



**Utah Board of Higher Education  
Davis Technical College  
Friday, November 19, 2021**

7:30 – 8:50 AM	Board of Trustees Report and Closed Session <ul style="list-style-type: none"> <li>• Darin Brush, President</li> <li>• Troy Wood, Board of Trustees Chair</li> </ul>	
Closed Session		
8:50 – 9:00 AM	Break	
<b>9:00 AM – 12:00 PM</b>	<b>Committee of the Whole</b>	
9:00 – 9:05 AM	Welcome – Chair Simmons	
9:05 – 9:10 AM	Student Board Member Oath of Office & Introductions <ul style="list-style-type: none"> <li>• Valirie Serawop</li> <li>• Tanner Marcum</li> </ul>	
9:10 – 9:20 AM	Student Report <ul style="list-style-type: none"> <li>• Eric Magnuson – Davis Tech</li> <li>• Steffine Amodt – Weber State</li> </ul>	
9:20 – 10:00 AM	Committee Report – Committee Chairs	TAB A
10:00 – 10:10 AM	Strategic Plan Update – Melanie Heath	
<b>10:10 – 3:00 PM</b>	<b>Information Items:</b>	
10:10 – 11:45 AM	State Online Program Discussion – Scott Wyatt	
<b>11:45 AM – 12:45 PM</b>	<b>Lunch</b>	
12:45 – 1:15 PM	Keys Expansion Update – Commissioner Woolstenhulme & Rick Folkerson	
1:15 – 1:30 PM	USHE Partnership with Huntsman Mental Health Institute – Dr. Mark Rapaport	TAB B
1:30 – 1:35 PM	Enrollment Report – Carrie Mayne	
1:35 – 1:55 PM	The Costs & Benefits of Higher Education Report – John Downen	TAB C
1:55 – 2:10 PM	Institutional Goals Performance Funding – Rich Amon & Carrie Mayne	TAB D
2:10 – 2:55 PM	Earn to Learn – Kate Hoffman	
2:55 – 3:00 PM	Shared Services – Rich Amon	
<b>3:00 – 3:35 PM</b>	<b>Action Items</b>	
	Institutional Non-State Funded Capital Projects – Wilford Clyde	TAB E
	Policy R208 and R209 – Geoff Landward	TAB F
	Personnel Update – Commissioner Woolstenhulme	
	Consent Calendar	TAB G

*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.*



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB A

November 19, 2021

## Academic Education Committee Report

The Academic Education Committee met on October 29, 2021, under the leadership of Committee Chair Arthur Newel, with all committee members in attendance.

### Agenda Items

The discussions during the meeting were centered on the committee's responsibilities within Board's strategic plan.

1. Chair Newel gave a short overview of the Board's strategic plan and the priorities assigned to the Academic Education Committee and Associate Commissioner Hartley outlined the timeline and prioritization of those priorities:
  - a) Transfer, PLA, Concurrent Enrollment, and Introductory Course Placement and Success are further developed than many of the other priorities and are in their implementation stages.
  - b) Priorities related to system unification are also underway but not as far along as the first set of initiatives. These include addressing institutional roles and missions and program duplication; policy updates to reflect the merger of the System of Higher Education and the System of Technical College and to incorporate the equity lens framework into policies; and efforts to diversify the system of higher education from boards of trustees and the Utah Board of Higher Education to institutional faculty and staff. In many cases these strategies require concerted effort between multiple committees, but especially the Academic Education Committee and the Technical Education Committee.
  - c) The next set of strategies are in the process of being designed. These include expanding access for adult students and the Statewide Marketing Campaign.
  - d) Fourth are strategies under the Workforce pillar of the strategic plan. These include designing pathways from Technical Education into degree programs and partnering with the Industry Advisory Council to create more work-based learning opportunities for students. These efforts also involve efforts by both the Academic Education Committee and the Technical Education Committee.

The committee explored four of these priorities in somewhat more detail:

- a) A review of the tactic development plan for working with institutions and public schools to use school data to identify students who are not self-selecting into Concurrent Enrollment and invite them to participate. This tactic is part of a broader strategy involving the Student Affairs Committee and the Technical Education Committee to provide strong messaging to high school students and their parents around technical education, concurrent enrollment, and scholarship opportunities.
- b) A review of the tactic development plan for helping the system and institutions diversify faculty and staff and its key milestones.
- c) Addressing academic success and degree opportunities for adult students based on recommendations from the Cicero Report.
- d) An overview of the proposed Statewide Marketing Campaign, with particular attention to reaching a diverse state population.

The committee had one action item from the strategic plan priority. The action item was to revise Policies R208 and R209 to ensure the Board resource and review teams and evaluation committees include presidents' efforts to foster a diverse, representative, and equitably compensated workforce and incorporate language from Policy R805 as part of their evaluation criteria. The committee voted to forward those policy updates for consideration to the full Board.

The committee's strategic plan responsibilities and examples of how those priorities will address Equity, Diversity, and Inclusion are outlined in the following table:

## Academic Education EDI Efforts

<b>System Unification</b>			
<b>Develop, strengthen, and leverage a seamless and articulated system of higher education.</b>			
<b>Strategy</b>	<b>Align programs with institutional roles and minimize duplication among institutions.</b>	<b>Increase stackability of credentials from technical colleges to degree-granting institutions.</b>	<b>Merge system policies and align data and measures as appropriate.</b>
Tactic(s)	Study current program offerings across institutions to ensure fit with role and mission.	Review policy governing award types across institutions to ensure policies are equity-minded and allow for stackability throughout the system.	Review policies to ensure alignment between technical colleges and degree-granting institutions. Regularly review system policies to ensure they are equity-focused. Align data and measurements between technical colleges and degree-granting institutions when appropriate.
EDI	The definition of institutional roles and the	Reducing or eliminating the duplication of coursework	

	need to inventory and align training for boards of trustees within those roles is intended to ensure efficiency in the use of state funds and tuition dollars and to focus institutional efforts in areas that are collaborative with other institutions rather than competitive. (Addresses: affordability, time to completion)	included in pathway agreements helps to build onto existing knowledge and skills at each educational level, rather than duplicating (in time and tuition dollars) the coursework that has already been completed. (Addresses: affordability, time to completion)	
<b>Strategy</b>	<b>Train boards of trustees on delegated responsibilities.</b>	<b>Streamline presidential evaluation and R&amp;R process.</b>	<b>Diversify the boards of trustees and the Utah Board of Higher Education.</b>
Tactic(s)	Provide regular training on duties delegated to boards of trustees to meet the Utah Board of Higher Education's strategic plan priorities, focusing on specific responsibilities such as program approval, aimed at improving access and completion for all students and with a special focus on underserved areas populations.	Revise Policies R208 and R209 to provide better guidance for Board members on annual presidential evaluations and research and review processes.	Update policies and guidelines around nomination processes for boards of trustees and the Utah Board of Higher Education.
EDI	Board of trustees will receive training on the equity lens framework to guide their initiatives to better assess, plan for, and measure the impact of their work.	Annual reviews evaluate presidents' efforts to foster a diverse, representative, and equitably compensated workforce and incorporate language from Policy R805 as part of their evaluation criteria.	Include EDI considerations in Board qualifications.
<b>Access</b>			
<b>Increase the college-going rate of high school grads by 3% in 5 years. Increase the college-going rate of underrepresented groups by 4% in 5 years.</b>			
<b>Strategy</b>	<b>Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways.</b>	<b>Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.</b>	
Tactics	Ensure adequate access in high schools to concurrent enrollment course offerings. Partner with USBE and institutions to create Career and College Readiness concurrent enrollment courses to help all students learn about college options.	Create a baseline State of Diversity Report. Develop system best practices on recruiting, developing, evaluating, and retaining diverse faculty and staff. Update policies related to the faculty and staff to ensure	

		adequate consideration of EDI. Create systemwide collaboration and mentoring opportunities for faculty and staff from underrepresented groups.	
EDI	Foster and train partnerships between high schools and institutions of higher education to use school data to actively recruit non-self-selecting students (who are primarily from underrepresented populations) into concurrent enrollment programs. CCR Concurrent Enrollment courses will help students from underrepresented populations with information about technical and degree pathways, scholarships, navigating college, and career possibilities.	Through policies and practices, the Board needs to ensure that institutions are actively recruiting, supporting, and retaining diverse faculty and staff. The State of Diversity Report will provide the Board with baseline information to set system goals; ongoing quantitative and qualitative data will help gauge progress toward reaching those goals. Create mentoring and other opportunities for BIPOC faculty, students, and staff to move into faculty roles or leadership positions.	

