southwest Tech dual enrollment program. Oscar enrolled in the EMT program at Southwest Tech while finishing his senior year. As a model student of dedication and classroom work ethic, Oscar was selected as the Southwest Tech student of the year.

Faculty Highlight: Richard Wittwer

Automotive faculty member, Richard Wittwer, is retiring after 43 years of teaching automotive technology. Richard has taught thousands of students over his career. Richard's service and dedication to generations of automotive mechanics will be missed by peers and students alike. Richard will continue to serve as the State Director of SkillsUSA Utah, where he has served several years.

TOOELE TECHNICAL COLLEGE

Tooele Technical College has an institutional culture of inclusion and support. Our smaller size enables high levels of interaction between students, particularly at-risk students, and their instructors and other support services. Although Tooele Tech is growing, the college will continue to support and honor the institutional culture established that grants access and support for all students, particularly those in financial distress.

Tooele Technical College has been proud to support our local community through the pandemic year in numerous ways. Learn & Work funding paid student tuition from September through December for 208 students in most programs. Membership hours at Tooele Tech grew by 13% over last year and rose by 78% over the previous three years. Tooele Tech's outdoor graduation was a fitting tribute to our students with tremendous support from the community. More than 130 graduates walked across the stage while more than 750 guests cheered them on.

Photo courtesy of Tooele Technical College

UINTAH BASIN TECHNICAL COLLEGE

Uintah Basin Technical College had three medalists in SkillsUSA's National Skills and Leadership Competition, in addition to three students who finished in the top nine of their respective categories. Trinity Long finished with the bronze medal in the Job Interview Competition for College/Post-secondary, and Davis Thomas finished with the bronze medal in Welding for high school. Lastly, Taydn Holmes took home the gold medal for Carpentry in the College/Post-secondary category. Aimee Smith, Tristen Boren, and Ivan Sheffer placed in the top nine in Prepared Speech, Job Skill Demonstration A, and Medical Terminology, respectively.

UBTech's Practical Nursing Program was voted as the top Practical Nursing program in the State of Utah by BestValueColleges.com. Aspects of the program highlighted included program cost, LPN preparedness, its 90% job placement rate, and program structure built around body systems and concepts that build upon one another.

UBTech named Valirie Serawop the 2020-21 student of the year, becoming the first student of Native American descent to hold the title. As Student of the Year, Valirie represents UBTech at events and promotes technical education throughout the Uintah Basin. She is also an active leader within the UBTech Ambassadors, a student team designed to cultivate students' leadership skills. She was recently appointed to the Board of Higher Education as its Student Representative for Technical Education.

Photo courtesy of the University of Utah

UNIVERSITY OF UTAH

The Utah Board of Higher Education selected Taylor R. Randall, Ph.D., as the 17th president of the University of Utah on Aug. 5, 2021. Randall succeeds Ruth V. Watkins, who served as president from Jan. 2018-Jan. 2021.

Prior to Randall's appointment, on June 9, the University of Utah announced a landmark gift of $110 million for its School of Medicine from the George S. and Dolores Doré Eccles Foundation and the Nora Eccles Treadwell Foundation to the Spencer Fox Eccles School of Medicine at the University of Utah. The gift will further accelerate the school's ability to provide the highest quality medical education, advanced research, and patient care, dramatically increasing the school's endowment and powering critical research. It will also enable the construction of a state-of-the-art new home for the School of Medicine on the health sciences campus.

Over the 2020-21 academic year, the University of Utah's Equity Diversity & Inclusion team led efforts to take a stand against racism and to bring the U to the forefront of the national conversation on race. As part of this effort, the U's EDI team hosted and sponsored a national lecture series called The Friday Forum series on Racism in Higher Education. The forums welcomed national thought leaders to lead discussions on critical issues and provided the opportunity for participants from across campus and around the country to share best practices for sustained change and action.

UTAH STATE UNIVERSITY

In August 2020, Utah State University received a five-year, $26 million grant, renewable to 10-year, $50.6 million, to develop an international research center dedicated to advancing sustainable, electrified transportation. Named ASPIRE (Advancing Sustainability through Powered Infrastructure for Roadway Electrification), the Engineering Research Center focuses on developing new infrastructure that facilitates the widespread adoption of electric vehicles. ASPIRE will be headquartered at USU and operated through strategic partnerships with Purdue University, University of Colorado Boulder, University of Texas at El Paso, and the University of Auckland, New Zealand. Additional partners include researchers at Colorado State University, University of Colorado–Colorado Springs, Virginia Tech, Cornell University, and four national laboratories.

USU engineering faculty led efforts statewide to use an "early-alert" wastewater monitoring system, allowing officials to identify and contain COVID-19 cases. In fall 2020, USU was one of only five higher education institutions in the nation to use wastewater monitoring to identify SARS-CoV-2 in sewage. The pilot program began with 10 facilities in Utah and grew to 65 facilities statewide. Wastewater monitoring conducted at Utah State University occurs in coordination with the Utah Department of Environmental Quality, in collaboration with other major research universities in the state, and in communication with local and state health authorities, other universities conducting on-campus monitoring, and federal agencies and authorities.

Photo courtesty of the Utah State University

Photo courtesty of Utah Valley University

UTAH VALLEY UNIVERSITY

Utah Valley University's commencement and convocations on August 19, 2020, were hosted drive-in style to meet social distancing guidelines, a first for the university. Graduates lined up their cars in UVU parking lots and then proceeded to walk across the "green carpet" to receive their diplomas. UVU honored the then-largest graduating class in the school's history with 6,410 graduates.

UVU has been under construction, making renovations and improvements for students, faculty, and staff from one end of campus to the other. The new Scott C. Keller Building, which will house the Woodbury School of Business, had its groundbreaking on November 11, 2019, and will be completed in the spring of 2022. UVU, the Utah Department of Transportation, and the Utah Transit Authority completed construction on the longest pedestrian bridge in Utah. Construction also began on the Sorensen Student Center in August 2020.

On September 15, 2020, a team of UVU faculty members received a $350,000 National Science Foundation grant to study and recommend ways to rejuvenate Utah Lake. A team of students studying environmental science, geology, communication, business management, biology, and chemistry are working alongside faculty members seasoned in those areas, creating a multidisciplinary approach to the project.

WEBER STATE UNIVERSITY

During in-person ceremonies in April, Weber State University celebrated a record 6,497 graduates.

To ensure continued student success, President Brad Mortensen invited the campus to create a new strategic plan. The plan builds on institutional strengths to inform priorities and goals for the next five years, focusing on retention and completion, equity and diversity, community engagement, educational excellence, and marketing.

Engagement and excellence were evident in the opening of two new university buildings in 2020. The Outdoor Adventure & Welcome Center in Ogden provides easy access to outdoor gear and activities with space to welcome students and families to campus. The Computer & Automotive Engineering Building at WSU Davis in Layton helps the College of Engineering, Applied Science & Technology address explosive demand for an educated workforce in Northern Utah.

Before the pandemic, Weber State initiated long-term strategies to promote digital literacy. The shift to online learning and an infusion of CARES Act funding sped up the project. In March, the university opened its Digital District with an array of technology tools and was approved as an Adobe Creative Campus—a designation applied to a select group of colleges and universities worldwide.

On July 1, 2020, the state's two systems of higher education merged into a joint Utah System of Higher Education with one Board, the Utah Board of Higher Education, to govern. During its 2020 session, the Utah Legislature passed S.B. 111, *Higher Education Amendments*—a sweeping change to higher education structure and governance that brought the Utah System of Higher Education and the Utah System of Technical Colleges together.

The unified Utah System of Higher Education is made up of 16 institutions, including eight technical colleges, two community colleges, four regional universities, and two research universities.

To guide the new System, Dave R. Woolstenhulme was appointed to serve as Commissioner of Higher Education after having served as interim commissioner since July 2019.

EFFICIENCIES AND THE VALUE OF COMING TOGETHER AS ONE SYSTEM

As one System, students from all backgrounds can see the full breadth of available educational opportunities, which can complement and build on each other. This allows students to access pathways with outcomes that match their needs within the System—making higher education more efficient and effective for all students.

THE NEW UTAH SYSTEM OF HIGHER EDUCATION BOARD

The new Utah Board of Higher Education is comprised of 18 members, including one technical college student representative and one degree-granting college or university representative.

Through its strong leadership, the Board has the ability to truly impact the course of higher education through comprehensive strategic planning and leveraging the merits of a statewide System for the benefit of students. The Utah Legislature grants it the power to control, manage, and supervise USHE. The Board's major responsibilities include selecting and evaluating institutional presidents, setting statewide policy, approving institutional missions, delegating oversight to institutional boards of trustees, evaluating programs and degree offerings, and submitting a unified higher education budget request to the Governor and State Legislature.

OCHE STRUCTURAL CHANGES

Immediately following the systems merger in July, the Board and Commissioner began the changes to align people and processes to match the desired outcomes for the newly combined System.
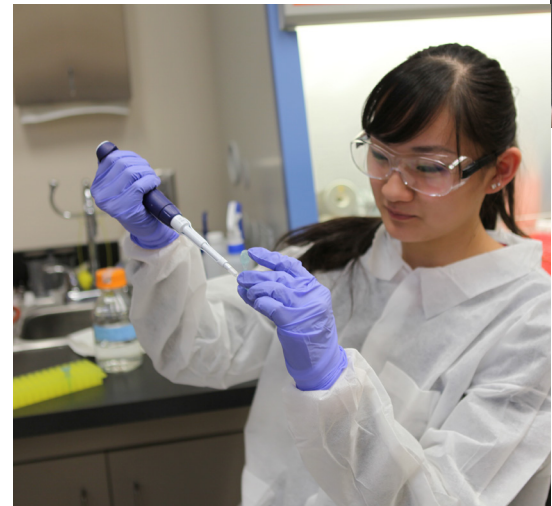
Photos courtesy of Southern Utah University (top), Weber State University (middle), and Mountainland Technical College (bottom)

Photos courtesy of Davis Technical College (top), Bridgerland Technical College (left), and Snow College (right)

The Board adopted bylaws, established clearer roles for institutions, and delegated significant responsibility to institutional boards of trustees, specifically for strategic planning, setting tuition and fees, program approval, and maintaining fiscal oversight. The Board also directed its focus on issues of equity, diversity, and inclusion, adopting resolutions on equity, supporting Dreamers, and supporting and celebrating Juneteenth. The Board also established an equity lens framework to guide all the System's work.

The Commissioner reorganized the System office to better support the Board's strategic priorities and began by aligning staff responsibilities to oversee both technical and academic education. The Commissioner also designated staff to cover key areas including outreach; workforce; economics; student services; financial aid; equity, diversity, and inclusion; strategic initiatives; and more.

The Commissioner made these changes while realizing internal efficiencies and savings for the office as a whole, giving the Board resources to hire former Southern Utah University President Scott Wyatt as a senior executive director who will develop and establish a statewide online education program.

UNIFYING TECHNICAL EDUCATION

Technical education provides students with the knowledge and skills needed to meet industry demand. Instruction is offered at low cost (no cost to high school students) and leads to a certificate. The merger of the state's systems of higher education combined the best in technical colleges and degree-granting institutions and will continue to lead to improved statewide alignment, pathways, and performance.

The Legislature ensured continued focus on technical education by retaining Board members from the former Utah System of Technical Colleges and the Utah Board of Regents. To build a culture that is highly engaged in technical education, the Board and Commissioner's office formed the new Technical Education Committee, hired staff dedicated to technical education, and adjusted budget processes to further the needs of technical education throughout the new System.

The Legislature and Board also clearly defined technical education and institutional roles and missions in 2020, which has led to the ongoing assessment of certificate programs to reduce duplication and ensure program alignment with institutional missions and roles, aligning courses for statewide consistency and transferability, and increasing and streamlining program pathways at both technical and degree-granting institutions.

Transition from clock hours to credit hours

Historically, Utah statute required technical colleges to measure courses and programs in clock hours rather than credit. Clock hours represent the estimated time a student spends completing all the learning activities for a given course or program. The language prohibiting technical colleges from offering credit was removed from the statute when both higher education systems merged.

A Technical Education Committee task force conducted a feasibility analysis of transitioning clock hour technical education to credit. The task force evaluated whether the transition would accomplish the following three objectives:
- Result in a common credit currency used by all 16 USHE institutions
- Address attendance and distance education requirements imposed by the U.S. Department of Education that create student access and completion barriers by requiring students eligible for financial aid to complete all course work in a synchronous (live) format
- Ensure U.S. Department of Education and accreditation rules would not further restrict student access or completion by compromising the flexible enrollment and scheduling currently provided for competency-based education

The task force determined that a transition to credit would address all three objectives and forwarded the recommendation to the full Board, which resulted in its approval in May 2021. Full implementation is expected in FY2023 and will yield benefits for financial aid, distance learning, and articulation.

Making technical education programs more affordable

The three degree-granting institutions that have a statutory role to provide technical education (Snow College; Salt Lake Community College; and Utah State University Eastern, Blanding, and Moab) are also converting courses that previously were offered at higher-cost academic tuition rates to low-cost technical education rates, providing more consistent access statewide to technical education.

Board members, institutions, and the System office will continue to consider impacts on technical education institutions and students to better serve and support them. The System greatly benefits from technical institutions' experience and resources.

STATEWIDE ATTAINMENT GOAL AND STRATEGIC PLANNING COMMISSION

Strategic Planning Commission

In 2018, the Legislature established the Higher Education Strategic Planning Commission to navigate the coming changes to higher education and the workforce over the next 20 years and gave it the responsibility to develop a strategic plan aimed at meeting the future challenges of the Utah System of Higher Education.

The resulting strategic plan included a directive to reassess and recommit to a set of statewide attainment goals. The commission then created workgroups primarily led by the Commissioner's office to design new statewide postsecondary attainment goals. Based on the Commissioner's recommendations, the commission settled on statewide attainment goals that address access, completion, and high-yield awards. Data was then gathered by USHE to identify baseline measures and set ten-year statewide goals.

Statewide Attainment Goal

- **Access**—Increase the 3-year college-going rate of Utah high school students by 10% in 10 years.
- **Timely Completion**—Increase the percent of students who complete their degree or award within 150% of expected time by 10% in 10 years.
- **High-Yield Awards**—Increase the percent of students who earn degrees and awards that align to high-wage, high-demand occupations by 20% in 10 years.

To align the work of the System office and USHE's 16 institutions to the statewide goals, the attainment goal measures were used as a baseline to drive the creation of the Board's five-year strategic plan. Three additional measures were added to the goals to reflect the Board's desire to close equity gaps in all three measures.

ACCESS	TIMELY COMPLETION	HIGH-YIELD AWARDS
Increase the 3-year college-going rate of Utah high school students by 10% in 10 years	Increase the percent of students who complete their degree or award within 150% of expected time by 10% in 10 years	Increase the percent of students who earn degrees and awards that align to high-wage, high-demand occupations by 20% in 10 years

Strategic plan

The Utah Board of Higher Education adopted a comprehensive strategic plan in May 2021 to guide the newly-merged System for the next five years. To develop the strategic plan, the Board and Commissioner's office engaged in a rigorous, collaborative, and creative process that built on past initiatives from previous boards and incorporated feedback from institutions, state leaders, students, and other stakeholders.

The strategic plan focuses on six key priorities: System Unification, Access, Affordability, Completion, Workforce Alignment, and Research. The plan is guided by two main themes:

1. Alignment of measures between statewide higher education attainment goals and performance-based funding
2. Centering of educational equity and inclusion so that higher education opportunities exist for all Utahns

Upon adoption of the strategic plan, the Commissioner's office went to work developing an implementation plan and timeline for strategic initiatives. A progress report will be updated monthly on ushe.edu.

EQUITY IN THE UTAH SYSTEM OF HIGHER EDUCATION

During the System merger in 2020, the nation was also grappling with a global pandemic that highlighted growing disparities. Acts of violence against communities of color ignited worldwide grassroot movements, protests, and a national dialogue regarding systemic racism and the institutions that have historically propagated them.

This national dialogue led USHE to sharpen ongoing efforts to close the opportunity gap and specifically focus on how System policies and procedures create structural barriers for students, faculty, and staff who belong to underrepresented and marginalized groups to access succeed and thrive within USHE. The System office reframed the Utah's Growing Opportunity Gap[1] issue brief to better understand historical disparities we see with the System. And provide a fuller understanding of Utah's higher education gaps. As of 2018, Utah students of color, ages 18-35, were enrolling in college at rates as low as 40% below that of their white peers and graduating from college at rates as low as 35% below their white peers.

These gaps, and others like it, led to the adoption of a Board Resolution to Advance Equitable Systemic Change within USHE. The resolution established an Equity, Diversity, and Inclusion workgroup to cultivate collaboration and transparency across all Board and System efforts aimed to close statewide attainment gaps. The workgroup also allowed another way for Board and System leaders to be meaningfully informed on the System's efforts by institutional Chief Diversity Officers as well as underrepresented students, staff, and faculty.

This resolution also called for the creation of an Equity Lens Framework that provides Board and System leaders with shared beliefs, common definitions, and critical questions to guide the evaluation of any existing or new strategy, policy, or initiative. The beliefs and definitions in the Equity Lens Framework ensure the System starts from a common understanding and sets the groundwork for clear accountability, allowing all efforts to be focused on closing opportunity gaps for marginalized populations. Underlying the framework is how data is collected and synthesized to impact policy and systemic change.

> *The System's EDI efforts are a central catalyst in the work that we're embarking on at SUU. The USHE Equity Lens Framework has provided an accessible foundation for advances in teaching and learning, strategic planning, equity in assessment, and critical thinking around equity, diversity and inclusion on our campus.*
>
> **Daneka Souberbielle**
> *Southern Utah University, Associate Provost for Equity & Inclusion/Chief Diversity Officer*

The USHE Equity Lens Framework was modeled after the Oregon Higher Education Coordinating Commission's Equity Lens[2] and further developed by USHE Chief Diversity Officers and the Office of the Commissioner. Since its adoption in December 2020, the framework has received local and national attention within the National Association of System Heads (NASH) as well as the State Higher Education Executive Officers Association (SHEEO). The framework is impacting institutional equity efforts and was identified by the Utah Governor's Office as a guiding document for the creation of a statewide equity framework.

Equity and the Equity Lens Framework are central components of the Board's five-year strategic plan. The Board and System leaders will routinely utilize the Equity Lens Framework and remain committed to continually evaluating the impact of any decision on closing attainment gaps and creating more opportunities for all Utahns to thrive.

March 3: Institutions mobilized interdisciplinary incident management teams.

March 4: Institutions announced the first wave of travel restrictions and event cancellations.

March 5: USHE COVID-19 task force established self-isolation and quarantine protocols. Within days, travel restrictions and event cancellations were put in motion.

March 6: 1st confirmed case of COVID-19 in Utah.