**Completion**

**Increase timely completion of degrees and awards by 3% in 5 years. Increase the timely completion of underrepresented students by 4% in 5 years.**

<b>Strategy</b>	<b>Structure awards to facilitate completion and transfer.</b>	<b>Provide robust options for students to earn credit for prior learning.</b>	<b>Expand supportive entry-level education practices.</b>
Tactics	Update policies to better define transfer pathways, general education alignment, and degree structure to improve completion; facilitate coordination among programs through the Board Transfer Council, Faculty Program and Major Committees, and the General Education Task Force to support transfer.	Standardize the minimum scores and maximum credits and mark that credit as the equivalent of commonly numbered courses that students can earn through nationalized assessments, workplace learning, or individual portfolios. Ensure that credit applies meaningfully and is transferable. Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff and assess the impact of credit for prior learning on student completion.	Standardize supportive instructional practices, including corequisite models to improve student entry and success in key introductory “gateway” courses. Align multiple measures/course prerequisite qualifications to ensure more equitable and immediate access to college-level coursework.
EDI	Underrepresented students, adult students, and low-income students are very likely to transfer;	Processes for the award of credit for prior learning should be transparent and equitable. Acceptance of	Providing academic support services contributes to student retention, higher levels of completion, and

	streamlined transfer processes are intended to help them complete as efficiently and affordably as possible.	credit for prior learning may reduce tuition dollars and time to completion.	student ability to be successful in educational growth. Success rates of key “gateway” introductory courses are measured on an ongoing basis, disaggregated by race/ethnicity, SES, and gender, to identify and address inequitable course outcomes.
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**Workforce Alignment**

**Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years. Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.**

<b>Strategy</b>	<b>Increase student participation in work-based learning.</b>		
Tactics	Consider policy to define systemwide practices for participation and reporting of work-based learning activities and other high-impact practices.		
EDI	Ensure equitable student access to internships, undergraduate work-based learning, etc.		

**Recommendations**

The committee recommends that the full Board discuss and approve the updated language for Policies R208 and R209.



November 19, 2021

## Technical Education Committee Report

The Technical Education Committee met on October 29, 2021, under the leadership of Committee Chair Shawn Newell, with committee members Crystal Maggelet, Alan E. Hall, Scott L. Theurer, and Valirie Serawop in attendance. Committee member Aaron V. Osmond was excused.

### Agenda Items

The discussions during the meeting were centered on the committee's responsibilities within the Board's strategic plan.

1. Lexi Maggelet and George Wong provided a review of the studies the Cicero group presented to the Board in July 2021, with focus on barriers and opportunities pertaining to technical education.
  - a. Over half of Utah high school students do not enroll in a USHE institution. Parents, and parenting networks have significant influence in high school student educational choices. Information must be available early.
  - b. About 70% of technical college students are adults with needs that differ from the 30% secondary students. Adult students need flexible scheduling, hybrid instructional options, and clarification about the time and cost of education (many perceptions around the cost of education are myth-based).
  - c. Processes focused on efficiency often include assumptions of student starting points, contributing to inequities that impact student access and completion. Both secondary and postsecondary students need a single point of contact as they begin or transition into higher education. This navigational assistance helps students through steps included in the enrollment process and provides advocacy through support services with consideration for unique individual barriers and needs.
  - d. Ongoing support services provided by faculty and staff should be available as students needs evolve through the educational enrollment period.
2. Chair Newell and Associate Commissioner Ziebarth gave a short overview of the Board's strategic plan and the priorities assigned to the Technical Education Committee:

- a) Addressing duplication through institution roles, transition to credit, and program alignment are the top three priorities that demand significant effort during the first two years of the strategic plan. The duplication initiative requires a concerted effort between the Technical and Academic Education Committees.
  - b) Credit for prior learning and work experience, work-based activities, diversifying faculty and staff at technical colleges, and putting technical education information in the Utah Programs and Majors Guide, Transfer Guide, Keys to Success, and are secondary priorities that will be addressed more deliberately.
3. Jared Haines, senior advisor for technical education, provided an overview and report of Custom Fit. Custom Fit is a state investment that supports training designed to aid in retention and expansion of Utah companies, attract new businesses to the state, and meet employers' educational needs. Custom Fit training was reduced in FY21 due to pandemic related budget cuts.
  4. Carrie Mayne, associate commissioner for workforce development, reported that one of the strategic plan pillars is the alignment of data and certain reporting elements between degree-granting and technical education institutions. As part of that effort, fall enrollment data was reported for all 16 institutions. With this release, a web [data visualization resource](#) is available for stakeholders to view system and institution enrollment and completion data.
  5. Trisha Dugovic, director of communication, and Fuel Marketing discussed the following goals for the Statewide Marketing Campaign:
    - Increase Enrollments
    - Address Higher Education Misconceptions
    - Emphasize Higher Education Value
    - Maximize ROI
    - Concentrate Messaging for Adults and Underrepresented

The presentation included the implementation timeline, which runs through July 2022. The effort is targeted at recent high school graduates and adult learners of all socioeconomic levels. Campaign workgroups will review the campaign, messaging, and tracking.
  6. Jared Haines provided an update of the Industry Advisory Council meeting held in October. The committee expressed the intent to address educational roadblocks and challenges.

The committee's strategic plan responsibilities and examples of how those priorities will address Equity, Diversity, and Inclusion are outlined in the following table:

## Technical Education EDI Efforts

System Unification			
Develop, strengthen, and leverage a seamless and articulated system of higher education.			
Strategy	Align programs with institutional roles and minimize duplication among institutions.	Increase stackability of credentials from technical colleges to degree-granting institutions.	Merge system policies and align data and measures, as appropriate.