March 9: Directives were issued encouraging telecommuting where possible.

March 12: Commissioner and Board announced degree-granting institutions would move to online instruction for the remainder of the spring 2020 semester.

March 13: The state mandated limits on mass gatherings and health care facilities, and businesses were encouraged to telework. A two-week K-12 and technical college dismissal was also put into place.

March 26-27: First of several Board meetings took place to discuss the pandemic response and steps moving forward.

March 28: Commencements postponed or cancelled.

March 29: Degree-granting institutions resumed instruction remotely with some limited in-person options.

May 3: Technical colleges resumed instruction with some limitations.

COVID-19 EFFECTS ON HIGHER EDUCATION IN UTAH

Transitioning Online

USHE initiated its emergency management and communications protocols the first week of March 2020 during the early days of the coronavirus pandemic to coordinate a consistent response across USHE institutions. The institutions also mobilized their individual incident management protocols, as did the State of Utah's central command.

In the time following these initial responses, the USHE COVID task force met weekly to discuss issues resulting from the abrupt transition to online course delivery, including financial aid, scholarship eligibility, accreditation, housing contracts, federal stimulus, and employment policies.

Institution staff and faculty also began planning what a return to campus in fall 2020 would look like and ultimately developed detailed plans for a fall return. As COVID-19 circumstances evolved, it was clear three primary issues would be critical: robust testing, coordinated contact tracing, and clear communication to students regarding online and in-class delivery. Each institutional plan included the framework developed by the Commissioner's office, which established specific gating conditions (criteria institutions had to meet before resuming onsite operations) to ensure systemwide standards aligned to public health guidance.

As the 2020-21 academic year began, COVID case counts continued to climb. At mid-year, as testing supply started to catch up with demand, USHE and the Utah Department of Health established a robust testing plan intended to provide much greater capability to identify hot spots among the higher education community. Those testing protocols were initiated in late November in anticipation of students leaving campus for the holiday break. In the spring of 2021, instruction commenced with mandated testing for all in-person classes and on-campus housing. Institutions devoted significant resources to contact tracing and testing. With the support of the Utah Department of Health, USHE institutions administered over 150,000 COVID-19 tests during the spring semester (not including University of Utah Health Sciences). State public health leaders credited the efforts of USHE institutions as a major contributing factor in reducing the spread of COVID-19.

Instructional response from institutions due to COVID

Beyond testing and contract tracing protocols, USHE institutions continued and improved upon instructional measures first implemented in response to the COVID-19 pandemic in the spring of 2020. Institutions offered many courses through alternate delivery modes, like virtual classrooms and labs, and carefully prioritized the types of courses offered in person. All institutions

Photo courtesy of Dixie Technical College

Photo courtesy of Utah Valley University

implemented safe social distancing for in-person classes and in places on campus that needed to remain open to students and staff. Some institutions were able to distribute laptops and e-readers, expand access to WiFi, and offer other services to assist students without access to technology or internet connections in their homes. Because several standardized exams like the ACT and SAT had been canceled or postponed in 2020, most USHE institutions waived these test requirements for admission and some scholarships.

The System came together in remarkable ways to deliver quality higher education and experiences for Utah students throughout the past year. Though many innovations and creative approaches to higher education came out of this pandemic, many in our campus communities struggled during this challenging time in their academics, personal lives, and beyond.

We've learned from these experiences, as leadership teams, and the System as a whole. We will continue to implement improvements in every college to support faculty, staff, and students in the year to come for a better higher education experience while keeping students safe and healthy.

ACCESS INITIATIVES

"I believe this program is exceptional in bridging the gap for first generation, low income, and underrepresented students."

—Ashlie McDonald, Dixie High School Counselor

UTAH COLLEGE ADVISING CORPS ADVISERS

Utah needs an educated population to meet workforce needs and to ensure Utah's continued economic growth. That means Utah needs more high school graduates to earn a college credential. But it's clear students and their parents need more support.

- 90% of Utah parents expect their children to attend college, but only 2/3 of high school graduates enroll in postsecondary education within five years of graduating.
- 86% of students and parents believe college is more important today than it was 10 years ago, but only 50% believe college is accessible for everyone in Utah.
- Only half of Utah parents feel confident in finding information on how to pay for college.

The Utah College Advising Corps provides support for high school students as they embark on their path to postsecondary education, leading to certificates, bachelor's degrees, and beyond. These college access advisers, who are embedded in high schools, help students explore possible future careers, guide them through certificate and degree program options and college admissions and financial aid applications, and connect them to their chosen postsecondary institution. The UCAC program has been proven to increase college enrollment and graduation rates.

The UCAC program is currently expanding to increase support for rural schools while continuing to grow in Utah's urban areas. Through the 2021 expansion of the UCAC program, a total of 93 schools will be served directly by college access advisers.

UCAC regional coordinators supervise the work of 10-15 college access advisers. Coordinators serve as the link between advisers and higher education institutions in their region. They support the transfer of information and distribution of materials, as well as facilitate cross-training between regions to support statewide awareness of all institutions. The 2021 program expansion made it possible to create the role of a training coordinator,

an individual who will ensure consistency of training across all regions and connection to other statewide access programs, including Keys to Success, Utah College Application Week, USHE's counselor conference, and more.

KEYS TO SUCCESS: STATEWIDE COLLEGE READINESS

Keys to Success (ktsutah.org) is a student-driven portal to all things related to obtaining a postsecondary education and career. A student can easily create a Keys to Success account and pick their top five career interests. Keys to Success takes their career choices and provides them with academic and CTE pathways, scholarships, internships, and other pertinent information related to higher education. By exploring all the opportunities Keys to Success provides, students can redeem points for Keys to Success prizes.

Keys to Success has been in select Utah high schools since 2004. The program has evolved as students' needs have changed. The State of Utah values the resources and tools provided by Keys to Success and decided to provide additional support to the program to make it available statewide. In the 2021 legislative session, the responsibility for coordinating Keys to Success with all other access-focused initiatives for the state was moved to the Utah System of Higher Education. This new collaborative relationship will allow for a more coordinated plan to support students and adults in identifying and following their college and career dreams.

The close partnership between USHE and Keys to Success means a tighter integration with all USHE access programs, including Utah College Advising Corps, Utah College Application Week, the USHE counselor conference, FAFSA education, and more.

The expansion of Keys to Success has allowed for the addition of an adult portal that provides career and program exploration, scholarship and funding access, and connection to available jobs via the Department of Workforce Services job board. The addition of the adult portal makes Keys to Success the one-stop location for all higher education information and related workforce applications for students ranging from age 13 to adult learners. As of June 2021, Keys to Success had over 70,000 users and over 750 counselors with accounts. Keys to Success provides over $160 million dollars in scholarships and tuition waivers for its users.

COMPLETION INITIATIVES

PRIOR LEARNING ASSESSMENT
The Board's Prior Learning Assessment initiatives are aimed at making degree progression as accessible and efficient as possible. PLA awards college credit for skills and knowledge that students acquired outside of college if those skills and knowledge align with degree requirements and course outcomes.

In response to H.B. 45, *Higher Education Credit Amendments*[3], in 2019, the then Board of Regents created Policy R472 and tasked faculty major committees at the degree-granting institutions with determining minimum scores and maximum credits awarded for Advanced Placement (AP) exams, the Credit for College-Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and International Baccalaureate (IB) exams. Faculty committees forwarded the first set of exam recommendations for Board of Higher Education approval on October 30, 2020. The Board approved the second set of recommendations for additional subjects on May 21, 2021. A third phase is underway to expand options for awarding credit for prior learning through additional nationally recognized examination and portfolio assessment providers, such as StraighterLine, Excelsior College, and Thomas Edison State College.

The Board also updated Policy R472, Credit for Prior Learning, in January of 2021 to provide stronger guidelines for degree-granting institutions on communicating with faculty, advisors, and current and prospective students regarding standards and costs related to credit for prior learning; required training of faculty and advisors on prior learning assessment standards and processes; and portfolio-specific prior learning assessments.

UTAH TRANSFER INITIATIVES
The Board's transfer initiatives are intended to help students complete a program as efficiently as possible. The Board is focusing on three primary transfer initiatives:
- **Policies on curricular alignment and coordination** safeguard efficient transfer. The Office of the Commissioner coordinates over 30 Major Committees of faculty from degree-granting institutions, 45 Program Committees from technical education institutions, and a General Education Task Force consisting of faculty and administrators from all eight degree-granting institutions. These groups collaborate on program alignment, common course numbering, and objectives. Policy for degree programs requires shared general education core and breadth requirements and common lower-division course numbering for general education courses and within majors.
- **The Utah Transfer Guide** is an online platform that allows students with credit from one college, including credit earned through Concurrent Enrollment, to see how their courses will transfer to another college within the System. This year, the Transfer Guide was redesigned and expanded to make it an even more useful tool for students. The guide now also shows students the credit they will receive at each institution for prior learning assessed through standardized exams such as AP, IB, DSST, and CLEP. In addition, the Transfer Check feature allows students to pull in information from their transcript to see how their coursework fits into specific bachelor's degrees across the System. Technical college programs and technical education secondary articulations will be considered in future updates. The guide can be found at utahtransferguide.org.
- **The Board Transfer Council and Direct Transfer Pathways**: In 2020, the Board created a new Transfer Council to define standards and policies and address program and degree structures in order to facilitate transfer across USHE institutions. The council includes two Board members, three presidents, representatives from the Utah Council of Faculty Senate Leadership and the General Education Task Force, and representatives of individual institutions. In March 2021, the Board approved the council's recommendation to allow the Commissioner's office to work with institutions to start developing new direct transfer pathways in select degree majors. These pathways will facilitate students' completion of a bachelor's degree with only two years or 62 additional credits after earning an associate degree in the same major. A pilot to design the first direct transfer pathways will begin in fall 2021.
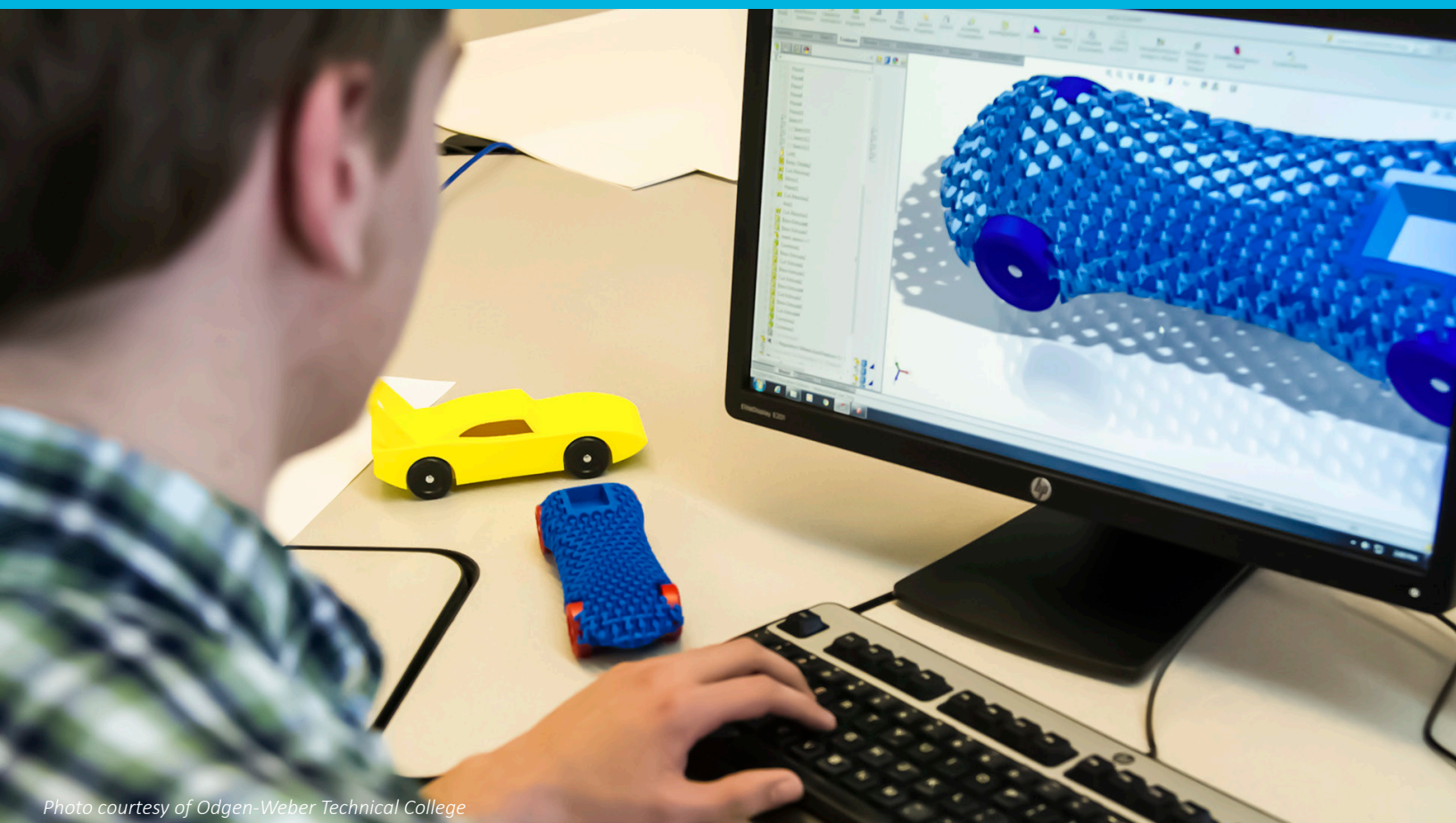
Photo courtesy of Odgen-Weber Technical College

UTAH PROGRAMS AND MAJORS GUIDE

The Utah Programs and Majors Guide allows students, parents, and counselors to search for academic programs offered within the Utah System of Higher Education. There are options to search by subject area, occupation, institution, type of award, and exploratory tracks. The guide was updated, redesigned, and rebranded in 2020-21 to include programming offered at all technical colleges in addition to the existing data on programs at the degree-granting institutions. The guide now includes information on over 3,700 programs, from certificates to doctoral degrees. The Utah Programs and Majors Guide can be found at utahmajors.org.

COLLEGE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

USHE institutions provide opportunities for Utah high school students to take college courses, progress toward a certificate or degree, and apply their coursework toward high school graduation. College enrollment for technical education programs and Concurrent Enrollment for degree programs allow students to become better prepared for the world of work or to complete courses corresponding to the first year of coursework at a Utah public college or university. The college coursework must count toward a certificate or degree program and is recorded on the student's permanent college transcript. Courses are taught either at the high school or at a higher education institution.

High school students attend technical college courses tuition free. During 2019-2020, technical colleges provided 2,023,561 hours of instruction to 9,835 high school students, saving them more than $4 million in tuition costs. Of these students, 1,321 completed technical college certificates prior to high school graduation. Another 232 graduates from the high school class of 2019 continued after high school to complete certificates.

Concurrent Enrollment within degree programs is jointly administered by the Utah System of Higher Education and the Utah State Board of Education and is taught by USHE faculty or high school teachers who have been approved for adjunct faculty status. A total of 43,916 students from all 41 school districts in 186 public, charter, and alternative high schools participated in the state CE program during 2019-20. Students earned 323,749 college credit hours. In 2019-20, 75% of earned CE credit was from highly transferable general education courses. The remaining non-general education credits were in select Career and Technical Education courses. The top enrolling course was ENGL 1010, an introductory college writing course required for all degrees and many certificate programs.

Photo courtesy of Mountainland Technical College

In 2015, the Legislature tasked the then Utah Board of Regents and the Utah State Board of Education with increasing the number of students earning Qualitative Literacy general education credit before high school graduation through concurrent enrollment (S.B. 196, Math Competency Initiative[4]). Since then, USHE institutions and public education partners have been engaged in a myriad of initiatives to promote MATH 1030, MATH/STAT 1040, and MATH 1050, successfully doubling CE QL earned credit in four years. And in 2019-20, between 12,000 and 13,000 high school students completed their QL Math through the program.

In 2019-20, the CE program was supported by an $11.9 million legislative appropriation. The current cost of a Concurrent Enrollment course is $5 per credit. Utah high school students and their families saved $62.7 million in tuition costs.

Photo courtesy of Dixie State University

Equity in College Opportunities for High School Students
USHE, institutional leaders, USBE, and high schools are working to address educational equity in line with the Board's strategic goals. Data shows that participation in advanced high school coursework, such as CE and technical education, can have a profound impact on students. Low-income students who participate in CE, for example, attend college after high school graduation at almost double the rate of their peers. However, in 2019-20, there was a 10% gap in participation of students of color and a 20% gap in participation of low-income students in the CE program. Just as program administrators and advisors successfully increased QL Math completion through S.B. 196, Math Competency Initiative, they are now working together with public education partners and with college access groups, such as Gear Up and Latinos in Action, to identify eligible students from populations underrepresented in the CE and TE programs to encourage them to participate.

During 2019-2020, technical colleges provided 2,023,561 hours of instruction to 9,835 high school students, saving them more than $4 million in tuition costs.

AFFORDABILITY INITIATIVES

SCHOLARSHIP UPDATES AND THE NEW OPPORTUNITY SCHOLARSHIP

USHE administers several state aid programs aimed at assisting students in accessing and affording higher education in Utah. In particular, during the 2021 legislative session, several programs were updated to better align with Board priorities. These changes include the creation of the Adult Learner Grant Program, replacing the Regents' Scholarship program with the Opportunity Scholarship, sunsetting the New Century Scholarship, and updating the Technical Education Scholarship.

Adult Learner Grant Program
The Adult Learner Grant Program is a new aid program for students age 26 and older who need financial assistance and who enroll in qualified online programs at technical and degree-granting institutions. Funding for this program will first be available during the 2021-22 school year. The Legislature allocated $1,000,000 for the program for FY2022.

Changes to Regents' and New Century Scholarships
In the fall of 2020, 2,487 applicants were awarded the Regents' Scholarship, and 274 applicants were awarded the New Century Scholarship. Funds were sent to eligible institutions to be applied toward tuition and fees for these students. For the final Regents' and New Century cohort (2021 high school graduates), there were 4,642 Regents' applications and 533 New Century applications.

Following the 2019 recommendation from the former Utah Board of Regents to eliminate the Regents' and New Century Scholarship programs, USHE pursued legislation to replace the programs with a new, statewide achievement-based scholarship program—the Opportunity Scholarship. This new program focuses on incentivizing completion of advanced coursework demonstrated to most likely lead to college success, an approach based on USHE evidence and peer-reviewed literature. This program will accept its first cohort of applications with the high school graduating class of 2022.

Technical Education Scholarship
2021 legislation combined two similar technical education scholarship programs, housed separately prior to the merger of UTech and USHE, into one Technical Education Scholarship for eligible students that enroll in technical education programs leading to high-demand, high-wage jobs.

General State Aid
The legislation also expanded state scholarship availability, which supports key elements in the Board's strategic plan to better support underrepresented student populations.

> *"Thank you so much for the financial assistance to receive a college degree. I can't overstate how much I appreciate the opportunity given to me to become a help to my society." – New Century Scholarship recipient*

These changes have been instrumental in aligning three state scholarships—the need-based Promise Scholarship, the merit-based Opportunity Scholarship, and the Technical Education Scholarship—to incentivize students to pursue a postsecondary path that fits their goals. These scholarships are stackable, which means students may qualify for all three as they move through their higher education experience. In the fall of 2021, an online portal will allow students to apply for and express interest in these three programs all in one place. The new simplified application process will directly tie to institutional financial aid and recruiting services for a more seamless student transition from high school to college.

Photo courtesy of Snow College

SHARED SERVICES

Shared services is an organizational design used in both public and private organizations to allocate common internal business services between divisions or business units. Examples of common business functions consolidated into shared service centers include finance and accounting, human resources, information technology, procurement, and facility management. Benefits of shared services may include reduced costs, improved services, and standardized processes.

The state Legislature gave the Board the charge to "maximize efficiency through the Utah System of Higher Education by identifying and establishing shared administrative services" across all 16 public higher education institutions in the state. Over the past year, the Board's Finance and Facilities Committee discussed opportunities for shared services in USHE.

Timeline
- The Finance and Facilities Committee discussed shared services in the September 2020, January 2021, and March 2021 meetings to understand and explore options in the System, including the recommendation to engage outside consulting expertise.
- The Commissioner's office convened a workgroup, including institutional subject matter experts, to develop a statement of work for a shared services Request for Proposals.
- Using the work group's statement of work, the Commissioner's office created and issued an RFP for a shared services consultant.
- The Commissioner's office worked with the Legislature on funding for a shared services consultant and received $1,000,000 to use toward a study.
- The Commissioners office has awarded an RFP for a shared services consultant to do the following over the next several years:
    1. Assess the current state of USHE business processes in finance and accounting, human resources and payroll, and information technology;
    2. Describe a future state based on best practices for systems of higher education; and
    3. Analyze the gap between the current state and the future state and provide a roadmap and recommendations for the System to move to the future state.

WORKFORCE ALIGNMENT AND ECONOMIC IMPACT

Photo courtesy of Davis Technical College

LEARN & WORK PROGRAM

In the spring of 2020, the Utah Legislature, with federal CARES Act funding, created the Learn & Work In Utah initiative supporting short-term training programs designed to serve unemployed, underemployed, and vulnerable workers affected by the COVID-19 pandemic. In total, over $13 million was allocated to 14 USHE institutions supporting over 150 different programs from a wide variety of industry sectors, including:

- Manufacturing
- Transportation
- Health care
- Technology
- Web design and support
- Microsoft Office and digital tools for the remote work world
- Graduate certificates: cyber security and analytics
- Training educators to transition to digital learning
- Small business support

The programs enrolled over 5,600 students in face-to-face, hybrid, and online courses. These programs have offered Utahn's the opportunity to complete short-term training programs at no cost and re-enter the workforce.

Because of the overwhelming success of the first round of Learn & Work, the Utah Legislature allocated $15 million in state funding to offer additional programs under the Learn & Work parameters. The second round of funding enabled another 117 programs at 16 institutions to be offered to students. We continue to hear student success stories, with more students graduating and finding work every day as a result of this program.

Mateo, Tooele Tech Student, Cybersecurity Program

Mateo is 20 years old and just completed his GED. He has always had an interest in computer technology, but because he is currently unemployed, he did not have the means to attend school. Because of the Learn & Work program, Mateo has been able to enroll in the Cybersecurity program at Tooele Tech.

Mitzi, UVU Student, Business Data Analytics Professional Certificate

When Mitzi was laid off from her job last year due to COVID, she worried she wouldn't find another job. Through the Learn & Work program, she was able to add a UVU short-term certificate to her educational credentials. Without the Learn & Work program, she said she likely could not have afforded to pay for this training.

The certificate, in turn, gave her the skills she needed to land a new six-figure position, or as she called it, the job of her dreams!

"I learned a ton ... and I know [the Business Data Analytics class at UVU] gave me more confidence to apply for a position that I thought was way above me ... [That] class helped me get the job of my dreams!" –Mitzi

CUSTOM FIT

For more than 40 years, Custom Fit has provided opportunities for Utah businesses to contract with state technical colleges for jointly-funded training that aids in retention and expansion, attracts new businesses to Utah, and meets employer-specific needs.

In FY2020, the Custom Fit program served 19,007 trainees at 1,773 companies with 357,692 hours of training. Instructional hours remained consistent from 2019 to 2020, even after all training ceased in April and May 2020. This illustrates the high demand for Custom Fit training among industry partners, as training opportunities were largely complete and state training funds largely exhausted before the pandemic hit. Forty-nine percent of training sessions were offered to companies seeking increased productivity, 38% to companies seeking growth, and 13% to businesses seeking to gain or maintain a competitive edge.

In 2020, the average company contribution was 58%—8% higher than Board policy requires. The $3.6 million total contribution stretched the $5.1 million legislative investment to even more local employers.

Following the merger, USHE conducted a statewide review of Custom Fit policies, practices, and outcomes to ensure that delivery, oversight, and state expectations aligned. The review found that institutions are effectively meeting Custom Fit purposes and that program delivery decisions are best determined by the institutions based on local economic conditions. The review resulted in revisions to policy that clarified state intent, priority of companies served, and types of training, with attention on best practice tools such as outreach, funding limits, and scaled company contributions to maximize delivery and diversity for the best local economic benefit.

Photo courtesy of Ogden-Weber Technical College

Photo courtesy of Utah State University

STUDENT SAFETY

S.B. 80, Campus Safety Amendments, adopted in the 2020 General Session, required the Utah Board of Higher Education to study and make recommendations for providing public safety services on USHE campuses. The Office of the Commissioner presented a baseline analysis of the public safety organization, policies, relationships, and processes at all sixteen USHE institutions in November 2020. Institutions individually participated in interview sessions from August–October 2020, including several student groups and the campus safety team at each of the 16 campuses.

The analysis recommended four general areas for the Board to address:
1. Improve collaboration across USHE institutions
2. Conduct a systemwide, comprehensive evaluation of student perceptions
3. Develop a unifying System vision and mission of campus security and safety
4. Incorporate equity, diversity, and inclusion within the systemwide vision

Implicit Bias Training

In January 2021, the Student Affairs Committee recommended required implicit bias training as an immediate next step to incorporate EDI into campus safety functions. In March 2021, the Board revised its campus safety policy, R262, requiring implicit bias training for all campus public safety personnel. The Board is expected to consider recommended training at its September 2021 Board meeting.

Campus Safety and Equity Commission

In partnership with the Utah Student Association, USHE established a Campus Safety and Equity Commission whose membership consists of two students appointed by each student body president. The commission, in part, will conduct ongoing systemwide evaluations of student perceptions related to campus safety.

MENTAL HEALTH

Statewide Partnership with The JED Foundation

In January 2020, USHE partnered with The JED Foundation. JED provides a comprehensive approach to decrease risk factors and increase protective factors for mental health and suicide among college students. JED works with over 300 universities and colleges nationwide. This unique statewide partnership, which also includes Brigham Young University and Westminster College, is made possible through the generous support of The J. Willard and Alice S. Marriott Foundation.

Thanks to the efforts of Board members and legislators, funding was appropriated in the 2021 Legislative session to expand the JED Campus partnership from the eight USHE degree-granting public colleges and universities to the eight USHE technical colleges following the merger. USHE and JED are working to develop a tailored, comprehensive model specific to technical colleges to complement the four-year cohort model for USHE's degree-granting institutions. The first year of the four-year JED Campus program focused on onboarding campuses, building campus teams, administering the Healthy Minds Study to collect student data, completing the JED Campus baseline assessment, and engaging in a campus visit with JED Campus advisors and subject matter experts. In June 2021, USHE institutions published their short-term and longer-term 3-year strategic goals at the USHE/JED statewide convening, despite being delayed due to COVID-19. These strategic goals are the basis from which USHE institutions are implementing their goals over the next three years. The primary objective of JED's comprehensive approach is to ensure equitable resourcing of best practices and programs tailored for each institution while following a common framework with common outcomes that promote mental health and prevent suicide.

After each campus visit, JED creates a mental health and suicide prevention strategic plan that will be implemented over three years with ongoing support and engagement. As part of the funding for the first cohort, there will be opportunities for the eight degree-granting institutions to convene for professional development and peer learning opportunities annually and for ongoing communication via an online listserv and connection calls. More opportunities will be available to USHE technical colleges through their tailored, complementary model.

Huntsman Mental Health Institute

In 2019, the Huntsman family announced a $150 million gift over 15 years to the University of Utah to establish the Huntsman Mental Health Institute, the largest single donation to the USHE flagship. With the establishment of the institute in January 2021 and the groundbreaking of the Mental Health Crisis Care Center in May 2021, the institute stands to transform mental health services for the State of Utah and, more specifically, 18-24 years olds who are the most impacted by mental health trauma. USHE established a partnership with the institute to visibly promote advocacy efforts to destigmatize mental illness among college students and leverage research systemwide that supports the institute's goal to provide innovative, immediate, and compassionate care to people experiencing a mental health crisis.

The Jed Foundation is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults.

Photo courtesy Weber State University

FINANCIAL SNAPSHOT

FINANCIAL HEALTH OF INSTITUTIONS

Each year the Finance and Facilities team in the Commissioner's office collects and compiles financial information from the sixteen USHE institutions to create multiple reports reflecting the financial health of the System and the individual institutions. Each of these reports is summarized below, with a link to the full report provided in the end notes.

- **Institutional Summaries**[5] The Commissioner's office developed a standardized template to communicate institutional finances and financial performance to the Legislature. These documents include summaries of institutional revenues and expenses from the prior fiscal year.
- **Financial Ratio Report**[6] Institutional controllers submit financial information from audited annual financial statements for three reported ratios: viability, debt burden, and a composite index. Together these ratios historically provide good measures of higher education fiscal health.
- **Report on Institutional Revenue Bond Indebtedness**[7] The Board issues revenue bonds on behalf of System institutions. This annual report documents outstanding institutional bonds.
- **Auxiliary Enterprise Operations Report**[8] The annual report assesses the financial condition of institutional auxiliary enterprises (self-supporting programs like bookstores, housing, and dining services). The report includes prior year fund balances and future projections.
- **Money Management Report**[9] USHE institutions submit monthly and annual reports detailing the deposit and investment of funds. The Board subsequently submits an annual summary report of all investments by institution to both the Governor and the Legislature.
- **Contracts and Grants Report**[10] USHE institutions submit an annual report summarizing the number and dollar amounts of contract and grant awards received during the previous fiscal year.
- **Space Utilization Report**[11] The annual utilization report describes institutional classroom and laboratory space use as well as institutional goals and accomplishments to meet Board standards.
- **Report on Leased Space**[12] USHE institutions annually report the square feet, purpose, and cost of space leased for institutional operations.

STUDENT FEES INTO TUITION

During the August 2020 meeting, the Board discussed and adopted duties and responsibilities to delegate to institutional boards of trustees. Among those duties and responsibilities is the review and recommendation of institutional requests to adjust tuition and general student fees. The Board revised Policy R516, General Student Fees, to include greater Board of Trustee involvement in the review, creation, elimination, and continuation of institutional general student fees. Institutional boards of trustees were asked to review all general student fees and institutional requests to adjust tuition for affordability, equity and need to recommend action to the Board of Higher Education. During the tuition and fee setting process in the spring of 2021, the Board of Higher Education additionally asked institutional boards of trustees to review each general student fee and recommend the continuation, elimination, adjustment, or transfer to tuition.

Accomplishments
- Organized a workgroup of presidents, student leaders, administrators, and Board members to review general student fees for degree-granting institutions, determine when such fees should be rolled into tuition, and amend Policy R516[13] to include specific guidelines for degree-granting institutions and boards of trustees.
- Created and received feedback from institutional constituent groups and student leadership on a System policy (R516) that was adopted in October
- Formalized the delegation of duties and trained Trustees on those duties
- Held a successful Tuition and Fees hearings in March in which general student fees were reduced on average across the System by 11.5%, eliminated as fees, and moved to tuition.

- The Board will continue to review and monitor general student fees in the annual tuition and fee-setting meeting.
- The Board will refine and expand the model of affordability that will assess institutional tuition, fees, and costs of attendance for affordability and equity for Utah students.
- The System will study technical college general student fees during the summer of 2021 and modify policies accordingly.
- The System is in the process of adopting a policy for course fees and program fees and will work with institutions on compliance and implementation of that policy.

PERFORMANCE FUNDING

Over the last decade, the State Legislature appropriated funds to both degree-granting institutions and technical colleges for performance. The 2019 legislative session saw a significant increase in performance funding from an average of $4.5 million annually to $31.5 million. Performance funding is likely to become a significant portion of the annual USHE legislative appropriation in the foreseeable future. While the performance funding model has evolved over time, recent adjustments from the 2021 Legislative Session further refine the model to ensure transparency, fairness, and accountability in meeting System and institutional goals.

The Commissioner's office worked with the Legislature to amend the current performance funding model to align with the Board's work on the statewide attainment goals in the areas of access, timely completion, and high-yield awards. The amended model replaces a historical performance improvement requirement with an annual and 5-year goal-setting process. The Board now has greater flexibility to work with institutions and their Boards of Trustees to set and achieve meaningful goals for which the Legislature will award performance funding. The legislation provides a two-year implementation phase in which the current model will be used to allocate performance funds while the Board works with institutions and their trustees to develop goals for the amended model.

Accomplishments
- Worked with internal and external stakeholders and the Legislature to amend the current performance funding statute and model.
- Developed a refined performance funding model that aligns attainment goals with performance funding.
- Worked with USHE institutions and their constituent groups to communicate proposed changes, receive input, and revise the model accordingly.
- Communicated changes to the performance funding model with all 16 institutional cabinets and held trainings for board of trustee chairs.

Goals
- Continue working with institutions on setting 5-year goals for the amended model.
- Institutions and the System will provide recommended 5-year goals to the Board for review in the September 2021 meeting.
- The Board will then take recommendations for institutional and System 5-year goals to the Legislature as an informational item in the October interim meeting.
- Use feedback to refine and adopt 5-year goals in the January 2022 Board meeting.
- Take adopted 5-year goals to the Legislature during the 2022 General Session for adoption.
- Begin the annual goal-setting process in May 2022.

IMPROVEMENTS IN DATA COLLECTION AND ANALYSIS

In order to increase the ability of our Institutional Research staff to conduct informative analysis, three key data collection improvements were made over the last year: data alignment between the degree-granting and technical education institutions; implementation of automated, structured, space inventory data collection; and regimented

Photos courtesy of Uintah Basin Technical College, University of Utah, and Southern Utah University (left to right)

data error checks. Improvements in these areas allow USHE to make data-driven decisions that significantly impact the System, our students, and funding allocations.

Merging the two systems brought the opportunity to align some key measures across all sixteen institutions. Aligning the measures allows for easier comparisons and consistent analysis of student outcomes. Prior to the merger, measures in some key indicators were compiled differently by the two systems, at times causing misunderstandings and inaccurate comparisons. Because of the differences in mission and program structure between the technical colleges and the other institutions, complete alignment is not desirable.

To systematize the process of analyzing space inventory and space utilization across the sixteen institutions, IR staff designed a database to track classrooms and other campus space. In partnership with facilities leadership at USHE and the institutions, the research team was able to design a database to automate the storage and updating of space inventory. Additionally, they were able to design the database to work with pre-established enrollment data collection to create space utilization analysis. FY21 was focused on designing the database; FY22 will be the first year USHE will run space utilization analysis using the database.

The third improvement to data collection at the system office focused on improving and expanding data error check processes. Each institution collects data on students and campus operations that are then provided to USHE IR to conduct system-level research for the Board and other stakeholders. For quality assurance, error check processes are in place that review datasets for systematic errors. Over time it became apparent that the processes had blind spots or weren't always followed carefully, resulting in erroneous or inconsistent data. To address this, significant portions of the research team's resources were redirected to quality assurance. Ineffective error checks were rewritten, new error checks were added, and data quality standards were upheld. Moving forward, we expect that this change will result in easier data analysis and efficient and robust research.

ECONOMIC AND EDUCATION OUTLOOK

Enrollments at the degree-granting institutions remained essentially flat from Fall 2019 to Fall 2020. Enrollment decreases at community colleges (coinciding with national trends) were offset by small increases at some regional universities, while enrollments at technical colleges for students seeking certificates and continuing occupational education were down 3.13% in Fall 2020. Due to the hands-on nature of some technical programs, the need to socially distance significantly impacted the colleges' ability to continue offering instruction.

The share of course credits delivered solely face-to-face by degree-granting institutions decreased from 77% in Fall 2019 to 31% in Fall 2020, reflecting the need for institutions to use technology-enhanced course delivery methods during the pandemic.

The Utah Higher Education Assistance Authority is the financial aid arm of the Utah Board of Higher Education and is charged with providing financial pathways to higher education. Since 1977, UHEAA has improved the lives of Utah students as a student loan provider and servicer, paying-for-college community outreach partner, state financial aid program administrator, and resource to higher education institutions for loan default prevention and other services. UHEAA focuses on Utah students and their families as they plan, prepare, and pay for college.

The 2020-21 fiscal year brought UHEAA many opportunities to support Utah students through state aid, repayment servicing, and outreach. Some highlights include:

- Provided $6 million in borrower benefits to 35,000 borrowers, including 27,000 Utah borrowers, through its $1.15 billion legacy student loan portfolio.
- Helped five of the eight USHE credit-granting institutions lower their Cohort Default Rates by an average of 31% through its RepayCentsibly default prevention program.
- Rehabilitated $3.7 million in defaulted loans back into good standing despite payment and collection activity moratoriums due to COVID. This effort clears the derogatory credit marks for these individuals and allows them to leverage federal financial aid again if they decide to return to higher education.
- Hosted 103 school-based and 10 statewide virtual FAFSA Completion Nights.
  - 69% of those who attended completed the Free Application for Federal Student Aid at the event, with 32% of those being first-generation students.
- Developed FAFSA Walkthrough Videos in both English and Spanish, garnering 60,380 views.
- Continues to maintain a 0% default rate in its state-based supplemental loan program, Complete Student Loans.
- Administered six state financial aid programs that provided $6.8 million to help over 5,000 Utah students fund their higher education.
  - 94% of the funding was need-based financial aid, while the rest served military veterans and public safety officers in the community.