Tactic(s)	Study current program offerings across technical colleges to ensure fit with institutional role.	Review policy governing award types across degree-granting institutions to ensure policies are equity-minded and supported by data and allow for stackability across all institutional types. Develop a standardized approach to understand the number of secondary students receiving credit for course work completed at the high school. Explore potential for transitioning technical education from clock-hours to credit hours.	Review policies to ensure alignment between technical colleges and degree-granting institutions. Regularly review system policies to ensure they are equity-focused. Align data and measurements between technical colleges and degree-granting institutions, when appropriate.
EDI	The system merge resulted in the definition of institution roles and the need to inventory and align training with those designated roles. While budgetary and facilities efficiencies are gained through this effort, <b>the outcomes will help ensure students who enroll in technical education training do so at an affordable tuition rate; duplication of training as students participate in pathways that extend between institutions is reduced or eliminated (saving students time and tuition dollars);</b> and institutions focus effort in areas that are collaborative rather than competitive. <i>(Addresses: affordability, time to completion)</i>	Reducing or eliminating the duplication of technical education coursework included in pathway agreements helps to ensure students who enroll in technical education training do so at an <b>affordable tuition rate</b> . Pathways should reflect stackable coursework that ensures students <b>build onto existing knowledge and skills</b> at each educational level, rather than duplicating (in time and tuition dollars) the coursework that has already been completed. <i>(Addresses: affordability, time to completion)</i>	
<b>Access</b>			
<b>Increase the college-going rate of high school grads by 3% in 5 years. Increase the college-going rate of underrepresented groups by 4% in 5 years.</b>			
Strategy	Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.		
Tactics	Review policy to support all USHE institutions in their efforts to attract		

	and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.		
EDI	<p>Equitable hiring practices reaffirm a school's commitment to diversity by addressing employment barriers and providing equal opportunities for applicants from underrepresented populations.</p> <p>Diversity in faculty, staff, and administration enables students to see people who look like them, sound like them, and have similar life experiences, helping them feel a part of the learning community, which improves outcomes. Diverse staffing also sends a message to students about the level of opportunity available in their own future.</p> <p>Technical education is intended to simulate and prepare students for the workforce. Diversity in the learning environment prepares students to work in environments that are racially and ethnically diverse.</p> <p><i>(Addresses: Faculty, staff, and administrative diversity)</i></p>		
<b>Completion</b>			
<b>Increase timely completion of degrees and awards by 3% in 5 years. Increase the timely completion of underrepresented students by 4% in 5 years.</b>			
Strategy	Structure awards to facilitate completion and transfer.	Increase awarding of credit for prior learning.	Expand supportive entry-level education practices.
Tactics	<p>Conduct transfer study to determine barriers to transfer.</p> <p>Facilitate coordination among programs to align program structure to support transfer, wherever possible.</p>	<p>Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff and assess the impact of credit for prior learning on student completion. Ensure standardization in awarding</p>	<p>Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student entry in and success into technical programs.</p>

		credit for prior learning and the transferability of credit for prior learning.	
EDI	The study should evaluate equitable access to transfer information and opportunities, processes for students to receive credit for prior learning and/or work experience (saving time and tuition dollars), and guidance provided to all graduates on transferring to degree-granting institutions. Plans should be developed to address barriers that have been identified. <i>(Addresses: Equitable transfer opportunities, tuition savings, time to completion, educational growth)</i>	While the majority of transfer students entering technical education are current high school students or recent graduates, technical education serves many students with some college but no degree and students with degrees. Students, parents, and high school counselors should be equitably informed of articulated high school courses that apply to technical college programs. Processes for the award of credit for prior learning should be transparent and equitable for both high school and adult students. Acceptance of prior learning and work experience reduces tuition dollars and time to completion. Benchmarks should be recorded and institutions should establish goals to expand the award of credit for prior learning and/or work experience. <i>(Addresses: Equitable access to credit for prior learning and work experience, tuition savings, time to completion)</i>	Many technical education programs require that students meet minimum admission requirements. Requirements are often put in place with the intent to enroll students who have the academic ability to be successful in the program. Technical colleges, specifically, are accountable for meeting minimum benchmarks for completion defined by the accrediting body. Some colleges refer students who fail to meet minimum admission requirements to developmental courses. Some allow students to begin the program while working on the required knowledge as a proving ground. Some colleges provide tutoring services to address academic deficiencies impacting student success. Providing academic support services contributes to student retention, higher levels of completion, and student ability to be successful in educational growth. <i>(Addresses: Barriers to academic success)</i>

**Workforce Alignment**

**Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years. Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.**

Strategy	Increase student participation in work-based learning.		
Tactics	Consider policy to define systemwide practices for participation and reporting of work-based learning activities. Develop systemwide practices for participation in work-based learning activities.		
EDI	Many technical education programs include work-based activities in the form of externships or clinicals. Many students who participate in work-based activities secure employment opportunities with the		

	<p>sponsoring agency. While most regulated technical education programs require that every student participate in work-based activities, activities are often elective in other programs. Students who participate in work-based experience gain valuable work experience that increases employability. Given the opportunities and value of job placement for technical education, expansion of the availability of work-based activities and student participation are the goals of this initiative. <i>(Addresses: Equitable participation in work-based activities, increased employability, and expanded placement opportunities.)</i></p>		
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**Recommendations**

The committee recommends that the Custom Fit Annual Report be forwarded to the Board.



UTAH SYSTEM OF  
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# MEMORANDUM

TAB A

November 19, 2021

## Student Affairs Committee Report

The following is a summary report of the Student Affairs Committee meeting on October 29, 2021.

- Presentation from K-12 on the [weighted funding model](#) for students from historically underserved populations (e.g., free/reduced lunch, English language learner). The model helps identify additional resources to support such students. The discussion explored whether a similar model could be adopted in higher education.
- Discussion on the [Voice of the Customer Report](#) and [USHE strategic priorities](#). The committee is seeking feedback on four potential strategies:
  - Streamline financial aid
  - Expand Concurrent Enrollment participation to more students from historically underserved populations
  - Campus safety
  - Student basic needs
- Presentation previewing USHE's statewide marketing campaign
- Report from the Campus Safety and Equity Advisory Council on Admissions
- Update on efforts to streamline admissions and expand the use of the Keys to Success platform
- Action item: Policy Revisions to [R120 and R582](#)

### Student Affairs EDI Efforts

The Commissioner’s office developed initial project plans for each tactic identified in the strategic plan and objectives for the ensuing 12-18 month timeline. The following summary represents the EDI impact of each tactic assigned to the Student Affairs Committee. The Commissioner’s office presented the first progress report on the strategic plan at the September 2021 Board meeting. Progress reports will be updated monthly and available at [www.ushe.edu](http://www.ushe.edu).

	Strategy	Tactic(s)	EDI Impact
<b>Access</b>	Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways.	Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.	Develop and package communications and training around USHE college access efforts that are inclusive of all identities and backgrounds. Relationship building and inventorying at the state level with state college access partners and institutional partners to include all identities/populations.
	Simplify institutional admissions processes.	Build out K-12/USHE data to inform access.	Adopt inclusive data that effectively measures the impact of system initiatives for all identities. Restructure partnership with Utah Data Research Center to provide more informed data decisions that reduce gaps for students from underrepresented populations.
		Simplify applications and admissions for students from historically underserved populations.	Leverage Keys to Success's reach and customized experience and integrate its functionality with USHE institutions to streamline the student onboarding experience, from college exploration to enrollment, reducing barriers to underrepresented populations.
	Ensure systemwide institutional supports for student basic needs.	Help institutions establish a “standard of care” around basic needs, specifically technology, transportation, food, housing, childcare.	Landscape analysis of institutional basic needs supports. Collaborate on best practices that support students from underrepresented populations.
<b>Affordability</b>	Increase FAFSA completion.	Identify external partners that support increased FAFSA completion. Develop a statewide FAFSA completion strategy that focuses on specific student populations (military veterans, returning LDS missionaries, individuals from underserved communities, etc.).	Study impacts of requiring FAFSA completion to receive institution scholarships on students from underserved populations. Develop alternative FAFSA for ineligible Title IV students.
		Data research of FAFSA trends, study other states’ strategies.	Identify and consider cultural and systemic factors as part of the research of FAFSA trends.