Looking into the 2021-22 year, UHEAA remains committed to guiding families through the financing of their educational pursuits. UHEAA will continue to focus on its strategic priorities, including building community partnerships, enhancing customer-facing technology, administering scholarships and grants, and increasing its reach to underserved and underrepresented populations. In alignment with the Utah Board of Higher Education, UHEAA will continue to contribute to the statewide higher education strategic priorities of access, completion, affordability, workforce alignment, and research, in part with its commitment of $2 million annually for the next three years to support the expansion of the Utah College Advising Corps.

uheaa®
UTAH HIGHER EDUCATION
ASSISTANCE AUTHORITY

my529 is Utah's official 529 educational savings plan. Currently the nation's third-largest direct-sold plan, my529 has been helping families in Utah and across the United States invest in higher education for 25 years. Accounts are free to open and require no minimum deposit. my529 funds may be used for qualified higher education expenses, including K-12 tuition expenses, qualified education loan repayments, and registered apprenticeships. Beneficiaries can attend eligible educational institutions—colleges, universities, trade and technical schools, and graduate schools—anywhere in the U.S. or abroad that accept federal student aid. With $19.9 billion in assets under management, my529 currently services more than 464,000 accounts (as of June 12, 2021).

Accomplishments
- Account growth among Utah residents is up 22.3% compared to the previous year.
- More than 11,000 new accounts were added in FY2021.
- my529's purpose is to help account owners grow their investment. In FY2021, 36% of every dollar withdrawn by Utah account owners came from earnings on their investment.
- More than $62 million was used by Utah account owners to pay for qualified higher education expenses in FY2021.

Goals
Over the coming year, my529 will work to:
- Increase the diversity among Utah account owners. my529 wants everyone, regardless of circumstances or background, to invest for their future and prepare for additional training and education.
- Develop financial literacy material to educate prospective account owners. my529 can help individuals with making wise financial decisions.
- Create materials that demonstrate the value of education. my529 will help individuals understand the value of additional training or education beyond high school and how to prepare financially for that opportunity.

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END NOTES

1 https://ushe.edu/wp-content/uploads/pdf/reports/issue_brief/2020/2020_Aug_opportunity-gap-IB.pdf

2 https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2017/08-August-9-10/4.0d%20Equity%20Lens-reformat.pdf

3 H.B. 45 Higher Education Credit Amendments, https://le.utah.gov/~2019/bills/static/HB0045.html

4 S.B. 196 Math Competency Initiative, https://le.utah.gov/~2015/bills/static/SB0196.html

5 Institutional Financial Summaries,
https://ushe.edu/wp-content/uploads/pdf/agendas/20210114/01-14-21_tab_h.pdf

6 Financial Ratio Report,
https://ushe.edu/wp-content/uploads/pdf/agendas/20210325/03-25-2021_ff_tab_h.pdf

7 Annual Report on Institutional Revenue Bond Indebtedness,
https://ushe.edu/wp-content/uploads/pdf/agendas/20210325/03-25-2021_ff_tab_l.pdf

8 Annual Auxiliary Enterprise Operations Report,
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9 Annual Money Management Report
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10 Annual Contracts and Grants Report,
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11 Space Utilization Report 2019-2020
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12 Annual Report on Leased Space,
https://ushe.edu/wp-content/uploads/pdf/agendas/20201120/11-20-2020_ff_tab_h.pdf

13 Board of Higher Education Policy R516, https://ushe.edu/ushe-policies/r516-general-student-fees

UTAH SYSTEM OF
HIGHER EDUCATION

September 17, 2021

Progress Update on Utah Board of Higher Education Strategic Plan

The Commissioner's Office has completed a project plan for each of the tactics identified in the Board's strategic plan, and has uploaded each of the project plans into a project management system. The Commissioner's Office will demonstrate the project management system at the Committee of the Whole on September 17, 2021.

Progress on the strategic plan will be reported at each Board meeting, and regular updates on progress on the strategic plan will be posted on the strategic plan webpage at ushe.edu.

Background

In 2020, Utah's two higher education systems merged, creating a single system of 16 higher education institutions. The Utah Board of Higher Education adopted a comprehensive strategic plan in May 2021 to guide the newly-merged System for the next five years. The Board's strategic plan focuses on six key priorities:

- System Unification
- Access
- Affordability
- Completion
- Workforce Alignment
- Research

The strategic plan is guided by two main themes:

1. Alignment of measures between statewide postsecondary attainment goals and performance-based funding
2. Centering of educational equity and inclusion, so that higher education opportunities exist for all Utahns

Commissioner's Recommendation

Information item only.

UTAH SYSTEM OF HIGHER EDUCATION

September 17, 2021

Forthcoming Study on Adult Education

The Utah State Board of Education is interested in exploring ways to improve student outcomes for those participating in adult education. USBE will present to the Legislative Education Interim Committee on November 17, 2021, where it will propose the creation of a task force to study ways to improve adult education. The Commissioner, or a delegate of his choosing, will serve on the taskforce, and the Board will be updated as recommendations are provided from the task force.

Commissioner's Recommendation
Information item only.

September 17, 2021

FY2022-23 USHE Operating Budget Request

The Fiscal Year 2022-23 USHE operating budget request was developed with consultation and discussion with the Council of Presidents, business vice presidents, and budget officers for each institution. The request advances Board strategic objectives and balances adequate state tax funding to maintain affordability with current fiscal realities. The operating budget request complies with the Budget Development Process Guidelines adopted by the Board at the July 2021 meeting. For FY 2022-23, the Commissioner recommends a System operating budget request as follows:

1. Compensation and mandatory increases on par with state entities
2. Technical education institution priorities
   a. $9,350,000 for technical program growth and capacity
   b. $5,000,000 one-time for technical education equipment
   c. $1,666,800 for Snow and SLCC technical education tuition parity
   d. $522,000 for custom fit
   e. $743,000 for operation and maintenance
3. Degree-granting institution priorities
   a. $35,000,000 for performance funding institutional priorities
   b. $4,992,000 for growth funding
   c. $685,600 for operation and maintenance
4. Systemwide priorities
   a. $5,000,000 one-time for a statewide marketing campaign
   b. $3,500,000 one-time for shared services implementation
   c. $3,000,000 for mental health
   d. $1,000,000 a statewide online education program

Additional information on the operating budget request is found in Attachment 1. Supplementary detail for each of the institutional requests is available upon request from the Commissioner's Office. Attachment 2 provides additional information on the funding formulas used to distribute: 1. technical program growth and capacity, 2. degree-granting performance funding, and 3. degree-granting growth funding.

Commissioner's Recommendation

The Commissioner recommends the Board approve the FY2022-23 USHE operating budget priorities and authorize the Commissioner to make any subsequent technical adjustments, including rounding, necessary to finalize the budget prior to submitting to the Governor and Legislature.

Attachments

USHE – FY2022-23 Institutional and Board Priorities

Section 1: Compensation & Mandatory Increases

Faculty and staff are the backbone of the Utah System of Higher Education, and salary and benefits represent the single largest expenditure for USHE institutions. In order to reward performance and continue to attract world-class faculty and staff, the Board requests parity for USHE institutions with state employees in salary and benefit adjustments provided by the state legislature. Exact increases will be determined during the 2022 legislative session. The Board will also request funding for mandatory cost increases to insurance premiums, other state-provided internal service funds, as well as employee health insurance premium increases comparable to state employees. Typically, the legislature funds compensation increases with 75 percent state funds for degree-granting institutions and 100% for technical colleges, leaving 25 percent to be covered by tuition increases.

Section 2: Technical Education Priorities $17,281,800

Technical Education Growth and Capacity $9,350,000

USHE technical education institutions were asked to provide funding requests for regionally critical technical programs experiencing capacity challenges related to student demand. Institutions provided detailed funding requests including, performance indicators and explanations for need and demand. Recommended total appropriations (bold) were determined by allocating $3 million based on system membership hours, $4 million based on system growth in membership hours between FY20 and FY21, and $1 million for growth and program expansion in new facilities. Institutional plans for how they would use their portion of the growth and capacity funds are listed below in priority order, with additional detail available upon request.

Bridgerland Technical College $1,034,800
- Nursing Faculty $505,100
- Pharmacy Technician Faculty $119,700
- Medical Assisting Faculty $156,900
- Dental Assisting Faculty $123,700
- Health Faculty and IT Staff $431,200
- Compensation Compression $100,000

Davis Technical College $1,136,500
- Health Technology Programs Expansion $419,600
- Plumbing Apprentice Program Expansion $210,000
- Electrician Apprentice Program Expansion $210,000
- Licensed Clinical Social Worker $116,000
- Safety and Risk Management $120,000
- Police Contract with Kaysville City $150,000
- IT Related Programs Expansion $185,700
- Equity, Diversity and Inclusion Coordinator $105,000
- IT Security Hardware and Software $100,000
- Student Information System Support Technician $120,500
- Welding Technology Program Expansion $140,000
- Curriculum Developer $111,200

Dixie Technical College $648,000
- Faculty Pay Equalization $160,000
- Healthcare Programs Expansion $241,000
- Transportation Programs Expansion $236,000
- Structural Fire Program ($300,000 one-time) $609,000

- Auto Tech Expansion $130,000
- Digital Media/Web Dev Expansion $133,000
- Industrial Programs Expansion $245,000

Mountainland Technical College $2,062,500
- Apprenticeship Programs Expansion $160,000
- Health Programs Expansion $815,000
- Expansion of Wasatch and Summit Counties Programs $380,000
- Trades Programs Expansion $290,000
- Information Technology Programs Expansion $140,000
- Administrative Expansion and Support $442,000

Ogden-Weber Technical College $1,372,500
- Apprenticeship $180,000
- Business – Spanish $120,000
- Instructional Coach $150,000
- Controls Operation $265,000
- Mental Health $ 36,000
- Grant Writer $ 76,000
- Cyber Security $120,000
- Student Support Services $120,000
- HR Applicant Tracking $ 55,000
- Master Esthetician 1 $325,000
- EV Hybrid Auto $195,000

Salt Lake Community College – Technical Education $450,000
- Advanced Manufacturing Director $100,000
- Machining Faculty $100,000
- Construction Labor Faculty $100,000
- HVAC Faculty $100,000
- Electrician Faculty $100,000

Snow College – Technical Education $500,000
- Rural EMS Faculty $109,700
- Office Technology Faculty $117,500
- CTE Director $108,700
- Diesel Growth $117,500
- Welding Growth $117,500
- Tech Ed Student Success Director $113,400

Southwest Technical College $626,100
- Student Services Enrollment Technician Bilingual $ 57,300
- Practical Nursing Expansion $210,500
- Fire Academy $140,000
- Medical Clinical Assistant Bilingual Spanish $ 32,400
- Professional Truck Driving Expansion $ 92,000
- Paramedic $145,000
- Welding Essentials Program Expansion Rural Initiative $ 63,000

Tooele Technical College $663,500
- Commercial Driver's License Instructor $160,000
- Student Counselor and Emotional Support Service $120,000
- Information Technology Technician $118,500
- Technical Trades Instructor $145,000
- Human Resources Director $120,000

Uintah Basin Technical College $456,100
- Welding Expansion Program to Year-Round Offerings $300,400
- Nurse Assisting Program Expansion to Year-Round Offerings $217,000
- Auto Technology Program Expansion to Year-Round Offerings $110,500

- Civil Technology Program Expansion to Year-Round Offerings $ 60,500
- High Voltage Electrical Apprenticeship $239,100

Utah State University – Technical Education **$400,000**
- Apprentice Plumbing $153,100
- Apprentice HVAC $153,100
- Apprentice Welding $153,100

Technical Education Equipment (one-time) $5,000,000

USHE technical education institutions and degree granting institutions with regional technical education service areas submitted requests for equipment needed for growing programs. The targeted funding amount was allocated based on half the funding equally split and half the funding on enrollment.

- Bridgerland Technical College $581,400
- Davis Technical College $676,300
- Dixie Technical College $356,600
- Mountainland Technical College $679,500
- Ogden-Weber Technical College $622,900
- Salt Lake Community College – Technical Education $271,100
- Snow College – Technical Education $456,100
- Southwest Technical College $330,900
- Tooele Technical College $318,600
- Uintah Basin Technical College $368,600
- Utah State University – Technical Education $338,000

Technical Education Tuition $1,666,800

The technical education tuition funding request of $1,666,800 will replace lost revenue from converting certain technical education credit programs to not-for-credit technical education programs for Snow College and Salt Lake Community College. This tuition equalizing will fulfill their mission of providing low-cost technical education instruction in their service area. Snow College was appropriated $400,000 in FY21, $526,000 in FY22, and the additional $466,800 will complete their total funding request of $1,392,800. Salt Lake Community College was appropriated $1,335,000 in FY22, and the additional $1,200,000 is the second of three years of a total funding request of $4,005,000.

- Snow College $ 466,800
- Salt Lake Community College $1,200,000

Custom Fit $522,000

The custom-fit funding request of $522,000 is to expand offerings and other support services for five institutions, including existing and expanding workforce, and new programs in Wasatch and Summit counties.

- Bridgerland Technical College $100,000
- Mountainland Technical College $116,000
- Snow College $116,000
- Salt Lake Community College $150,000
- Uintah Basin Technical College $ 40,000

Operation and Maintenance $743,000

Mountainland Technical College requests $743,000 on-going operation and maintenance funds for both the Orem and Provo campuses. These funds will be used to fund daily operations and normal repairs needed to properly maintain these facilities.

- Mountainland Technical College – Orem Campus $ 272,000
- Mountainland Technical College – Provo Campus $ 471,000

Section 3: Degree-Granting Institution Priorities $40,677,600

Performance Funding $35,000,000

The FY 2022-23 budget request for performance funding for degree-granting institutions is $35 million. USHE institutions were provided a preliminary target funding amount for their institutional needs based on the statutory allocation of performance funding. Half of the funds are based on the institutions' percent of total system FTE, and half are based on institutions' percent of state appropriations. Institutional plans for how they would use their portion of the performance funds are listed below, with additional detail available upon request.

University of Utah **$10,227,100**
- Workforce/Graduates - Health, Data Science, Informatics $2,900,000
- Economic Development and Research $1,500,000
- Campus Safety and Mental Health $ 750,000
- Enhanced and Expanded Academic Advising Services $ 500,000
- Capacity, Access and Growth $1,500,000
- Increase Online Course and Major Capacity $1,600,000
- Cybersecurity Infrastructure $ 750,000
- Library Research Serial Subscriptions $ 727,100

Utah State University **$6,762,200**
- Promotion and Tenure $1,300,000
- Need-based Scholarships $1,250,000
- Stabilize Tuition Budget $3,000,000
- Strategic Initiatives $ 712,200
- Campus Safety $ 500,000

Weber State University **$3,656,900**
- Salary and Wage Enhancement $1,000,000
- Institutional Support - Mandated Costs $ 300,000
- Institutional Support - IT Security $ 300,000
- Marketing & Branding $ 200,000
- Equity, Diversity, & Inclusion $ 200,000
- Retention and Completion $ 893,300
- Personal Connections and Academic Excellence $ 260,600
- Community Anchor Mission $ 503,000

Southern Utah University **$2,154,100**
- Hourly Wage $1,013,000
- Support Staff and Operations $ 881,100
- Reduction of Student Fees $ 260,000

Dixie State University **$1,881,100**
- Full-Time Faculty and Academic Staff Positions $1,000,000
- Faculty Review and Rank Advancement $ 150,000
- Continue Transition to Division I Athletics $ 350,000
- Student and Administrative Support $ 381,100

Utah Valley University **$5,652,000**
- Student Access and Completion $1,745,000
- Flexible Educational Opportunities for Timely Completion $1,087,000
- Digital Transformation/Cyber Security $ 600,000
- Healthcare Program Expansion $2,220,000

Snow College **$ 991,200**
- Associate Provost $ 184,600
- Faculty $ 174,300
- Performance Stipends $ 108,700
- Student Success Director $ 111,500
- Director of Online Education $ 118,500
- Systems Administrator $ 98,800

▪ Office of Institutional Effectiveness	$ 124,800

Salt Lake Community College	**$3,675,400**
▪ Academic and Student Success Initiatives	$1,557,000
▪ Institutional Sustainability	$2,118,400

Growth Funding $4,992,000

The growth funding request of $4,992,000 is to expand offerings and other support services for four institutions that have demonstrated significant enrollment growth. This well-established growth formula is based on actual year-to-year FTE enrollment increases in 100 FTE increments and associated direct instructional costs by course level.

▪ Utah State University	$ 429,000
▪ Weber State University	$ 380,000
▪ Southern Utah University	$3,247,000
▪ Dixie State University	$ 936,000

Operation and Maintenance $685,600

Three non-state funded projects approved by the Board in 2019 received funding for operation and maintenance in the 2020 general session but subsequently lost the funding during a special session. On-going operation and maintenance funding of $685,600 is again requested for these facilities.

▪ University of Utah - Rio Tinto Kennecott Bldg. Addition for Eng.	$ 162,100
▪ Utah State University - Blanding Prof. Career and Tech Ed. Lab.	$ 194,600
▪ Salt Lake Community College – Westpointe Building	$ 328,900

Section 4: Systemwide Priorities $12,500,000

Four areas have been identified for a systemwide funding request: Initial funding of $3.5 million to engage a consultant and begin implementing shared services recommendations (affordability); $5 million to support a statewide marketing campaign with a focus on the unique needs of adult learners (access); $3 million pilot partnership with the Huntsman Mental Health Institute for after-hours mobile mental health services crisis/prevention teams at UU, USU, and SUU, and peer mentoring services for all USHE students (access); $1 million for development and implementation of a statewide system of online education beginning with degree-granting institutions with expansion to technical colleges (access, affordability, completion, workforce).

▪ Statewide Advocacy and Awareness Campaign (one-time)	$5,000,000
▪ Shared Services Consultant for Implementation (one-time)	$3,500,000
▪ Mental Health	$3,000,000
▪ Statewide Online Education	$1,000,000

Technical Education Growth and Capacity Formula

Fiscal Year 2022-23 Budget Request

Institution	FY20 Membership FTE	FY21 Membership FTE	FY21 % of Total	(Part 1) % of Total Distribution	FY20 - FY21 FTE Change	FY20 - FY21 FTE Change % of Total	(Part 2) % of Total Distribution	(Part 3) Growth and Program Expansion	Total Allocation	Inst. FY23 Growth Request
USU - Technical Education									400,000	459,300
Snow - Technical Educaton									500,000	669,578
SLC - Technical Education									450,000	500,000
Bridgerland	1,258	1,262	17%	501,908	5	1%	32,872	500,000	1,034,800	1,436,600
Davis	1,656	1,601	21%	636,459	-	0%	-	500,000	1,136,500	2,688,000
Dixie	392	461	6%	183,337	69	12%	464,642		648,000	1,754,000
Mountainland	1,400	1,612	21%	640,998	212	36%	1,421,722		2,062,500	2,212,000
Ogden-Weber	1,289	1,410	19%	560,706	121	20%	811,745		1,372,500	2,374,500
Southwest	298	369	5%	146,833	72	12%	479,257		626,100	740,141
Tooele	246	326	4%	129,414	80	13%	534,052		663,500	663,500
Uintah Basin	466	504	7%	200,345	38	6%	255,709		456,100	927,544
Totals:	**7,003**	**7,546**	**100%**	**3,000,000**	**598**	**100%**	**4,000,000**	**1,000,000**	**9,350,000**	**14,425,163**

Technical Education Equipment Funding Formula

Fiscal Year 2022-23 Budget Request

Institution	1/2 Equal Split	FY 21 Membership Hours	FY 21 Annualized FTE	% of Annualized FTE	Share of Funding Based on Hours	Total New Equipment Funding	% Share
USU - Eastern (DWE, Price, Moab, Blanding Voc)	$227,273		395	4.4%	$110,700	$338,000	6.8%
Snow - Richfield, Gunnison, Ephraim Voc	$227,273		816	9.2%	$228,857	$456,100	9.1%
SLC - Skills Center	$227,273		156	1.8%	$43,752	$271,100	5.4%
Bridgerland	$227,273	1,136,171	1,262	14.2%	$354,128	$581,400	11.6%
Davis	$227,273	1,440,756	1,601	18.0%	$449,062	$676,300	13.5%
Dixie	$227,273	415,021	461	5.2%	$129,356	$356,600	7.1%
Mountainland	$227,273	1,451,030	1,612	18.1%	$452,265	$679,500	13.6%
Ogden-Weber	$227,273	1,269,273	1,410	15.8%	$395,614	$622,900	12.5%
Southwest	$227,273	332,386	369	4.1%	$103,600	$330,900	6.6%
Tooele	$227,273	292,956	326	3.7%	$91,310	$318,600	6.4%
Uintah Basin	$227,273	453,521	504	5.7%	$141,356	$368,600	7.4%
Totals:	$2,500,000	6,791,113	8,912	100.0%	$2,500,000	$5,000,000	100.0%

Degree-Granting Performance Funding Allocation
Fiscal Year 2022-23 Budget Request

Institution	2020-21 Annualized Budget FTE	% of Total	$ 50% 17,500,000	2021-22 Total State Funded Appropriations	% of Approps	$ 50% 17,500,000	Eligible Performance Funding Amount	% of Total
UU	30,883	24.57%	$4,299,700	$386,220,700	33.87%	$5,927,500	$10,227,100	29.22%
USU	21,217	16.88%	$2,954,000	$248,131,000	21.76%	$3,808,200	$6,762,200	19.32%
WSU	14,675	11.68%	$2,043,100	$105,150,800	9.22%	$1,613,800	$3,656,900	10.45%
SUU	9,455	7.52%	$1,316,400	$54,580,500	4.79%	$837,700	$2,154,100	6.15%
SNOW	3,452	2.75%	$480,600	$33,271,800	2.92%	$510,600	$991,200	2.83%
DSU	7,788	6.20%	$1,084,300	$51,915,100	4.55%	$796,800	$1,881,100	5.37%
UVU	24,565	19.54%	$3,420,100	$145,427,900	12.75%	$2,231,900	$5,652,000	16.15%
SLCC	13,660	10.87%	$1,901,800	$115,560,500	10.13%	$1,773,600	$3,675,400	10.50%
Total	**125,695**	**100.0%**	**$17,500,000**	**$1,140,258,300**	**100.0%**	**$17,500,100**	**$35,000,000**	**100.0%**

Sources: 2021-22 Appropriations Detail (sideways sheets) and USHE 2020-21 annualized budget related FTE.

Degree-Granting Growth Funding Model

Fiscal Year 2022-23 Budget Request

Adjusted Cost Expenditure per FTE		Proportion of Tax Funds				Adjustment for Size			
Course Level	Average	Course Level	Research Universities	Regional Universities	Community Colleges	FTE	Research Universities	Regional Universities	Community Colleges
Vocational	$ 6,916	Vocational	50%	55%	70%	3,000-6,000			120%
Lower Division	$ 6,236	Lower Division	50%	55%	70%	6,000-10,000		115%	
Upper Division	$ 8,577	Upper Division	50%	55%	70%	>10,000	100%	100%	100%

Adjusted Baseline - Calendar Year 2019 Annualized Budget Related Resident FTE Plus 2022 Funded Growth								
Course Level	UU	USU	WSU	SUU	DSU	UVU	Snow	SLCC
Vocational	-	729	3,539	658	894	4,630	713	4,892
Lower Division	8,159	8,224	5,808	3,100	3,212	10,296	2,381	8,634
Upper Division	9,810	6,598	3,516	1,870	1,645	6,617	74	-

Calendar Year 2021 Annualized Budget Related Resident FTE								
Course Level	UU	USU	WSU	SUU	DSU	UVU	Snow	SLCC
Vocational	-	601	3,729	788	797	4,484	808	4,393
Lower Division	7,937	7,804	5,401	3,408	3,371	9,708	2,343	8,022
Upper Division	9,622	6,766	3,542	2,171	1,789	6,535	65	-

FTE Growth (100 Students)								
Course Level	UU	USU	WSU	SUU	DSU	UVU	Snow	SLCC
Vocational	-	-	100	100	-	-	-	-
Lower Division	-	-	-	300	100	-	-	-
Upper Division	-	100	-	300	100	-	-	-

Growth Funding								
Course Level	UU	USU	WSU	SUU	DSU	UVU	Snow	SLCC
Vocational	$ -	$ -	$ 380,000	$ 437,000	$ -	$ -	$ -	$ -
Lower Division	$ -	$ -	$ -	$ 1,183,000	$ 394,000	$ -	$ -	$ -
Upper Division	$ -	$ 429,000	$ -	$ 1,627,000	$ 542,000	$ -	$ -	$ -
Total Funding	$ -	$ 429,000	$ 380,000	$ 3,247,000	$ 936,000	$ -	$ -	$ -

$ 4,992,000

MEMORANDUM

September 17, 2021

Campus Safety and Equity Commission

The informally-established student-led commission advises the Utah Board of Higher Education on a wide variety of safety and equity issues, including physical safety, campus law enforcement, sexual harassment, sexual violence, discrimination, mental health and affordability.

The establishment of a USHE Campus Safety and Equity Commission is based on a recommendation of the USHE Campus Safety study adopted in Fall 2020 to reduce communication barriers identified by students on state-level issues. The establishment of the commission was also initially part of campus safety legislation, SB 163, adopted by the Utah State Legislature. However, the provisions for the commission were ultimately dropped in final passage in the 2021 General Session. In April 2021, the Utah Student Association, in coordination with student Board members, voted to create a Campus Safety and Equity Commission by appointing two members from each degree-granting institution. The Campus Safety and Equity Commission held its first meeting in July 2021.

Current Board member, Tanner Marcum, has worked with participating commission members to develop a charter that will be the foundation of anticipated Board policy, a draft of which is expected at the October 2021 Student Affairs Committee. Lisa Michele Church, chair of the Student Affairs Committee, has requested updates of the committee's activities at all committee meetings.

The membership of the commission is intended to demonstrate the varied student voices that represent those from underrepresented or marginalized populations. An inherent challenge enlisting participation from the most representative students has highlighted the limited availability students, who face such daunting barriers in college, have to carve out the time necessary to participate on such a commission. It has been suggested the Board, as it contemplates formalizing the commission in policy, enable equitable compensation in the form of scholarships for those students who participate on the commission. Such compensation may be viewed similarly to that of the long-standing tradition supporting the participation of student Board members.

Commissioner's Recommendation

Commissioner recommends staff work with student Board members and the chair of the Student Affairs Committee to develop policy that:
1. Formalizes the role of the Campus Safety and Equity Commission
2. Enable the Board to provide equitable compensation via scholarship funds for students who provide their time and insights in support of Board priorities.

Attachment

Campus Safety & Equity Commission

Utah System of Higher Education

Section 1: Mission & Purpose

The mission and purpose of the Campus Safety & Equity Commission (CSEC) is to capture the student voice on the state-wide level on issues related to safety and equity at USHE institutions. CSEC serves as an organized feedback group of diverse* students from USHE institutions to ensure institutional and state-level safety and equity-related policies, procedures, and programs hear and access the student perspective. The Commission engages with state and local policy makers, institutional leaders, organizations partnered with USHE, and other student groups across the State. CSEC is committed to providing honest feedback, recommendations, and student insight to the aforementioned groups and advocates for the well-being, safety, and equity for **all** students across the state.

Section 2: Membership & Organization

1. The Campus Safety & Equity Commission includes the following individuals and groups:
   a. Chair & Vice-chair
      i. The appointed Academic Student Representative Board Member shall act as Chair.
      ii. The appointed Technical College Student Representative Board Member shall act as Vice-chair.
      iii. Both Chair and Vice-chair will begin their service on July 1.
   b. Institution Student Members
      i. The CSEC will include between 16-24 student members in addition to the appointed Student Representative Board Members.
      ii. Each USHE institution shall support the Commissioner's Office in outreach for CSEC and in promoting and encouraging diverse students to apply. The Commissioner's Officer shall work with the Student Representative Board Members to select Commission members to be brought forward to the full Board for approval. Applications are due by June 15.
      iii. Each institution student member will serve a one-year term with the opportunity to re-apply for one additional term for a maximum of two terms. Re-application is a signed form for incumbent members to indicate continued commitment to the mission of the Commission and associated responsibilities. Terms will begin on August 1.
   c. Utah System of Higher Education (USHE) Staff
      i. The Chief Student Affairs Officer, Assistant Commissioner for Diversity, Equity & Inclusion, and State Aid and Access Manager shall be members of the CSEC. Other USHE staff members may act as consultants as described in Section 2, 1, b.

d. Others
        i. Outside experts in areas within the scope of the Commission may be invited to participate as consultants in Commission meetings and reviews. Any Commission member may bring forward experts to the Commission leaders and members for a potential invitation to participate and consult.

Section 3: Scope

The Campus Safety & Equity Commission has several areas connected to campus safety and equity within scope including the following listed below. The list is not exhaustive and other areas, and associated policies, may be pursued for discussion by the Commission as the members see fit. The Commission provides feedback and recommendations in these areas to ensure Utah students, including those who have historically been underserved or under-represented such as undocumented, BIPOC, LGBTQIA+, and first-generation students, have a safe and equitable experience throughout their time within USHE.

- Physical safety
- Campus law enforcement
- Sexual harassment
- Sexual assault
- Discrimination
- Emergency procedures & protocols
- Community involvement with safety
- Mental health
- Accessibility
- Affordability
- Admissions
- Sports teams
- Student resources
- Scholarships, funding, & financial aid

Section 4: Responsibilities & Duties

1. Chair
    a. Complete administrative tasks, meeting scheduling, email communications, etc.
    b. Act as the liaison to Utah Board of Higher Education and provide updates to associated Board Committees
    c. Provide updates to Commission members on Board movements on safety & equity items
    d. Confirm meeting agendas including setting expectations for meeting preparation and applicable assignments
    e. Assist in the selection of Commission members to be brought forward to the full Board
    f. Participate in all duties of Institution Student Members
2. Vice-chair

a. Consult with Chair on meeting agendas and Commission direction and work
b. Bring specific insights related to USHE Technical colleges into the Commission discussions and efforts
c. Participate in all duties of Institution Student Members
3. Institution Student Members
    a. Attend and contribute to Commission meetings and conversations
    b. Complete preparatory assignments, research, work, etc. as required prior to meetings
    c. Engage in shared leadership by facilitating Commission meetings and assisting in meeting preparation on a rotational basis
    d. Engage with their institutional leaders, students, and staff, especially in the areas of campus safety and equity to obtain feedback and their students' voices on Commission topics
    e. Bring forward ideas, recommendations, etc. for the Commission to discuss
4. USHE Staff
    a. Consult regularly with Commission Chair and Vice-chair on potential agenda items and outside meeting attendees/organizations
    b. Provide resources and recommendations for Commission work and discussion items
    c. Attend and contribute to Commission meetings
    d. Own and operate communication channels (Slack)

Section 5: Meetings & Procedures

1. The Commission shall hold formal meetings at least once monthly at a day and time determined by the Chair in consultation with the Commission members
2. Meetings shall be facilitated by all Commission members on a rotational basis to encourage the principle of shared leadership and accountability to the Commission
3. If the Institution Student Members do not feel the Chair and/or Vice Chair are fulfilling their duties or representing the voice of the Commission accurately, they may request intervention from the Commissioner of Education and/or the Chair of the Utah Board of Higher Education.

Section 6: Compensation – Details TBD

1. The student members of the CSEC shall receive compensation in the form of a scholarship from the scholarship fund controlled by the Utah Board of Higher Education.

*Below is language from the USHE Equity Lens Framework on how we define diverse and intersectional identities.

This lens considers the following emergent, fluid, and intersectional identities as part of the Board's efforts to value the perspective and knowledge that each student brings to higher education learning spaces; this list is neither comprehensive nor exhaustive:

- Age
- Gender identity and expression
- Sexual orientation
- Religious affiliation
- Socioeconomic status
- Citizenship status and country of origin
- Ability/disability
- Veteran status
- First-generation student status
- English language learners
- Geographic location (including rural, urban, sheltered, and unsheltered)

MEMORANDUM | TAB I

UTAH SYSTEM OF HIGHER EDUCATION

September 17, 2021

General Consent Calendar

A. **MINUTES**
   1.   Minutes of the Board Meeting—(Attachment)

B. **FINANCE AND FACILITIES**
   1.   UHEAA – Consent Solicitation Amendment   TAB A
   2.   Utah State University – Series 2021 Revenue Bonds   TAB B
   3.   Appointment of Institution New Audit Committee Members   TAB C

C. **TECHNICAL EDUCATION**
   1.   Transition of Clock-Hour to Credit-Hour Programs   TAB A

D. **ACADEMIC EDUCATION**
   1.   New membership of Transfer Council   TAB A
   2.   Research Priority on the Board's Strategic Plan   TAB C

E. **PROGRAM NOTIFICATIONS**
ACTION:
7-Year Report
   1.   University of Utah – Department of City and Metropolitan Planning
   2.   University of Utah – David Eccles School of Business school-wide programs
   3.   University of Utah – Department of Health, Kinesiology and Recreation

INFORMATION:
New Program
   4.   University of Utah – Master of Arts/Master of Sciences in Writing and Rhetoric Studies
   5.   University of Utah – Doctorate in Writing and Rhetoric Studies
   6.   University of Utah – Master of Healthcare Management

NOTICE:
Name Change:
   7.   University of Utah – Minor in Digital Photography to Photography
   8.   University of Utah – Uonline and Continuing Education & Community Engagement to University Connected Learning
Program Restructure
   9.   Southern Utah University – Bachelor of Science in Engineering with two new emphases: Civil Engineering and Electrical Engineering
Suspension
   10.   Southern Utah University – Bachelor of Arts/Bachelor of Sciences in Technology Education – Career and Technical Emphasis
   11.   Southern Utah University – Master of Education – English as a Second Language Emphasis
Admin Unit Name Change
   12.   Southern Utah University – Department of Library Media to Department of Library and Information Science

Admin Unit Restructure
13.   Southern Utah University – Department of Physical Science to be split into two departments: the Department of Physical Science and Department of Geosciences.

F.   **GRANT PROPOSALS**

1.   University of Utah – US Department of Homeland Security; "DHS-ARI Sensors"; $2,398,156. Principal Investigator.
2.   University of Utah – NIH Natl Inst Biomedical Imaging & Bioeng; "Implantable Antenna"; $1,906,250.
3.   University of Utah – DOD Defense Advanced Research Projects Agency; "MTO AML"; $1,390,093. Principal Investigator, Seyed Armin Tajalli.
4.   University of Utah – US Department of Defense; "MTO Analog Emulator"; $1,323,123. Principal Investigator, Seyed Armin Tajalli.
5.   University of Utah – DHHS National Institutes of Health;"ResubR01Clinical-Immuno Aging"; $3,767,245. Principal Investigator, Micah J Drummond.
6.   University of Utah – US National Institutes of Health; "R01ResubREN-DK107397 Lipids"; $2,815,493. Principal Investigator, Katsuhiko Funai.
7.   University of Utah – NIH Natl Inst Allergy; "Antibiotics"; $3,137,655. Principal Investigator, Eric W Schmidt.
8.   University of Utah – DHHS National Institutes of Health; "R01 Resub: MEI KOH" $2,580,008. Principal Investigator, Mei Yee Koh.
9.   University of Utah – US Department of Energy; "DOE Woody Tissues"; $2,241,001. Principal Investigator, Leslie E Sieburth.
10.   University of Utah – National Science Foundation; "CAREER"; $1,143,764. Principal Investigator, Ramon Barthelemy.
11.   University of Utah – National Science Foundation; "NanoFabrication"; $1,039,952. Principal Investigator, Ramon Barthelemy.
12.   University of Utah – DOD Defense Advanced Resrch Prjcts Agcy; "DARPA Concert"; $1,023,884. Principal Investigator, Aaron L Fogelson.
13.   University of Utah – NIH National Institute on Drug Abuse; "Adaptive Opioid Treatment R01"; $3,981,466. Principal Investigator, Eric L Garland.
14.   University of Utah – NIH Natl Ctr for Complmt & Integtv Hlth; "MORE CLBP R01"; $3,782,716. Principal Investigator, Eric L Garland.
15.   University of Utah – NIH National Institute on Drug Abuse; "MORE COPC R01"; $3,769,155. Principal Investigator, Eric L Garland.
16.   University of Utah – NIH Natl Ctr for Complmt & Integtv Hlth; "MORE JITAI R01"; $3,708,260. Principal Investigator, Eric L Garland.
17.   University of Utah – NIH National Institute on Drug Abuse; "MORE EEG FMRI R01"; $3,672,116. Principal Investigator, Eric L Garland.
18.   University of Utah – University of California Davis; "Casper UCD Sub Jul 2021"; $6,701,025. Principal Investigator, Theron Charles Casper.
19.   University of Utah – DHHS National Institutes of Health; "SPERMSEQ Oct2020"; $4,648,260. Principal Investigator, James Morris Hotaling.
20.   University of Utah – DHHS Centers for Disease Control & Prev; "Shepherd A015 Data Streams"; $$4,500,000. Principal Investigator, Matthew H Samore.
21.   University of Utah – NIH Natl Inst Biomedical Imaging Bioeng; "Marth R01 Resub Nov 2020"; $3,809,459. Principal Investigator, Gabor T Marth.
22.   University of Utah – HRSA Maternal & Child Health Bureau; "Winter Urlend Feb 2021"; $3,740,000. Principal Investigator, Sarah Winter.
23.   University of Utah – DHHS National Institutes of Health; "Pastuszak R01Resub Mar2021"; $3,514,142. Principal Investigator, Alexander Wojciech Pastuszak.
24.   University of Utah – DHHS National Institutes of Health; "Pas-18-483 Maricq 2.5.21"; $3,247,060. Principal Investigator, Andres Villu.
25.   University of Utah – NIH National Heart Lung &Blood Inst; "Stress, Sleep, and Diabetes"; $3,170,016. Principal Investigator, Kelly Glazer Whittaker.
26.   University of Utah – DHHS Health Resources & Services Admn; "HRSA_Maternal Health Training"; $2,797,460. Principal Investigator, Thomas Carlyle Whittaker.