	Evaluate and prioritize state student financial aid.	Implement, evaluate, and prioritize state scholarships.	Continue streamlining of state aid programs to definitively address barriers to students of all identities (race, religion, ability, citizenship, geography, etc.).
	Evaluate and prioritize state student financial aid (continued).	Streamline citizenship affidavit processes (HB 144).	Create guidelines that ensure an inclusive, non-intrusive process to capture required student citizenship information. Proactively reduce barriers and create opportunities for students who are required to complete an affidavit.
Completion	Ensure systemwide institutional supports for student mental health and campus safety.	Identify and implement system mental health strategies and policies in accordance with institution mental health strategic plans.	Follow the JED framework that avoids a one-size-fits-all approach and demonstrates access to resources and care in ways that are mindful of diverse perspectives, cultural and ethnic backgrounds, genders, sexual identities, abilities, and more.
		Develop baseline expectations for campus safety for degree-granting/technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Be accountable to the viewpoints shared by the student-led Campus Safety and Equity Advisory Council. Expand best practices systemwide by leveraging thought centers like the McCluskey Center for Violence Prevention.
Workforce Alignment	Increase higher ed participation rate of adults with/without a high school diploma.	Collaborate with stakeholders (DWS, USBE, UDOC) to support enrollment of adult learners in academic/technical education.	Define the segmentation of groups within the category of adults with/without a high school diploma using the results from the Cicero Adult Education survey and other resources to determine messaging and connectivity to underserved communities. Partner with USBE to assess how USHE can achieve increased higher ed participation rate of adults from underserved populations without a high school diploma or equivalent for individuals.
	Ensure students are meaningfully informed on the value and ROI of higher ed	Secure funding for statewide expansion of the Utah College Advising Corps (UCAC) to every high school in the state. Evaluate program data to determine efficacy and best practices.	Secure funding for statewide expansion of the Utah College Advising Corps (UCAC). Determine models and data strategy for program effectiveness to reduce college barriers to students of all identities definitively.

**Committee Discussion**

The Student Affairs Committee is asked to review strategies and tactics to prioritize and verify efforts are moving in the right direction.

**Commissioner's Recommendation**

This is a discussion item only; no action is required.





UTAH SYSTEM OF  
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# MEMORANDUM

TAB B

November 19, 2021

## USHE Partnership with 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 (HMHI), 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, HMHI stands to transform mental health services for the State of Utah and, more specifically, 18- to 24-year-olds who are the most impacted by mental health trauma.

Commissioner Woolstenhulme has started conversations with HMHI's CEO, Mark Rapaport to identify specific areas that support both the Board's focus on student mental health as well as HMHI's statewide vision. Some potential areas currently being explored:

- Reduce stigma annual student video contest partnership with Utah Film Commission and Sundance Institute.
- Establish mobile mental health crisis teams statewide embedded and anchored at higher ed institutions.
- Partner with the Mental Health Innovation Network to explore innovative post-bachelor mental health credentials to fuel the persistent workforce shortage in mental health.
- Pilot social and organizational change incubators in the mental health field.

### Commissioner's Recommendation

This is a discussion item only; no action is required.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB C

November 19, 2021

## **Kem C. Gardner Policy Institute Report: The Costs and Benefits of Higher Education**

A new report from the Kem C. Gardner Policy Institute analyzes the costs and benefits of higher education within the Utah System of Higher Education. Upon review of the compiled data, it remains clear that postsecondary education plays a major role in providing a skilled workforce for Utah's growing economy. Additionally, USHE institutions contribute to the creation of companies and inventions through research and innovation, and educational attainment is associated with a wide variety of individual and societal benefits.

Key findings include:

- The state contributes significantly to higher education — Sixteen percent (\$1.3 billion) of state funds were dedicated to higher education in the FY 2020 Utah budget.
- While tuition and fees have risen substantially in recent decades, so has grant aid — Average tuition and fees more than doubled from 2000 (\$2,283) to 2020 (\$5,306). However, grant aid also increased, with 42% of USHE students receiving aid in 2019 compared with 34% in 2009.
- USHE serves a primary role in educating Utah's postsecondary students — Approximately 80% of Utah high school graduates who pursue postsecondary education attend a USHE institution.
- Education provides many individual and societal benefits — Educational attainment is associated with a wide variety of individual and societal benefits, including increased wages, economic mobility, and GDP and decreased unemployment rates, poverty rates, and reliance on public assistance.

### **Commissioner's Recommendation**

This is a discussion item only; no action is required.

### **Attachment**

**Andrea Thomas Brandley**  
Research Associate

**USHE Data Book**

# The Costs and Benefits of Higher Education

As a large share of Utah's state budget and a key input to economic development, higher education plays a significant role in the Utah economy and is associated with many individual and societal benefits.

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**November 2021**



**Kem C. Gardner**  
**POLICY INSTITUTE**  
THE UNIVERSITY OF UTAH

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## USHE Data Book

# The Costs and Benefits of Higher Education

## Analysis in Brief

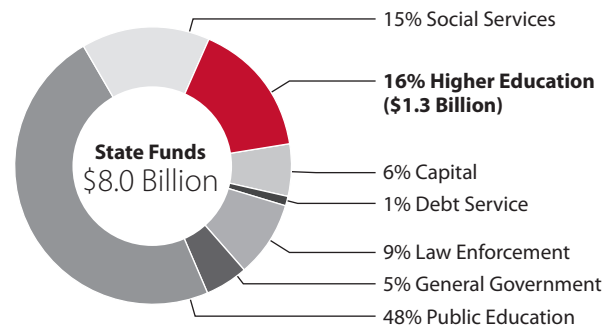
Postsecondary education plays a major role in providing a skilled workforce for Utah’s growing economy. Additionally, institutions of higher learning contribute to the creation of companies and inventions through research and innovation, and educational attainment is associated with a wide variety of individual and societal benefits. This data book compiles data related to the costs and benefits of higher education in Utah through the primary lens of Utah System of Higher Education (USHE) institutions.

- **Education provides many individual and societal benefits**—Educational attainment is associated with a wide variety of individual and societal benefits, including increased wages, economic mobility, and GDP as well as decreased unemployment rates, poverty rates, and reliance on public assistance. Those with higher educational attainment also live healthier lifestyles and are more likely to volunteer, vote, and engage in educational activities with their children.

### Key Findings

- **The state contributes significantly to higher education**—Sixteen percent (\$1.3 billion) of state funds were dedicated to higher education in the FY 2020 Utah budget. While these investments are substantial, a previous USHE analysis estimated that every \$1 the state invests in public higher education returns \$3 in tax revenues due to increased wages of USHE graduates.<sup>1</sup>
- **While tuition and fees have risen substantially in recent decades, so has grant aid**—Average tuition and fees more than doubled from 2000 (\$2,283) to 2020 (\$5,306). However, grant aid also increased, with 42% of USHE students receiving aid in 2019 compared with 34% in 2009. The average amount of aid has also increased in real terms from \$3,908 in 2009 to \$4,770 in 2019. However, students not receiving aid still face much higher tuition costs.
- **USHE serves a primary role in educating Utah’s postsecondary students**—Approximately 80% of Utah high school graduates who pursue postsecondary education attend a USHE institution.<sup>2</sup> In FY 2020, USHE enrolled more than 200,000 students and awarded more than 50,000 degrees and certificates.