27. University of Utah – DHHS National Institutes of Health; "Jim Heys R01 Brain Initiative"; $2,239,730. Principal Investigator, Jim Heys.
28. University of Utah – DHHS National Institutes of Health; "Patrice R01"; $2,026,300. Principal Investigator, Patrice Mimche Nsangou.
29. University of Utah – Resh Inst at Nationwide Childrens Hosp; "Nationwide Childrens R01 Sub"; $1,942,336. Principal Investigator, Elisabeth Anne Wilde.
30. University of Utah – DHHS National Institutes of Health; "CAO Resub R01"; $1,906,250. Principal Investigator, Erhu Cao.
31. University of Utah –NIH National Eye Institute; "Retinal Remodeling"; $1,906,250. Principal Investigator, Bryan W Jones.
32. University of Utah – Rutgers University; "Rutgers NIH R01 Subaward"; $1,900,079. Principal Investigator, David Tate.
33. University of Utah – NIH National Eye Institute; "RGC Grant"; $1,715,625. Principal Investigator, David Krizaj.
34. University of Utah – National Science Foundation; "Heys NSF"; $1,583,695. Principal Investigator, Jim Heys.
35. University of Utah – NIH National Eye Institute; "Improving Glaucoma Care"; $1,324,605. Principal Investigator, Brian Craig Stagg.
36. University of Utah – University of Arizona Health Scis Ctr; "ASU_R01 SUB"; $1,159,783. Principal Investigator. Kevin M Duff.
37. Utah State University – National Institute of Health (NIH); "Improving online behavioral weight loss for adults with high weight self-stigma through adjunctive Acceptance and Commitment Therapy"; $2,477,336. Principal Investigator, Michael Levin; Co-Investigators, Sarfaraz Talha Serang, J. Graham Thomas, Jessica Unick, Heidi J Wengreen.
38. Utah State University – US Dept. of Ed. – Office of Special Education Program and Projects; "Multidisciplinary Program to Train Leaders in Evidence-Based Practice and Implementation Science"; $1,101,432. Principal Investigator, Timothy A Slocum; Co-Investigators, Ronald Bradley Gillam, Sarah Ellen Pinkeln.
39. Utah State University – Texas Tech University; "Preclinical Model Development for Evaluation of Alpha and Beta Coronaviruses"; $5,598,260. Principal Investigator, Zhnogde Wang; Co-Investigator, Ernest B Tarbet.
40. Utah State University – US Small Business Administration; "2021 SBDC Program"; $1,127,788. Principal Investigator, Michael Carl Finnerty; Co-Investigator, Jason Michael Yerka.
41. Utah State University – US Dept. of Ed. – Office of Special Education Program and Projects; "Personnel Preparation for Serving Infants, Toddlers, and Young Children who are Deaf or Hard of Hearing"; $1,214,763. Principal Investigator, Lauri Jan Harwood Nelson.
42. Utah State University – Embry-Riddle Aeronautical University – "Minimizing Uncertainty in XGEO and Cislunar Space Domain Awareness through Optimal Measurement Scheduling and Low-Complexity Algorithms"; $2,000,000. Principal Investigator, Randall S Christensen; Co-Investigators, Greg N Droge, Matthew Wade Harris.
43. Utah State University – US Department of Education; "Utah State University- STARS! Partnership"; $14,745,600. Principal Investigator, Kristin Marie Brubaker.
44. Utah State University – US Department of Energy; "Thermochemical Conversion of MSW Derived Sold Recovered Fuel to Sustainable Aviation Fuel Topic 1a"; $1,950,006. Principal Investigator, Foster Aryi Agblevor; Co-Investigator, Cheng Wei Tom Chang.
45. Utah State University – US Department of Education; "Utah State University – STELLAR Partnership"; $19,976,800. Principal Investigator, Jason Ray Payne.
46. Utah State University – Lockheed Martin Space Systems; "Bumble"; 14,504,807. Principal Investigator, Amy Secrist.
47. Utah State University – Air Force; "Steelhead Aerojet Engineering Development Unit Testing"; $3,479,549. Principal Investigator, Don Thompson.
48. Utah State University – Air Force; "Solo Operations and Maintenance Proposal"; $2,842,375. Principal Investigator, Matt Dayley.
49. Utah State University- University of California at Berkeley; "Global Lyman-alpha Imagers of the Dynamic Exosphere Mission Phase B"; $2,113,959. Principal Investigator, Bennett Keller.
50. Utah State University – Missile Defense Agency; "Future Operationally Resilient Ground Evolution Open Repository and Code Escrow Government Fiscal Year 21 Follow-on"; $3,574,993. Principal Investigator, Tom Bernhardt.

51. Utah State University – Air Force Research Laboratory; "AFRL IDIQ – 2021"; $6,000,000. Co-Investigators, David Brenchley, Todd Eppich.
52. Utah State University – Air Force Materiel Command; "Virtual Imagery Processing Capability HPC Enhancements"; $1,031,609. Principal Investigator, Shane Jenkins.
53. Utah State University – Utah Governor's Office of Economic Development; "COED SBDC Funding"; $3,991,000. Principal Investigator, Michael Carl Finnerty.
54. Utah State University – Utah Department of Workforce Services; "URPD FY22"; $4,970,030. Principal Investigator, Carrie M Stott.
55. Utah State University – National Institutes of Health; "Structural and Functional Students of Mtr4 and Mtr4-mediated Complexes"; $1,760, 594. Principal Investigator, Calvin R Coopmans.
56. Utah State University – University of Illinois; "WF-2425 HDR Institute: Geospatial Understanding through an Integrative Discovery Environment"; $1,014,287. Principal Investigator, David G Tarboton.
57. Utah State University – US Department of Energy; "Low-cost Plug-and-Play Stackable, Scalable, Reconfigurable Architecture for Megawatt Scale Medium Voltage Grid-Tied DC Fast Charging Sites"; $5,000,000. Principal Investigator, Regan Zane.
58. Utah State University – University of Central Florida; "Ovarian derived exosomal miRNA as a juvenile protective factors"; $1,269,682. Principal Investigator, Jeffrey Mason.
59. Utah State University – US Dept of Ag. – Agriculture and Food Research Initiative; "Climate Change Communities of Practice: A Southwest Incubator for Extension and Agency Partners"; $1,491,074. Principal Investigator, Roslynn Grace Helen McCann.
60. Utah State University – US National Science Foundation; "Social and Ecological Drives of Life History Evolution In Wild Bees"; $1,120,269. Principal Investigator, Karen Marie Kapheim.
61. Utah State University – US Small Business Administration; "Utah Community Navigator Compass for Small Business"; $2,499,681. Principal Investigator, Michael Carl Finnerty.
62. Utah State University – National Institute of Food and Agriculture; "Enhancing Agriculture Climate Adaptation Through Drought Education and Training"; $1,496,746. Principal Investigator, Daniella Hirschfeld.
63. Utah State University – US National Science Foundation; "CAREER: Advancing an Interdisciplinary Understanding of Seed Dispersal under Global Change"; $1,198,740. Principal Investigator, Noelle Gabriele Beckman.
64. Utah State University – Ball Aerospace and Tech; "Flight Model, 1 Engineering Development Unit for Ball"; $1,676,486. Principal Investigator, Tim Neilsen.
65. Utah State University – Misc Federal Sponsors; "Cost-Plus-Fixed-Fee contract is the integration and support for the customer platform"; $1,101,047. Principal Investigator, Matt Cupal.
66. Utah State University – University of California at Berkeley; "In support of the Global Lyman-alpha Imagers of the Dynamic Exosphere (GLIDE) flight program, Space Dynamics Laboratory (SDL) will build, test, and deliver two identical Fur Ultraviolet (FUV) flight camera systems, one each for the GLIDE Narrow-Field Imager (NFI) and Wide-Field Imager (WFI) instruments"; $1,296,207. Principal Investigator, Bennett Keller.
67. Utah State University – Misc Federal Sponsors; "SDL will provide full range of University Affiliated Research Center (UARC) capabilities to customer"; $48,000,000. Principal Investigators, Matt Berrett.
68. Utah State University – Misc Federal Sponsors; "Space Dynamics Laboratory will integrate Systems Intelligence Manager (SIGMA) and Self-aligning Multi-target Asynchronous Real-time Target Tracker (SMARTT) sensor fusion modules into the Lycan architecture to form the basis of the Kraven system of systems"; $2,142,692. Principal Investigators, Brad Petersen, Matt Berrett.
69. Utah State University - Booz Allen Hamilton; "Space Dynamics Laboratory (SDL) will provide technical and/or scientific expertise and support to Booz Allen Hamilton's contract with the National Geospatial-Intelligence Agency (NGA) Research Directorate"; $3,000,000. Principal Investigator, Rex Nethercott.
70. Utah State University – Air Force Materiel Command; "The Space Dynamics Laboratory will furnish the necessary personnel, facilities, and material to fabricate, assemble, test, deliver, and install the equipment and software required to maintain and enhance the Virtual Imagery Processing Capability (VIP-C) for the Air Force"; $9,107,222. Principal Investigator, David Marchant.

71. Utah Valley University – Utah State Board of Education; "Orem Community Schools Initiative"; $1,200,000. Principal Investigator, Liz Andrus.

G. **AWARDS**

1. University of Utah – DOD Office of Economic Adjustment; "MWAMN Phase III"; $1,229,932. Principal Investigator, Bart Raeymaekers.
2. University of Utah – Astrazeneca; "HER2 Low Multi Site"; $1,100,022. Principal Investigator, Diana I Brixner.
3. University of Utah – US Department of Defense; "SEMPER"; $4,996,714. Principal Investigator, Eric L Garland.
4. University of Utah – HRSA Emergency Medical Services Child National Research Center; "Dean EMSC HRSA Mar 2017"; $3,000,000. Principal Investigator, J Michael Dean.
5. University of Utah – DHHS Health Resources & Services Admn; "HRSA MED Student Education"; $1,750,000. Principal Investigator, Ty Dickerson.
6. Utah State University – US Department of Health & Human Services; "Flourishing and Strong Teens – OPA"; $1,157,267. Principal Investigator, Kay P Bradford; Co-Investigator, Brian J Higginbotham.
7. Utah State University – Dream Team Co LLC; "EVS-at-RISC: A Secure and Resilient Interoperable SCM Control System Architecture for EVs-at-Scale"; $1,034,927. Principal Investigator, Abhilash Kamineni; Co-Investigator, Regan Zane.
8. Utah State University – US Department of Comm.-Economic Development Admin."; $1,056,728. Principal Investigator, Paul Allen Hill; Co-Investigators, Amanda Davina Ali, Russel O Goodrich.
9. Utah State University – UT Department of Health; "Up to 3 Baby Watch Early Intervention Program"; $1,436,754. Principal Investigator, Susan E Thain Olsen.
10. Utah State University – Misc Federal Sponsors; "Lando"; $1,280,673. Principal Investigator, Jack Felici.
11. Utah State University – Air Force Research Laboratory; "Advanced Military Space Sensor Systems Task Order 3 – Mamba"; $3,875,000. Principal Investigator, Nate Farnsworth.
12. Utah State University – Missile Defense Agency; "Future Operationally Resilient Ground Evolution Open Repository and Code Escrow"; $2,733,000. Principal Investigator, Tom Bernhardt.
13. Utah State University – Misc Federal Sponsors; "Wakeboard Umbrella"; $1,257,000. Principal Investigator, Adam Shelley.
14. Utah State University – Misc Federal Sponsors; "Dark Knight Under Scylla"; $4,500.000. Principal Investigator, Chris Cannon.
15. Utah Valley University – National Science Foundation; "Building Exceptional Talent in Engineering & Computing"; $1,499,988. Principal Investigator, Afsaneh Minaie.
16. Bridgerland Technical College – National Science Foundation; "Teaching Technician Troubleshooting with Mini Industry 4.0 Factories"; $547,981. Principal Investigator, Mason Lefler.
17. Utah State University – US Department of Education; "Utah State University STARS! GEAR UP Partnership"; $2,240,800. Principal Investigator, Kimberly Hardiman Lott.
18. Utah State University – US Department of Education; "GEAR UP 3: Utah State University STARS! – GEAR UP Partnership"; $2,187,197. Principal Investigator, Colby Tofel-Grehl.
19. Utah State University – US Department of Education; "Utah State University STARS! GEAR UP Partnership"; $2,441,600. Principal Investigator, Kathy Cabe Trundle.
20. Utah State University – UT Department of Workforce Services; "URPD FY21-FY26"; $4,970,034. Principal Investigator, Carrie M Stott.
21. Utah State University – UT Governor's Office of Economic Development; "GOED SBDC Funding 2021-2026"; $3,991,000. Principal Investigator, Michael Carl Finnerty.
22. Utah State Funding; "US Small Business Administration; "2021 SBDC Program"; $1,127,788. Principal Investigator, Michael Carl Finnerty.
23. Utah State University –NASA Jet Propulsion Laboratory; "Sun Radio Interferometer Space Experiment"; $1,600,000. Principal Investigator, Tim Neilsen.
24. Utah State University – Air Force Materiel Command; "Virtual Imagery Processing Capability Ordering Period 4 Year 2"; $15,129,857. Principal Investigator.
25. Utah Valley University – Department of Education; "Utah Regional EOC Project"; $1,365,000. Principal Investigator, Barney Nye.

Utah System of Higher Education
Utah State University
Friday, July 16, 2021

COMMITTEE OF THE WHOLE
MINUTES

Board Members Present	**Board Members Absent**
Harris H. Simmons, Chair	Stacey K. Bettridge
Aaron Osmond, Vice Chair	Alan Hall
Nina R. Barnes, Vice Chair	
Wilford W. Clyde	
Jesselie B. Anderson	
Jera L. Bailey	
Arthur E. Newell	
Patricia Jones	
Lisa Michele Church	
Scott Theurer	
Crystal Maggelet	
Shawn Newell	
Alan E. Hall	
Mike Angus	
Sanchaita Datta	

Office of the Commissioner

Dave R. Woolstenhulme, Commissioner of Higher Education
Rich Amon, Chief Financial Officer
Geoffrey Landward, Deputy Commissioner and General Counsel
Julie Hartley, Associate Commissioner of Academic Education
Jessica Gilmore, Associate Commissioner of Workforce Development
Spencer Jenkins, Chief Student Affairs Officer
Carrie Mayne, Chief Economist
Melanie Heath, Assistant Commissioner of Strategic Initiatives
Malissa Jones, Office Manager

Institutional Presidents Present

Chad Campbell, Bridgerland Technical College	Darin Brush, Davis Technical College
Richard B. Williams, Dixie State University	Kelle Stephens, Dixie Technical College
Clay Christensen, Mountainland Technical College	Jim Taggart, Ogden-Weber Technical College
Deneece G. Huftalin, Salt Lake Community College	Brad J. Cook, Snow College
Scott L. Wyatt, Southern Utah University	Brennan Wood, Southwest Technical College
Paul Hacking, Tooele Technical College	Aaron Weight, Uintah Basin Technical College
Michael L. Good (Interim), University of Utah	Noelle Cockett, Utah State University
Astrid S. Tuminez, Utah Valley University	Brad L. Mortensen, Weber State University

Committee of the Whole

Chair Simmons called the meeting to order at 10:00 a.m.

Student Update

Student updates were provided by Ali Romney from Bridgerland Technical College and Ben Tenangueno from Utah State University. This was an information item only; no action was taken.

Strategic Plan Update (TAB A)

Melanie Heath provided an update on the Strategic Plan to the Board members. This was an information item only; no action was taken.

Committee Updates (TAB B)

Committee updates were provided by Board member Church, Board member Arthur Newell, Board member Shawn Newell, and Board member Clyde. This was an information item only; no action was taken.

USHE Building Update

Richard Lainez gave a brief update on the status of the USHE office building. This was an information item only; no action was taken.

University of Utah Presidential Search Update

Board Chair Simmons and Geoff Landward provided an update on the Presidential Search at the University of Utah. This was an information item only; no action was taken.

Adult Learners Update

Randy Shumway, Lexi Maggelet, and Talmage Lamb from Cicero reviewed the Non-Traditional Students in Utah Research Report to the Board members. This was an information item only; no action was taken.

Envision Utah

Vice-Chair Barnes introduced Ari Bruening and Jason Brown from Envision Utah, who reviewed the data from their report on barriers to college for Utah students to Board members. This was an information item only; no action was taken.

Statewide Higher Ed Advocacy & Awareness Campaign (TAB D)

Trisha Dugovic provided an update on the Statewide Higher Education Campaign to the Board members. This was an information item only; no action was taken.

UHEAA Board Update

Board member Church provided an update to Board members on the UHEAA Board. This was an information item only; no action was taken.

Program Duplication

Julie Hartley and Kim Ziebarth provided information on the Program Duplication process. This was an information item only; no action was taken.

Southern Utah University Interim President

Board Chair Simmons proposed Mindy Benson from Southern Utah University be installed as interim president. **Vice Chair Barnes motioned that the Board appoint Mindy Benson as Interim President of Southern Utah University, effective July 26, 2021. The motion was seconded by Vice Chair Osmond, and the motion passed.**

PolicyR312, Weber State University, Dixie State University, Polytech (TAB F)

Julie Hartley provided information on the proposed changes to R312 submitted by Weber State University and Dixie State University.

Board member Arthur Newell made a motion to amend Board Policy R312 to include the proposed change to Weber State University's mission. The motion was seconded by Board member Datta, and the motion passed.

Vice Chair Osmond made a motion that Board Policy R312 be updated to include the definition of "polytechnic" as noted in the board materials with the following changes: eliminate the words "regional" and "local" and add "educational partners" as discussed during the meeting. The motion was seconded by Board member Shawn Newell, and the motion passed.

R312-5. Polytechnic Education: Degree-granting institutions may adopt a polytechnic educational model, which is a student-centered, comprehensive, interdisciplinary, applied learning model that integrates the liberal arts with intensive science, technology, engineering, and mathematics programs and that prepares graduates for professional careers in collaboration with education and industry partners to meet economic needs.
> **5.1. Institutions that adopt a polytechnic educational model have not altered their statutory and Board designated roles and shall maintain strategic planning, academic programs, communications and marketing that reflect those roles.**

Board member Jones made a motion to amend Board Policy R312 to include the proposed change to Dixie State University's mission. The motion was seconded by Board member Datta, and the motion passed.