### Utah Budget State Funds, FY 2020



Source: Utah State Legislature

### Benefits of Education

Individual Benefits	Societal Benefits
<ul style="list-style-type: none"> <li>■ Increased earnings</li> <li>■ Increased economic mobility</li> <li>■ Healthier lifestyle</li> <li>■ More likely to receive employer-provided health insurance</li> <li>■ More likely to do educational activities with their children</li> </ul>	<ul style="list-style-type: none"> <li>■ Increased GDP</li> <li>■ Decreased crime</li> <li>■ Increased volunteerism</li> <li>■ Increased voter participation</li> <li>■ Increased tax contributions</li> <li>■ Lower unemployment rate</li> <li>■ Reduced reliance on public assistance</li> <li>■ Reduced healthcare costs</li> <li>■ Decreased poverty rate</li> </ul>

Source: Kem C. Gardner Policy Institute based on literature review

1. Curtin, J. & Palica, M., (2018 January). Return on Investment of USHE Graduates: Individual and State benefits of Postsecondary Education. USHE. <https://ushe.edu/wp-content/uploads/2018/01/2018-1-ROI-of-College-Joe-Curtin-Mike-Palica.pdf>  
 2. Ma, D. & Hartley, J. (2017 July). Utah’s Postsecondary Participation and Completion Patterns. USHE. <https://ushe.edu/wp-content/uploads/2017/07/2017-2-Five-Year-Participation-and-Completion-David-Ma.pdf>

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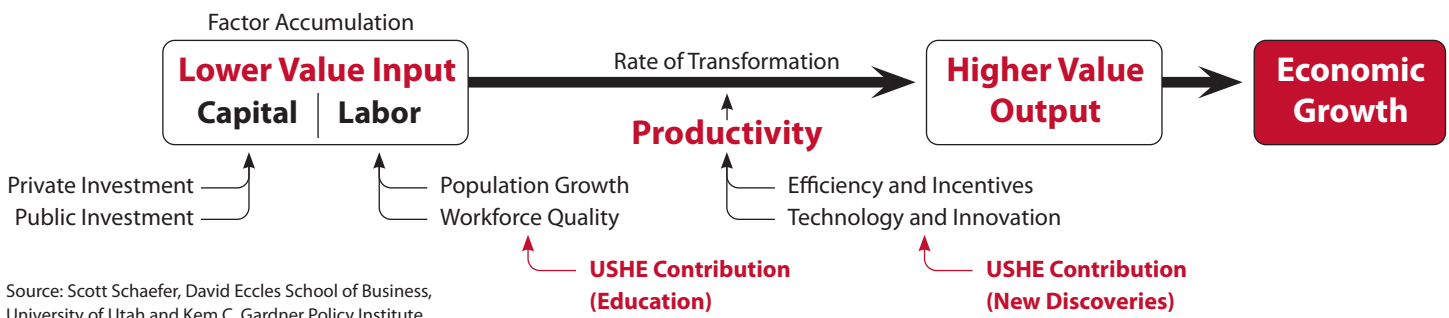
# Introduction

As a large share of Utah’s state budget and a key input to economic development, education plays a significant role in the Utah economy. In a 2015 survey of more than 150 major local employers, 71% reported difficulty finding enough skilled or qualified employees.<sup>1</sup> In 2019, a third of surveyed CEOs cited a labor shortage as the most concerning economic risk.<sup>2</sup> Postsecondary education plays a major role in providing a skilled workforce for Utah’s growing economy. Additionally, institutions of higher learning contribute to the creation of companies and inventions through research and innovation, and educational attainment is associated with a wide variety of individual and societal benefits. Figure 1 visualizes what makes an economy grow and the contribution that the Utah System of Higher Education (USHE) can provide.

USHE serves a primary role in postsecondary education in the state of Utah. About 80% of Utah high school graduates who pursue postsecondary education attend a USHE institution.<sup>3</sup> Approximately 10% attend an in-state private institution and another 10% attend out-of-state institutions, these institutions are not directly addressed in this analysis. This data book compiles data related to the costs and benefits of higher education in Utah through the primary lens of USHE institutions. USHE comprises all 16 Utah public universities and colleges, including two research universities, four regional universities, two community colleges, and eight technical colleges (see Table 1).

**Figure 1: Theoretical Construct for Economic Growth**

What makes an economy grow?



Source: Scott Schaefer, David Eccles School of Business, University of Utah and Kem C. Gardner Policy Institute

**Table 1: USHE Institutions**

Degree-Granting Institutions			Technical Colleges
Research Universities	Regional Universities	Community Colleges	
<ul style="list-style-type: none"> <li>- University of Utah (UofU)</li> <li>- Utah State University (USU)</li> </ul>	<ul style="list-style-type: none"> <li>- Dixie State University</li> <li>- Southern Utah University (SUU)</li> <li>- Utah Valley University (UVU)</li> <li>- Weber State University (WSU)</li> </ul>	<ul style="list-style-type: none"> <li>- Salt Lake Community College (SLCC)</li> <li>- Snow College</li> </ul>	<ul style="list-style-type: none"> <li>- Bridgerland Technical College</li> <li>- Davis Technical College</li> <li>- Dixie Technical College</li> <li>- Mountainland Technical College</li> <li>- Ogden-Weber Technical College</li> <li>- Southwest Technical College</li> <li>- Tooele Technical College</li> <li>- Uintah Basin Technical College</li> </ul>

Source: Utah System of Higher Education



# Part 1: Costs of Higher Education

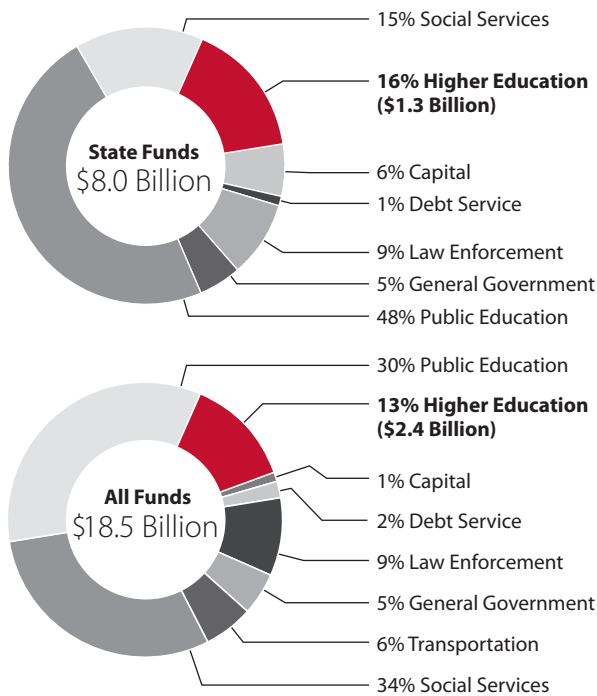
## Utah Budget

Composed of Utah's public institutions, USHE receives significant state funding. Thirteen percent (\$2.4 billion) of all funds and 16% (\$1.3 billion) of state funds were dedicated to higher education in the FY 2020 Utah budget (see Figure 2).<sup>4</sup> While these investments are substantial, a previous USHE analysis estimated that every \$1 the state invests in public higher education returns \$3 in tax revenues due to increased wages of USHE graduates.<sup>5</sup>

## State Tax Funds vs. Tuition and Fees

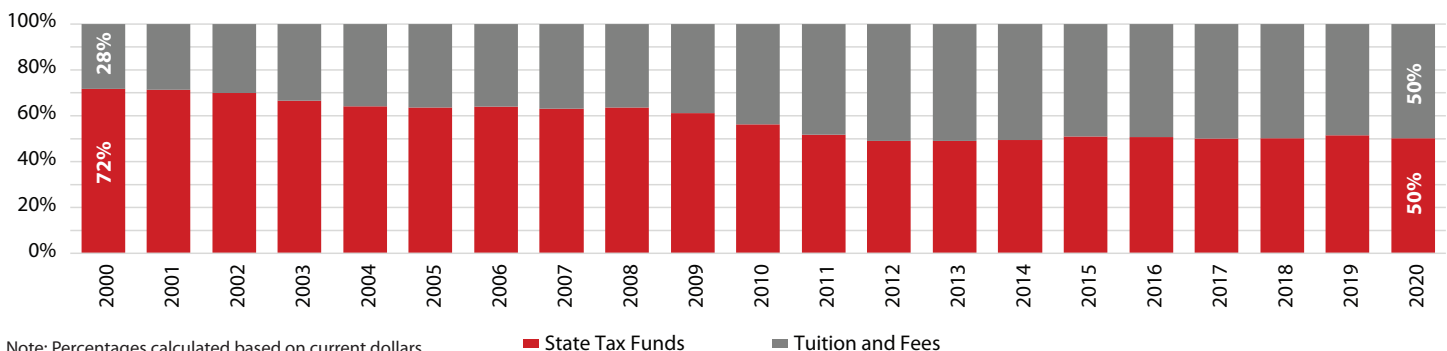
Over time, the proportion of expenditures financed from state tax fund revenue versus from tuition and fees has fallen for degree-granting institutions as shown in Figure 3. In 2000,

**Figure 2: Utah Budget, FY 2020**



Source: Utah State Legislature

**Figure 3: USHE Degree-Granting Institutions' Expenditures by Major Revenue Source, FY 2000–FY 2020**

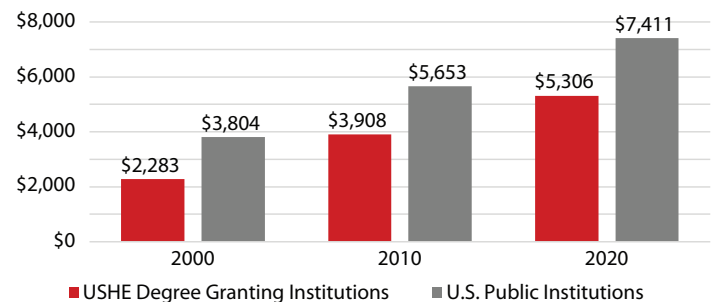


Note: Percentages calculated based on current dollars.  
Source: Utah System of Higher Education

72% of funding came from state appropriations compared with 50% in 2020. This decline in state investment likely contributes to the rise in tuition and fees seen in recent decades, mirroring the rise nationwide (see Figure 4).<sup>6</sup> While tuition and fees at Utah's public institutions and U.S. public institutions have both grown significantly over the past two decades, Utah's tuition and fees remain below national averages.

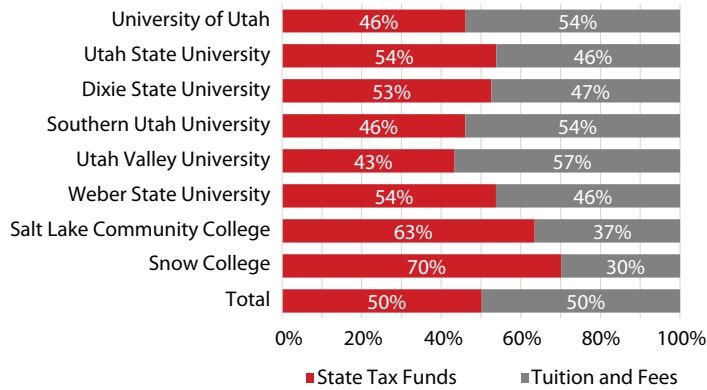
While state tax funds and tuition and fees finance approximately equal portions of expenditures for degree-granting institutions overall, this proportion varies widely across USHE institutions. Figures 5 and 6 show the breakdown for degree-granting institutions and technical colleges respectively. The state's community colleges, Salt Lake Community College and Snow College, receive larger proportions of their funding from state tax funds (63% and 70%, respectively) compared with other degree-granting institutions. Regional universities and research universities have proportions ranging from 43% to 54%.

**Figure 4: Average Undergraduate Resident Tuition and Fees for USHE Degree-Granting Institutions and U.S. Public Universities, FY 2000, FY 2010, and FY 2020 (Inflation-Adjusted 2020 Dollars)**



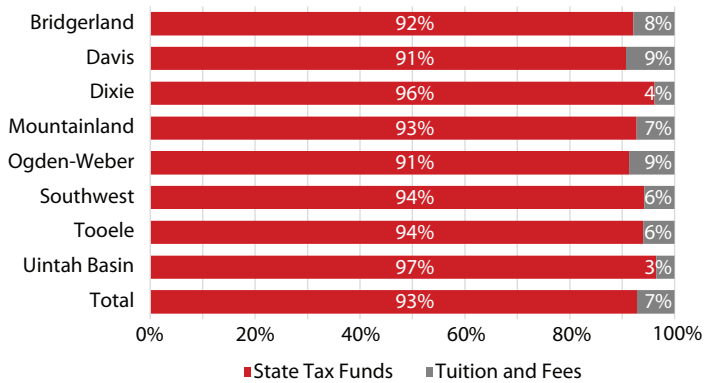
Note: Data are for the entire academic year and are average charges for full-time students.  
Source: Utah System of Higher Education and National Center for Education Statistics Table 330.10

**Figure 5: USHE Degree-Granting Institutions' Revenues by Major Source, FY 2020**



Source: Utah System of Higher Education

**Figure 6: USHE Technical Colleges' Revenues by Major Source, FY 2020**

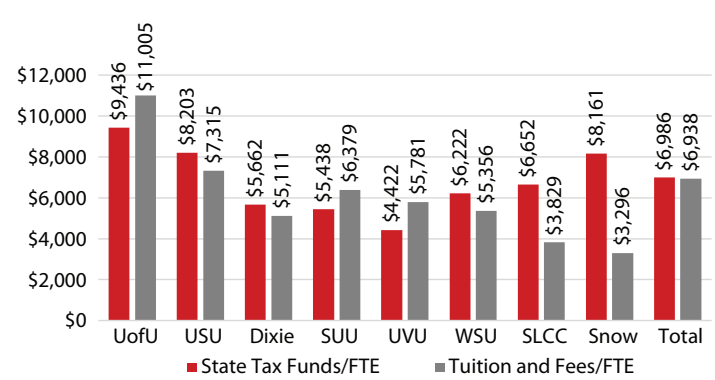


Source: Utah System of Higher Education

Technical colleges receive a much larger share of their funding through state tax funds. In FY 2020, the proportion was more than 90% for all technical colleges, reaching as high as 97% for Uintah Basin Technical College. These differences are due in part to differences in mission. Utah's technical colleges focus on providing short-term training that is intensely focused on job placement. Examples of programs include training to become a welder, electrician, truck driver, cosmetologist, nursing assistant or phlebotomist. Technical college programs are overseen by regional industry leaders to ensure graduates gain skills currently needed by local employers.<sup>7</sup>

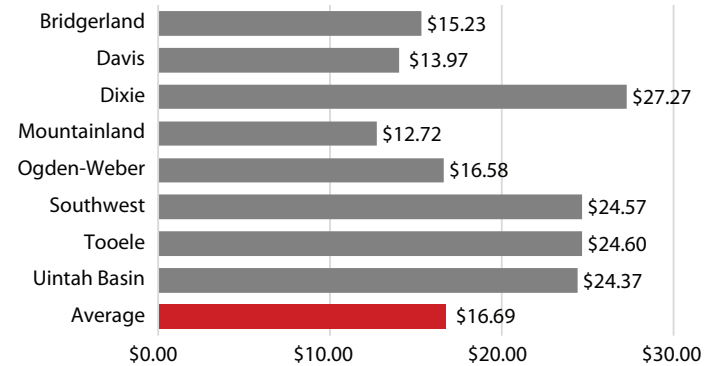
Utah's degree-granting institutions hold different missions, offer different degrees and certificates, and serve different populations. Funding for higher education is based on a variety of factors, one of which is tied to an institution's mission. One of the ways Utah makes this distinction is through performance-based funding. Performance-based funding allots a portion of state funding based on an institutions' outcomes. While some of the measured outcomes are the same across institutions, others differ. For example, outcomes related to research are included for the University of Utah and Utah State University, but not for other