Credit Implementation Policy (TAB F)

Kim Ziebarth provided Board members with information about the Credit Implementation Policy. **Board member Shawn Newell motioned that the Board approve Policy R474, Clock-Hour to Credit-Hour Transition. The motion was seconded by Board member Clyde, and the motion passed.**

General Consent Calendar (TAB G)

Board member Theurer made a motion to approve the consent calendar. The motion was seconded by Board member Datta, and the motion passed.
- Minutes - Minutes of the Board meeting May 21, 2021
- Finance and Facilities Items
- Technical Education Items
- Student Affairs Items
- UHEAA Items
- Grant Proposals
- Awards

The meeting adjourned at 3:30 p.m.

_____
Geoffrey Landward, Secretary

Date Approved:

September 16, 2021

UHEAA – Consent Solicitation Amendment

On July 16, 2021, the Board authorized the Utah Higher Education Assistance Authority (UHEAA) staff to seek noteholder consent to amend notes as staff continued to explore different financing options. The indentures included in the July 16, 2021 authorization were:

- Indenture of Trust dated as of October 1, 2012
- Indenture of Trust dated as of July 1, 2014
- Indenture of Trust dated as of May 1, 2015
- Indenture of Trust dated as of October 1, 2016
- Indenture of Trust dated as of February 1, 2017

As instructed by the Board, staff have identified various options for the outstanding notes. These options require expanding the July 16, 2021 authorization to include the Board's indenture dated October 1, 2020, in the requested consent solicitation and amending other notes to include language to address the permanent cessation of LIBOR.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Amending Resolution.

Attachment

AMENDING RESOLUTION

A RESOLUTION OF THE UTAH BOARD OF HIGHER EDUCATION
AMENDING A RESOLUTION ADOPTED JULY 16, 2021.

WHEREAS, the Utah Board of Higher Education (the "Board"), formerly known as the State Board of Regents of the State of Utah, is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, on July 16, 2021 the Board adopted a Resolution regarding a proposed Student Loan Note Consent Solicitation (the "Resolution") and authorized certain consent solicitations and supplemental indentures with respect to notes previously issued by the Board; and

WHEREAS, the Board desires to amend the Resolution in order to (i) include the Board's Indenture of Trust dated as of October 1, 2020 (the "2020 Indenture") among the Indentures as defined in the Resolution and the Notes issued thereunder among the Notes as defined therein and (ii) to authorize among options for the Amendments (as defined in the Resolution), to include provisions in the Supplemental Indentures (as defined in the Resolution) that address the permanent cessation of LIBOR substantially similar to that contained in the 2020 Indenture (with conforming changes as may be necessary or appropriate).

NOW, THEREFORE, BE IT RESOLVED BY THE UTAH BOARD OF HIGHER EDUCATION, AS FOLLOWS:

1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

2. The Resolution is hereby amended to (i) include the Board's Indenture of Trust dated as of October 1, 2020 (the "2020 Indenture") among the Indentures as defined in the Resolution and the Notes issued thereunder among the Notes as defined therein and (ii) to authorize among options for the Amendments (as defined in the Resolution), to include provisions in the Supplemental Indentures (as defined in the Resolution) that address the permanent cessation of LIBOR substantially similar to that contained in the 2020 Indenture (with conforming changes as may be necessary or appropriate)

3. Save and except as amended hereby, the Resolution remains in full force and effect.

4. This Amending Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE UTAH BOARD OF HIGHER EDUCATION THIS 16th DAY OF SEPTEMBER, 2021.

UTAH BOARD OF HIGHER
EDUCATION

(SEAL)

_____
Chair

ATTEST:

_____
Secretary

STATE OF UTAH   )
: ss.
COUNTY OF SALT LAKE)

      I, Geoffrey Landward, do hereby certify that I am the duly qualified and acting Secretary of the Utah Board of Higher Education.

      I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on September 16, 2021 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

      IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this September 16, 2021.

_____
Secretary

(SEAL)

STATE OF UTAH   )

                               : ss.

COUNTY OF SALT LAKE)

       I, Geoffrey Landward, the undersigned, the duly qualified and acting Secretary of the Utah Board of Higher Education (the "Board"), do hereby certify, according to the records of said Board in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the September 16, 2021 public meeting held by the Members of the Board by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the Board at 60 South 400 West, Salt Lake City, Utah, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the Board, pursuant to their subscription to the Utah Public Notice Website (http://pmn.utah.gov), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Board;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2020-2021 Annual Meeting Schedule of the Board was given, specifying the date, time and place of the regular meetings of the Board scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the Board, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the Board at 60 South 400 West, Salt Lake City, Utah in June 2021; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the Board pursuant to its subscription to the Utah Public Notice Website (http://pmn.utah.gov); and

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Exhibit C). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow

members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the Utah Board of Higher Education, this September 16, 2021.

_____

Secretary

(SEAL)

EXHIBIT A

NOTICE OF PUBLIC MEETING

<u>EXHIBIT B</u>

NOTICE OF ANNUAL MEETING SCHEDULE

<u>EXHIBIT C</u>

ELECTRONIC MEETING POLICY

September 16, 2021

Utah State University – Series 2021 Revenue Bonds

Regent Policy R590, *Issuance of Revenue Bonds for Colleges and Universities*, requires the Board to review and approve the issuance and sale of revenue bonds that have been affirmatively authorized by the Legislature. Utah State University requests Board authorization to issue Research Revenue Bonds for the expansion of the Electric Vehicle and Roadway facility as approved by the Board in October 2020 and authorized in the 2021 Legislative Session (S.B. 143).

The relevant parameters of the requested issue are:

- Principal amount not to exceed $9,500,000 (including costs of issuance and capitalized interest)
- Interest rate not to exceed 5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 17 years from the date of issue

A copy of the request letter from the University, a financing summary from the financial advisor, and the Approving Resolution are attached. Representatives from the University will attend the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendations
The Commissioner recommends the Board approve the proposed Authorizing Resolution to issue Research Revenue Bonds for Utah State University.

Attachment

August 27, 2021

Commissioner David R. Woolstenhulme
Utah Board of Higher Education
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Woolstenhulme:

Utah State University requests that the Utah Board of Higher Education approve issuing revenue bonds of approximately $9,200,000, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirement to finance the Electric Vehicle and Roadway (EVR) facility expansion (see the attached Preliminary Summary Sheet). This project was previously approved by the Board of Trustees, Utah Board of Higher Education, State Building Board, and the Legislature. Bonds will be repaid with funds received from research revenues. This action was approved by the Board of Trustees during the August 13, 2021 meeting.

We appreciate your support and ask that you present this item for Board approval.

Sincerely,

David T. Cowley
Vice President for
        Business and Finance

C: Rich Amon, Chief Financial Officer
        Malin Francis, Director of Facilities and Planning
        Noelle Cockett, President
        Dwight Davis, Associate Vice President for Business and Finance

Utah State University
Research Revenue Bonds, Series 2021
Preliminary Summary Sheet

Proposed Issue: Research Revenue Bonds

Total Approximate Issue Size: $8,300,000

Use of Funds: To finance the cost of an expansion of the Electric
                                    Vehicle and Roadway (EVR) facility, fund
                                    capitalized interest and a debt service reserve fund,
                                    if needed; and pay associated costs of issuance.

Detail of Proposed Series 2021 Bonds:

                         Principal Amount: Not to exceed $9,500,000

                         Interest Rate: Not to exceed 5.0%

                         Maturity Date: Not to exceed 17 years

                         Aggregate Discount: Not to exceed 2%

                         Bond Rating: AA from S&P

                         Source of Repayment: Research Revenues

Timetable Considerations: Board of Higher Education approval will be sought at
                                    the September 16/17 meetings. The University is
                                    proceeding with plans to sell bonds soon after Board
                                    approval is received, with a tentative sale date planned
                                    for Thursday, September 30, 2021. The University
                                    anticipates selling bonds by competitive sale, and the
                                    underwriter will be whichever provides the lowest
                                    borrowing cost as a combination of each bidder's
                                    proposed rates and fees. The anticipated closing date is
                                    October 20, 2021.

APPROVING RESOLUTION
UTAH STATE UNIVERSITY
ELECTRIC VEHICLE & ROADWAY BUILDING

September 16, 2021

The Utah Board of Higher Education (the "Board") met in regular session by electronic means on September 16, 2021, commencing at 10:00 a.m. The following members were present:

Harris H. Simmons	Chair
Nina Barnes	Vice Chair
Aaron V. Osmond	Vice Chair
Jesselie B. Anderson	Member
Mike Angus	Member
Jera L. Bailey	Member
Stacey K. Bettridge	Member
Lisa Michele Church	Member
Wilford W. Clyde	Member
Sanchaita Datta	Member
Alan E. Hall	Member
Patricia Jones	Member
Crystal Maggelet	Member
Tanner Marcum	Member
Arthur E. Newell	Member
Shawn Newell	Member
Valirie Serawop	Member
Scott L. Theurer	Member

Absent:

Also Present:

David R. Woolstenhulme	Commissioner of Higher Education
Geoffrey Landward	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the agenda noted that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the Utah Board of Higher Education, Utah State University Research Revenue Bonds.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by _____ and seconded by _____, was adopted by the following vote:

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE UTAH BOARD OF HIGHER EDUCATION AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY RESEARCH REVENUE BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED $9,500,000; AUTHORIZING THE EXECUTION OF SUPPLEMENTAL INDENTURES, BOND PURCHASE AGREEMENTS, OFFICIAL STATEMENTS, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the Utah Board of Higher Education (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended (the "Utah Code"); and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code, the Board is authorized to act as the governing authority of the Utah State University (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21 and the specific authorization of Section 63B-31-201(3), Utah Code (collectively, the "Act"); and

WHEREAS, pursuant to a General Indenture of Trust dated as of August 1, 1995, as heretofore amended and supplemented (the "General Indenture"), between the Board and U.S. Bank, National Association, as trustee (the "Trustee"), the Board, acting for and on behalf of the University has issued various series of its Research Revenue Bonds (the "Outstanding Bonds"); and

WHEREAS, the General Indenture authorizes the issuance of additional bonds to be issued on a parity with the Outstanding Bonds; and

WHEREAS, in accordance with the provisions of the Act, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of constructing an expansion of the Electric Vehicle and Roadway building (the "Project") in an aggregate principal amount of not to exceed $9,200,000 for acquisition and construction proceeds, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements; and

WHEREAS, the Board intends to issue revenue bonds for and on behalf of the University for the purpose of financing the Project and to pay costs of issuance and fund reserves, all pursuant to the General Indenture, as further supplemented and amended by one or more Supplemental Indentures of Trust (each a "Supplemental Indenture" and together with the General Indenture, the "Indenture") between the Board and the Trustee, which bonds will be designated as the "Utah Board of Higher Education, Utah State University Research Revenue Bonds" (with such additional or other title and/or series

designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the "Bonds"); and

WHEREAS, the Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the "Preliminary Official Statement"), including a form of an Official Notice of Bond Sale (the "Official Notice of Bond Sale"), in the event the Bonds are publicly sold, a form of Supplemental Indenture and a form of a Bond Purchase Agreement (the "Bond Purchase Agreement"), in the case where the Bonds are sold at a negotiated sale or private placement, to be entered into among the Board, the University and the underwriters or purchasers for the Bonds (the "Purchaser"); and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee of the Board, the authority to approve the method of sale, interest rates, principal amount, terms, maturities, redemption features, and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE UTAH BOARD OF HIGHER EDUCATION, AS FOLLOWS:

Section 1.   All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2.   All actions heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 3.   The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds, in the event the Bonds are publicly sold. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee of the Board and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver on behalf of the Board and the University the final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement is also hereby authorized.

The Board and the University may elect to privately place the Bonds with or without the use of an Official Statement.

Section 4.   The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and Secretary of the Board and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver one or more Supplemental Indentures in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized hereby.

Section 5.   For the purpose of providing funds to be used for (i) financing the Project, (ii) funding a reserve fund and (iii) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed $9,500,000. The Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6.   The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and the Secretary of the Board and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and seal by manual or facsimile signature the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 7.   In the case where the Bonds are sold at a competitive sale pursuant to an Official Notice of Bond Sale, the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are hereby authorized to execute and deliver a Certificate of Award (the "Certificate of Award") in substantially the same form and with substantially the same content as the form of the Certificate of Award presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein. In the case where the Bonds are sold at a negotiated sale or private placement, the Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are hereby

authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized hereby. The Chair or Vice-Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the respective Certificate of Award or the Bond Purchase Agreement, as applicable, and Supplemental Indenture. In the event that the foregoing officers determine that the Bonds should be privately placed, the Bond Purchase Agreement and Supplemental Indenture may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

The Board intends that the Bonds authorized hereby be issued within 18 months of the date of this Resolution, unless such period is extended by the Board.

Section 8.   The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Vice President for Business and Finance of the University are authorized to make any alterations, changes or additions to the Indenture, the Bonds, the Bond Purchase Agreement, the Certificate of Award, the Official Notice of Bond Sale, the Preliminary Official Statement, the Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Bonds, to conform such documents to the terms established for the Bonds and to update such documents with current information and practices.

Section 9.   The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Business and Finance of the University, are hereby authorized and directed to (i) execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein and (ii) to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, the Official Notice of Bond Sale, or the Bond Purchase

Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 10. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 11. After any of the Bonds are delivered by the Trustee to or for the account of the Purchaser and upon receipt of payment therefor, this Resolution shall be and remain irrepealable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 12. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 13. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 14. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE UTAH BOARD OF HIGHER EDUCATION THIS SEPTEMBER 16, 2021.

UTAH BOARD OF HIGHER EDUCATION

_____

Chair

ATTEST:

_____

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

_____
                                    Chair

ATTEST:

_____
                Secretary

STATE OF UTAH   )

                            : ss.

COUNTY OF SALT LAKE)

I, Geoffrey Landward, do hereby certify that I am the duly qualified and acting Secretary of the Utah Board of Higher Education.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on September 16, 2021 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this September 16, 2021.

_____

Secretary

(SEAL)

STATE OF UTAH   )
                         : ss.
COUNTY OF SALT LAKE)

I, Geoffrey Landward, the undersigned, the duly qualified and acting Secretary of the Utah Board of Higher Education, do hereby certify, according to the records of said Utah Board of Higher Education in my official possession, and upon my own knowledge and belief, that:

(a)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the September 16, 2021 public meeting held by the Members of the Utah Board of Higher Education by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the Utah Board of Higher Education at 60 South 400 West, Salt Lake City, Utah, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Utah Board of Higher Education until the convening of the meeting; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the Utah Board of Higher Education, pursuant to their subscription to the Utah Public Notice Website (http://pmn.utah.gov), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Utah Board of Higher Education;

(b)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2021-2022 Annual Meeting Schedule of the Utah Board of Higher Education was given, specifying the date, time and place of the regular meetings of the Utah Board of Higher Education scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the Utah Board of Higher Education, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the Utah Board of Higher Education at 60 South 400 West, Salt Lake City, Utah in _____; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the Utah Board of Higher Education pursuant to its subscription to the Utah Public Notice Website (http://pmn.utah.gov); and

(c)   the Utah Board of Higher Education has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Utah Board of Higher Education and to members of the public at least 24 hours before the meeting to allow members of the Utah Board of Higher Education and the public to participate in the meeting,

including a description of how they could be connected to the meeting. The Utah Board of Higher Education held the meeting (the anchor location) in the building indicated in the Notice of Public Meeting and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the Utah Board of Higher Education, this September 16, 2021.

_____
Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ___)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ___)

SCHEDULE 3

ELECTRONIC MEETING POLICY

PARAMETERS OF THE BONDS

Principal amount not to exceed	$9,500,000
Interest rate not to exceed	5.0%
Discount from par not to exceed	2.0%
Final maturity not to exceed	Seventeen (17) years from the date thereof

May be non-callable or callable at the option of University
as determined at the time of sale

MEMORANDUM | TAB C

September 16, 2021

Appointment of Institution Audit Committee Members

The state's *Internal Audit Act* designates the Board of Higher Education as the "appointing authority" for institution audit committees (see 63I-5-102(4)(c)) that appoints audit committee members (see 63I-5-102(5)(a)) at the eight degree-granting institutions of higher education (see (63I-5-201(3)).

Board policy R565-4.3.2 requires each institution to have an audit committee of three to five members, including at least three members of the board of trustees. At least one audit committee member at each institution "should have financial expertise either through professional certification or experience… when practicable." Up to two audit committee members could be community members who do not serve on the institution's board of trustees.

Five institution boards of trustees recommend new members to their audit committees (bios of the proposed additions attached).

Commissioner's Recommendations

The Commissioner recommends the Board of Higher Education formally appoint the following new audit committee members:

University of Utah
Maria J. Garciaz
Christian Gardner
Bassam Salem

Utah State University
Kacie Malouf
Tessa White

Weber State University
Karen White Fairbanks

Utah Valley University
Cydni Tetro

Salt Lake Community College
Roland K. Brimley
Lori Chillingworth
Brady Southwick
Jim M. Wall
Kim R. Wilson

Attachment

MARIA J. GARCIAZ   Maria Garciaz is the CEO of NeighborWorks Salt Lake, a nonprofit community development corporation that has worked since 1977 to revitalize neighborhoods experiencing blight and decline. She oversees 19 staff members and an operating budget of $3.2 million and a development budget of $8 million, with $32 million in assets. She was an early supporter and community partner of University Neighborhood Partners and brings a fresh and important perspective on the needs of Salt Lake City's westside communities. Over the past 30 years, Garciaz also has been involved in "high risk" youth intervention strategies and supporting fine arts and cultural events. Garciaz received a bachelor's degree in political science from the University of Utah and a master's degree in education from Utah State University.

CHRISTIAN GARDNER   Christian Gardner is president and CEO of The Gardner Company, a full-service real estate firm that specializes in the development of corporate office, retail, industrial and medical buildings. He received a bachelor's degree from the University of Utah and a master's degree in real estate development from the Massachusetts Institute of Technology. Gardner is active in many community and charitable causes, including serving as a member of United Way's Alexis de Tocqueville Society and on the board of directors of United Way, the Salt Lake Chamber of Commerce, and the National Advisory Board of the University of Utah's David S. Eccles School of Business.

BASSAM SALEM   Bassam Salem is the CEO and founder of Mindshare Venture, a management consulting and venture firm that helps technology startups and entrepreneurs succeed, and of AtlasRTX, a platform for artificial intelligence-based customer software engagement used in a variety of industries. He is the former chief operation officer of MaritzCX, the world's largest customer experience technology company, where he was responsible for global operations and a $125 million budget. Salem also worked as the chief business officer at inContact, where he oversaw more than 300 employees and revenue growth of $175 million. Salem received four degrees from the U: a bachelor, master and master of philosophy in computer science and an MBA in management of technology.