**Figure 7: USHE Expenditures per FTE Student by Major Revenue Source for Degree-Granting Institutions, FY 2020**



Source: Utah System of Higher Education

**Figure 8: Expenditure per Membership Hour for Technical Colleges, FY 2020**



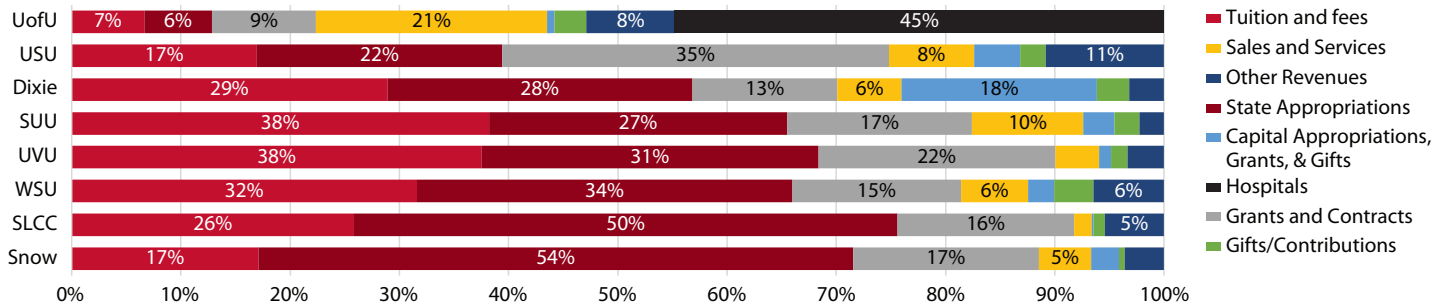
Source: Utah System of Higher Education

degree-granting institutions since research is not a part of their missions.<sup>8</sup> Technical colleges include metrics related to short-term occupational training and secondary completion.<sup>9</sup>

### Expenditures per Student

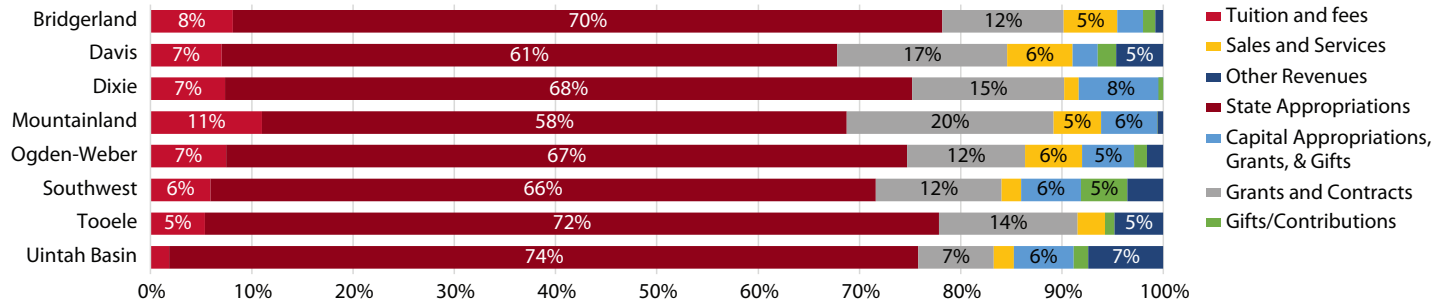
Additionally, while some institutions receive a smaller *proportion* of their funding from state tax funds when compared with tuition and fees, this does not necessarily mean they receive less funding overall or even less per full-time equivalent (FTE) student. Technical colleges have fewer students and employees than degree-granting institutions and their overall budgets are smaller. Even among degree-granting institutions, employment, programs, and other resources vary significantly, necessitating varying funding levels. Figure 7 shows expenditures per FTE by institution for degree-granting institutions. Figure 8 shows expenditures per membership hour for technical colleges. Differences in expenditures per membership hour may be affected by the types of programs offered at each institution. Comparisons should not be made between technical colleges and degree-granting institutions.

**Figure 9: USHE Degree-Granting Institutions' Revenue by Category, FY 2020**



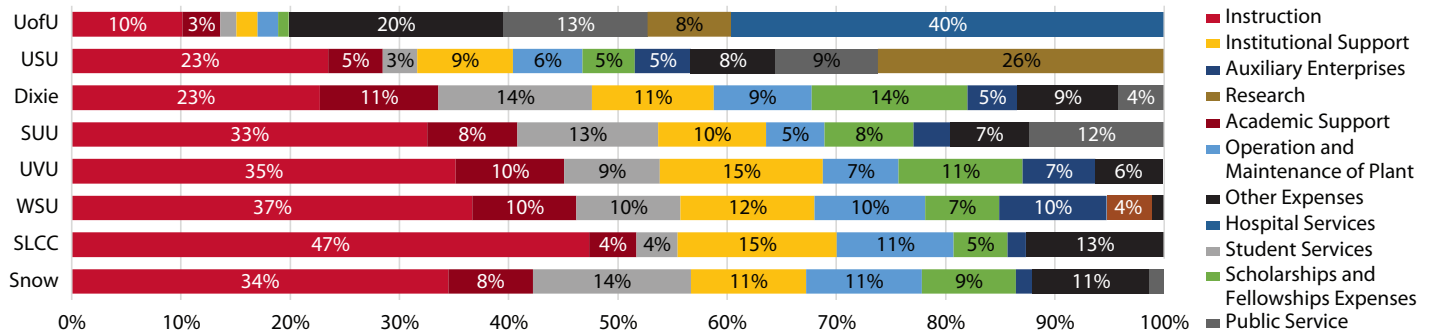
Note: Grants and Contracts include operating grants and contracts, federal grants, and state grants. Sales and Services include auxiliary enterprises and educational activities. Other Revenues include independent operations, other operations, local appropriations/education district taxes, investment income, other nonoperating revenues, and additions to permanent endowments. Source: Utah System of Higher Education

**Figure 10: USHE Technical Colleges' Revenue by Category, FY 2020**



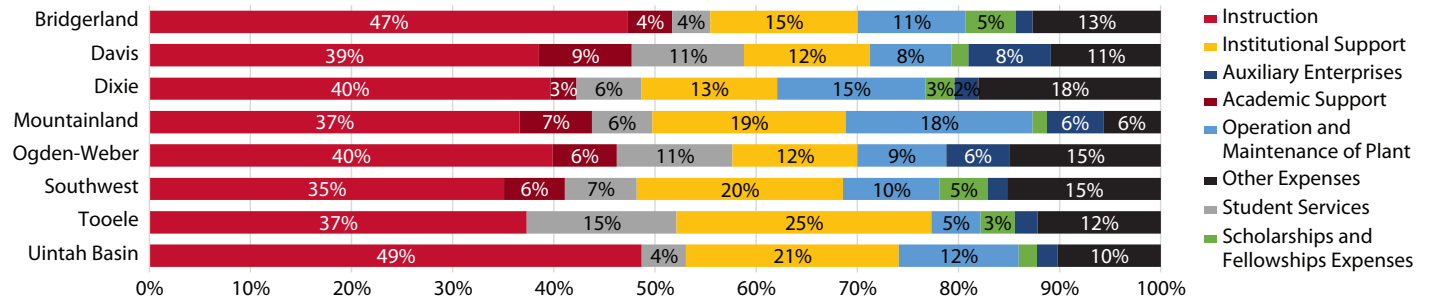
Note: Grants and Contracts include operating grants and contracts, federal grants, and state grants. Sales and Services include auxiliary enterprises and educational activities. Other Revenues include independent operations, other operations, local appropriations/education district taxes, investment income, other nonoperating revenues, and other revenues and additions. Source: Utah System of Higher Education