KACIE MALOUF   Kacie Malouf is the Malouf Foundation chair and co-founder of Malouf. She and her husband, Sam, started Malouf in 2003 and hired their first employee seven years later. To formalize their charitable efforts, they founded the Malouf Foundation in 2016. Their flagship cause is fighting child sexual exploitation, including sex trafficking and online exploitation. They find creative ways to educate the public, bring awareness to the cause, and create long-term shifts in perception and action. Kacie recently became a partner at Tamarak Capital, a private equity firm that specializes in venture capital. She especially looks forward to mentorship opportunities and hopes to bring an interesting perspective, both because women are underrepresented in the VC world and because of her own entrepreneurial experience scaling Malouf from a two-person startup to where it is today. Kacie also recently joined the executive team at Downeast. She has loved the design aspect of creating bedding products over the years and looks forward to diving into the apparel side of the business. The Maloufs have five beautiful, talented, and busy children. They love to travel and explore new places and cultures.

TESSA WHITE   Tessa White, known as The Job Doctor on social media, is an acclaimed career expert, author, and speaker who is on a quest to help the unemployed find stability again. She offers a Rent-My-Brain program that has already helped thousands of Americans adopt effective strategies to secure better jobs and meaningful careers. She has recently expanded her offerings to include an Ultimate Job Seekers bundle which gives someone all the training and tools they need to secure their next job. With more than 13 million views in 2020 alone across various platforms and having worked closely with some of the leading companies in the world, Tessa is recognized nationwide as a media expert on people strategy and career navigation. She has been published in Forbes, Entrepreneur, Apple News, Wall Street Journal, INC, and more. Her advice is designed to help people navigate out of a bleak future of unemployment, help people refine their interview, get the job, negotiate solid pay packages, and increase their overall promotability. For more than 20 years, Tessa sat at the corporate table, representing the company's interests as head of human resources. She now bills herself as a "reformed executive," switching sides to give all that she knows to help the individuals in companies meet with career success. She is on a quest to transform lives by helping people re-energize their unemployment experience and become their own greatest advocate in career progression.

KAREN WHITE FAIRBANKS   Appointed to the Board of Trustees at Weber State University in 2013, Karen White Fairbanks is owner of Fairbanks, Inc. She and her husband, Rick, manage The Distribution Group, a national purchasing cooperative/buying group in the water, sewer and drainage industry. Her professional experience also includes time as the human resources manager of W.R. White Company and director of mission for the Ogden Weber Chamber of Commerce. She was also an asset manager and leasing agent for Wallace Associates. Fairbanks has also dedicated herself to community service and leadership. Among her long list of service appointments is trustee for Intermountain Healthcare, trustee and board member for McKay-Dee Hospital, and board member for the Ogden Nature Center. Fairbanks graduated cum laude from the University of Utah with a bachelor of science degree. A mother of three children and grandmother to 11, she enjoys reading, mountain biking, traveling, cross country skiing, and hiking.

CYDNI TETRO   Utah Gov. Spencer Cox appointed Cydni Tetro to the Board of Trsutees at Utah Valley University on April 22, 2021. Cydni will serve on the Audit Committee. She is the CEO and a board member of Brandless, Inc. and SelectHealth board member. She is a tech founder & entrepreneur, STEM advocate, speaker, and influential leader. Cydni is the founder of ForgeDX a tech company whose simulation platform, IdeaCloud, is driving digital transformation. She was previously CEO and founder of venture-backed 3DplusMe, a 3D printing personalization platform. She spent five years at Disney as an entrepreneur in residence in imagineering driving technology commercialization across theme parks, ESPN, ABC, and Interactive. She is faculty for the Goldman Sachs 10k Program and Babson Executive Education and founder & president of the Women Tech Council that focuses on the economic impact of women in tech with programs from high school to the board room. Prior to Disney, she was COO and CMO at technology companies that Ancestry, Proofpoint & FAST acquired. She has built technology & digital experiences used by the world's largest brands, retailers, and companies, including Disney, Microsoft, ProofPoint, Ancestry, Marvel, Star Wars, Facebook, MLB, MLS, Warner Brothers, NFL, Disney Stores, Target, and Walmart. Cydni holds a bachelor's degree in computer science and a master's degree in business administration from Brigham Young University.

ROLAND K. BRIMLEY   Roland Brimley is a licensed certified public accountant (CPA) since 1984, with experience in bank auditing, small business, and government auditing, as well as individual, partnership, and corporate income taxes. He has been a member of the Audit Committee of Salt Lake Community College since 2008. Roland also is the voluntary treasurer since 2011 for Friends of Gilgal Garden, a nonprofit organization dedicated to protecting Gilgal Garden's monuments and statues as a Salt Lake City Park. He has a bachelor's of science degree from the University of Utah, 1984.

LORI CHILLINGWORTH   Lori Chillingworth retired from Zions Bancorporation in 2019 where she served as the director of enterprise business banking. Lori was a member of the Executive Committee of the National Association of Government Guaranteed Lenders from 2007 to 2013 and has been recognized five times in U.S. Banker magazine's "Most Powerful Women in Banking" issue, ranking among its "25 Women to Watch" list. She was the founding manager of the bank's Women's Financial Group when it launched in 1997. She has served as chairman of the Board of Governors of the Salt Lake Chamber of Commerce and serves on the Executive Committee and Board of Directors for the Women's Leadership Institute which she founded.

Lori served on the SLCC Foundation Board from 2005 through 2013. She served on the Community Outreach Committee, guided the Finance Committee, fostered growth in the Teaching Excellence Award, and oversaw the alumni scholarship awards. She served as board chair from 2008 through 2011. Lori was instrumental in expanding the foundation board membership, building close relationships with the board of trustees, and Zions Bank's involvement in starting the PACE (Partnership for Accessing College Education) program. Lori was reappointed to serve a four-year term on the Salt Lake Community College Board of Trustees in 2021.

BRADY SOUTHWICK   Brady Southwick is the senior vice president of field operations at Vivint Smart Home. Before joining Vivint, Brady served as the president of Cummins Rocky Mountain, a $400 million business that employs over 900 people, spanning nine Western states and the mining business in Central America. He was a key player in the development of the Diesel Technology Pathway program linking high school students with workforce training, SLCC, and a career in the industry. Prior to serving

as president, he held numerous leadership positions within Cummins Inc. in Africa, Singapore, and Beijing, China. Brady received a bachelor's degree in political science from Brigham Young University and master's degrees in business administration and public administration from Harvard University. Brady and his wife Kristen are the proud parents of four children. Brady was reappointed to serve a four-year term on the Salt Lake Community College Board of Trustees in 2021.

JIM M. WALL   Jim M. Wall served as publisher of Deseret News Publishing Company, Inc. from 2000 until 2010. Prior to that, Jim served as executive vice president and general manager of the Denver Post. His career has been spent in many positions in the newspaper industry. Jim has been active in each of the communities where he has lived and worked, including The Church of Jesus Christ of Latter-day Saints, executive board positions with the United Way, local chambers of commerce, community economic development, college boards of trustees, Boy Scouts of America, theater, opera, and symphony boards and charitable organizations. He is a constant presence in the community and has participated on more than 20 Utah boards and committees. In 2004, Jim was honored as the American Heart Association's *Heart of Utah* recipient. He attended Washington State University for one year and later graduated from Brigham Young University with a degree in communications in 1972.

KIM R. WILSON   Kim Wilson is an emeritus attorney with Snow, Christensen & Martineau, one of Utah's traditional law firms organized in 1886. He retired from the firm after 46 years, where he led the credit and financial services practice. Kim is co-founder and chair of the Ensign Peak Foundation, formerly known as Mormon Historic Sites Foundation. He is also a member of the Utah Symphony/Utah Opera Board of Trustees, the Clark Planetarium Advisory Board, and the Days of '47 Cowboy Games & Rodeo Executive Committee and is engaged in several other civic causes and endeavors. He earned his bachelor's degree in political science and his juris doctorate from the University of Utah. Kim married Gail Miller in 2012. They make their home in Salt Lake City, Utah, and love spending time with their large family and serving others. Kim was reappointed to serve a four-year term on the Salt Lake Community College Board of Trustees in 2021.

September 17, 2021

Transition of Clock-Hour to Credit-Hour Programs

As part of the strategic plan, the Utah Board of Higher Education approved the transition of technical education programs from clock-hours to credit-hours. In July, the Board passed policy R474 Clock-Hour to Credit-Hour Transition to guide the process. Within the policy, section 4.2 states that each program's transition to credit, including the delivery format, must be approved by the Board. This approval is required by:

- the Council on Occupational Education (COE), the agency that accredits the technical colleges;
- the U.S. Department of Education (financial aid eligible programs)

Section 4.3 of the policy states that institutions shall submit applications for approval of the clock-hour to credit-hour conversion by the accrediting body through the Office of the Commissioner (OCHE) following a prescribed schedule.

Technical colleges submitted applications for the first designated group of programs (those less than 600 clock-hours in length) to the OCHE. Following approval, the OCHE will submit the applications to the COE for approval.

By submitting applications through the OCHE, the total cost of transition is reduced from about $200K to $25K (from $500 per program to about $75). Based on the number of programs offered by each institution, technical colleges will reimburse the system office.

Because technical colleges offer certificates only, institutions must retain both clock-hours and credit-hours in the student information system. Once the transition of all programs is complete, credit-hours will be used in publications and articulation agreements. Credit will be an automatically calculated field in the student information system using a formula provided by the U.S. Department of Education. There will be some flexibility on implementation.

Commissioner's Recommendation
The Commissioner recommends approval of the transition of the programs included in the attachment from clock-hours to credit-hours.

Attachment

MEMORANDUM

College	Alias	Program	Clock-hour length	Proposed Credit-Hours	Delivery Method*
Davis	Construction	Building Construction Technology	900	30	H
Davis	Emergency Medical Technician	Emergency Medical Technician	136	4	H
Davis	Emergency Medical Technician-Advanced	Advanced Emergency Medical Technician	148	4	H
Davis	Fire and Rescue	Firefighter	340	11	H
Davis	Home Health Aide	Home Health Aide	300	10	H
Davis	Manufacturing Technology	Manufacturing Technology	400	12	H
Davis	Nail Technician	Nail Technician	310	9	H
Davis	Nurse Assistant	Nurse Assistant	115	3	H
Davis	Phlebotomy	Phlebotomy	100	2	H
Dixie	Commercial Truck Driving	Commercial Driver's License	250	8	T
Dixie	Emergency Medical Technician	Emergency Medical Technician	168	5	T
Dixie	Emergency Medical Technician-Advanced	Advanced Emergency Medical Technician	168	5	T
Dixie	Nurse Assistant	Nursing Assistant	110	2	T
Dixie	Phlebotomy	Phlebotomy Technician	60	2	T
Mountainland	Commercial Truck Driving	Commercial Truck Driving	160	5	T
Mountainland	Commercial Truck Driving	Truck Driver, Heavy	160	5	T
Mountainland	Construction	Construction Craft Skilled Laborer	320	10	T
Mountainland	Construction	Form Builder-Rough Carpenter	324	10	T
Mountainland	Construction	Form Builder-Rough Carpenter (Highway)	320	10	T
Mountainland	Emergency Medical Technician	Emergency Medical Technician	225	7	T
Mountainland	Emergency Medical Technician	Emergency Medical Technician-Accelerated	180	6	T
Mountainland	Emergency Medical Technician-Advanced	Advanced Emergency Medical Technician	180	5	T
Mountainland	Heavy Equipment Operator	Heavy Equipment Operator	480	15	T
Mountainland	Nail Technician	Nail Technician	300	8	H
Mountainland	Nurse Assistant	Nurse Assistant	135	3	T

Mountainland	Nurse Assistant	Nurse Assistant-Accelerated	114	3	T
Mountainland	Phlebotomy	Phlebotomy Technician	72	2	T
Ogden-Weber	Construction	Construction	240		TH
Ogden-Weber	Nail Technician	Nail Technician	300	8	TH
Ogden-Weber	Nurse Assistant	Nursing Assistant	125	3	TH
Ogden-Weber	Real Estate	Real Estate	120	4	TH
Southwest	Commercial Truck Driving	Professional Truck Driving	183	4	TH
Southwest	Emergency Medical Technician	Emergency Medical Technician	196	5	TH
Southwest	Emergency Medical Technician-Advanced	Advanced Emergency Medical Technician	200	6	TH
Southwest	Nurse Assistant	Nursing Assistant	114	3	TH
Southwest	Phlebotomy	Phlebotomy	80	2	TH
Tooele	Commercial Truck Driving	Commercial Driver's License (CDL) Class A	160	5	T
Tooele	Commercial Truck Driving	Commercial Driver's License (CDL) Class B	100	3	T
Tooele	Law Enforcement	Law Enforcement Officer (LEO)	302	10	T
Tooele	Law Enforcement	Special Function Officer (SFO)	238	7	T
Tooele	Nail Technician	Nail Technician	300	10	T
Tooele	Nail Technician	Nail Technician Instructor	150	5	T
Tooele	Nurse Assistant	Certified Nursing Assistant	140	3	T
Tooele	Phlebotomy	Phlebotomy	360	12	T
Uintah Basin	Commercial Truck Driving	CDL	210	6	T
Uintah Basin	Construction	Residential Construction	590	18	T
Uintah Basin	Construction	Cabinetry (Secondary)	360	12	T
Uintah Basin	Construction	Construction Technology	180	6	T
Uintah Basin	Energy Services	Well Control Supervisor	30	1	T
Uintah Basin	Energy Services	Well Control Workover Operator	35	1	T
Uintah Basin	Law Enforcement	Basic Correction Officer	152	5	T
Uintah Basin	Law Enforcement	Law Enforcement Officer	308	10	T
Uintah Basin	Law Enforcement	Special Function Officer	243	8	T
Uintah Basin	Nurse Assistant	Nursing Assistant	114	3	T

UTAH SYSTEM OF HIGHER EDUCATION

September 17, 2021

Recommendations from the Board Transfer Council and the Academic Education Committee

The Academic Education Committee is forwarding the following recommendations from the Board Transfer Council to the Committee of the Whole for approval:

1. Prioritize implementation of the use of a State Student Identifier to facilitate the collection of transfer data. Because of the difficulty tracking transfer students, the council and the committee recommend that the Utah Board of Higher Education direct the Commissioner's Office and relevant institutional staff to fully implement the use of the Utah State Board of Education-issued State Student Identifiers, such that all students can be tracked as they move between institutions.

2. Ask the Psychology Faculty Major Committee to design the first Utah System of Higher Education (USHE) direct transfer pathway pilot.

   In March, the Board of Higher Education authorized the Transfer Council and the Commissioner's Office to begin designing direct transfer pathway pilots in certain majors. A working group of the institutional representatives from the council used data around transfer and degree completions and existing degree maps to identify the major that affects the largest number of transfer students and has the clearest curriculum pathways to use as a test case of a direct transfer agreement. Based on their evaluation, the Transfer Council and the Academic Education Committee are recommending the psychology major become the first direct transfer pilot. The pilot will entail tasking the Psychology Faculty Major Committee with mapping stackable degree pathways: an associate pathway in psychology that could be used to complete a bachelor's degree in psychology at any of the four-year USHE institutions with only 60-62 additional credits (or the equivalent of two years of full-time enrollment). The pathways will be designed and mapped out early enough in the coming academic year to be included in institutional catalogs for the following year. Based on what is learned from the initial work with psychology, the faculty major committees for the other top majors will then be asked to develop the next set of transfer pathways.

3. Update the membership of the Transfer Council to reflect changes in positions on the Board of Higher Education and at institutions. The recommended membership for academic year 2022 is:

- Board members:
    - Chair: Nina Barnes
    - Student member: Tanner Marcum
- Presidents representing distinct institutional roles:
    - Regional Universities: Richard Williams (Dixie State University)
    - Research Universities: Noelle Cockett (Utah State University)
    - Two-Year Colleges: Deneece Huftalin (Salt Lake Community College)
- Faculty/Curriculum Groups:
    - Utah Council of Faculty Senate Leadership: Timothy Herzog (Weber State University)
    - General Education Task Force Chair: Eric Amsel (Weber State University)
- Institutional Representatives:
    - Utah State University: Paul Barr
    - Weber State University: Casey Bullock
    - University of Utah: Chase Hagood
    - Salt Lake Community College: Jeff Aird
    - Utah Valley University: David Connelly
    - Southern Utah University: Jon Anderson
    - Snow College: Melanie Jenkins
    - Dixie State University: Sarah Vandermark

Commissioner's Recommendation

The Commissioner recommends that the Committee of the Whole approve the three action items forwarded by the Academic Education Committee.

September 17, 2021

Recommendation from the Academic Education Committee to Include a Research Priority on the Board's Strategic Plan

In 2020, Utah's two higher education systems merged, creating a single system of 16 higher education institutions. The Utah Board of Higher Education adopted a comprehensive strategic plan in May 2021 to guide the newly-merged system for the next five years. The Board's strategic plan focuses on six key priorities:

- System Unification
- Access
- Affordability

- Completion
- Workforce Alignment
- Research

The research priority of the strategic plan was added at the May 2021 Board meeting, as research is an important institutional role of degree-granting institutions. It contributes millions of dollars to the state's economy, creates thousands of jobs and hundreds of companies, improves the quality of life by addressing key issues within the state, and results in numerous direct technology transfers.

The Commissioner's Office worked in partnership with the University of Utah and Utah State University to develop a draft of the priority, strategies, and tactics (attached) for discussion at the Academic Education Committee meeting in August 2021. The committee received feedback on the tactics during the August 2021 meeting and is forwarding an updated draft of the priority to the Board for consideration at the September 2021 meeting. The priority will undergo more extensive discussion in the Academic Education Committee as part of its responsibilities under the strategic plan.

Commissioner's Recommendation
The Commissioner recommends that the Board of Higher Education include the draft of the research priority in the Board's strategic plan.

Attachment

RESEARCH

Communicating/Advocating for the role of research in innovation, discovery (cutting-edge), technology transfer, workforce/economic development, and community engagement and impact; state funding to support research

TBD

Advocate for the role of research at degree-granting institutions in innovation, technology transfer, economic development/workforce, and community engagement and impact		Ensure institutions have needed support to conduct research	
DEGREE GRANTING	**TECHNICAL**	**DEGREE GRANTING**	**TECHNICAL**
Build research into legislative narrative and integrate role of research into strategic marketing campaign. Consider mechanism for research to be more ingrained in Board discussions and decisions.		Consider one-time funds in 2022 budget request to support research facilities.	
Utilize Point of the Mountain Innovation Hub		Include high-impact research initiatives in Board budget process.	
		Identify state-level issues, rely on degree-granting institutions to lead out on innovations and solutions and serve as leaders for other institutions through demonstrated partnerships and strategic funding.	