**Figure 11: USHE Degree-Granting Institutions' Expenditures by Category, FY 2020**



Note: Other expenses include independent operations, depreciation, interest and other nonoperating expenses and deductions. Source: Utah System of Higher Education

**Figure 12: USHE Technical Colleges' Expenditures by Category, FY 2020**



Note: Other expenses include independent operations, depreciation, interest, other expenses and deductions, transfers, public service, and other nonoperating expenses and deductions. Source: Utah System of Higher Education

## Revenues and Expenditures by Category

While state tax funds and tuition and fees are important revenue sources in higher education, they are not the only sources. Institutions of higher learning serve many functions. In addition to educating students, some postsecondary institutions also provide research and innovation, community events, athletics and performing arts, and in some cases, health care. This service variety leads to diverse sources of revenue. For example, in FY 2020, USHE's research institutions (University of Utah and Utah State University) received a combined \$893 million in research funding.<sup>10, 11</sup> Figures 9 and 10 show revenue sources by category for USHE degree-granting institutions and technical colleges for FY 2020. Similarly, expenditures also differ across institutions. Expenditures by category for each institution are shown in Figures 11 and 12.

## Tuition and Fees

Table 2 compares tuition and mandatory fees for Utah's degree-granting institutions. Each institution is unique, so rather than comparing them to each other, each is compared with similar institutions in other states. All Utah public degree-granting institutions have tuition and mandatory fee costs below their comparison group average. Table 3 shows average tuition at two-year and four-year institutions for western states. Utah ranks third highest for tuition and fees among two-year institutions and ninth among four-year institutions.

As shown in Table 2, nonresidents pay much higher tuition than residents. One reason for this is that nonresident students come from families who did not pay taxes to the state. In-state students are also more likely to remain in state after graduation, working and contributing to Utah's economy. Based on an analysis from the Utah Data Research Center, 77.3% of in-state students were working in Utah one year after graduation compared with 56.8% of out-of-state students. Two-thirds of in-state students were still working in the state five years after graduation compared with only 44.4% of out-of-state students.<sup>12, 13</sup> Other analyses have produced similar results.<sup>14, 15</sup>

**Table 3: Average Undergraduate Tuition and Fees in Western States, 2019**

State	2-year		4-year	
	Amount	Rank	Amount	Rank
Arizona	\$2,161	8	\$10,666	1
California	\$1,271	10	\$8,118	4
Colorado	\$3,655	5	\$9,394	3
Idaho	\$3,345	6	\$7,586	5
Montana	\$3,756	4	\$6,972	7
Nevada	Data Unavailable	NA	\$5,845	10
New Mexico	\$1,705	9	\$6,902	8
Oregon	\$4,709	1	\$10,286	2
<b>Utah</b>	<b>\$3,843</b>	<b>3</b>	<b>\$6,731</b>	<b>9</b>
Washington	\$4,169	2	\$7,036	6
Wyoming	\$3,219	7	\$4,596	11
<b>United States</b>	<b>\$3,313</b>	<b>—</b>	<b>\$9,212</b>	<b>—</b>

Source: National Center for Education Statistics, Table 330.20

**Table 4: Utah Technical College Tuition per Membership Hour, FY 2020**

Institution	Tuition per Membership Hour	Cost of Tuition for 900-Hour Program
Bridgerland	\$2.00	\$1,800
Davis	\$2.10	\$1,890
Dixie	\$2.25	\$2,025
Mountainland	\$2.00	\$1,890
Ogden-Weber	\$2.10	\$1,800
Southwest	\$2.00	\$1,800
Tooele	\$2.00	\$1,800
Uintah	\$2.00	\$1,800

Source: Utah System of Higher Education

Table 4 shows tuition rates per membership hour for Utah's technical colleges. Program lengths can vary significantly, with some programs requiring fewer than 600 membership hours and other programs over 900 membership hours. As the table shows, the cost per membership hour is fairly consistent across colleges, with tuition for a 900-hour program costing

**Table 2: Utah Degree-Granting Institution Undergraduate Tuition and Fees Comparison, 2020**

Institution	Utah Institutions' Resident Tuition/Fees	Peer Institutions' Average Resident Tuition/Fees	Utah Institution Resident Tuition/Fees Ranking Compared with Peer Institutions	Utah Institution Nonresident Tuition/Fees
University of Utah	\$8,615	\$12,609	10 of 11	\$27,220
Utah State University	\$7,659	\$8,994	8 of 11	\$22,197
Southern Utah University	\$6,770	\$8,845	9 of 11	\$20,586
Weber State University	\$5,986	\$8,669	9 of 11	\$15,969
Utah Valley University	\$5,820	\$8,161	11 of 11	\$16,570
Dixie State University	\$5,496	\$8,283	11 of 11	\$15,792
Salt Lake Community College	\$3,929	\$3,969	5 of 11	\$12,460
Snow College	\$3,836	\$4,140	7 of 10	\$12,876

Source: Utah System of Higher Education

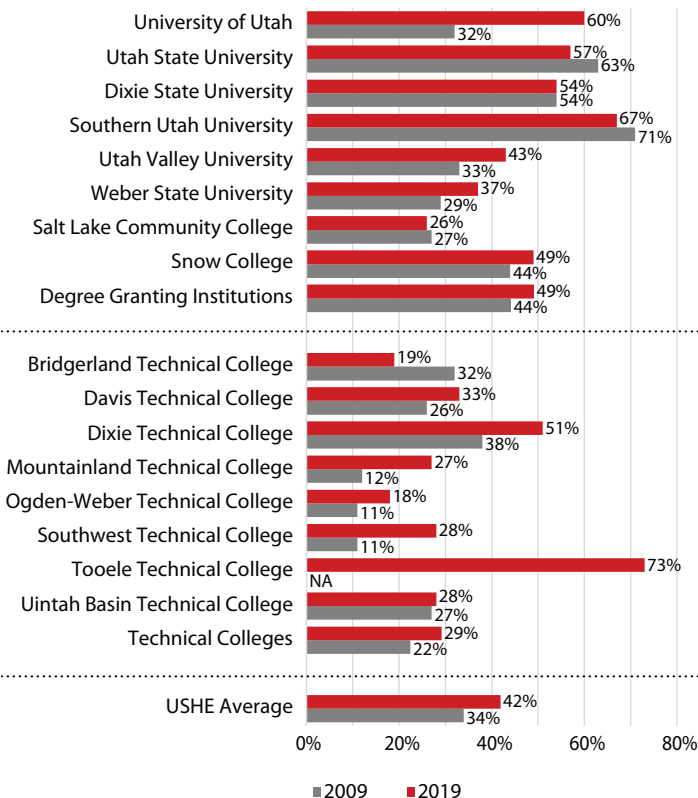
approximately \$1,800 to complete. Books, materials, and other fees may vary by program, but technical colleges minimize fees as much as possible in providing low-cost technical education to Utahns.

**Net Price and Financial Aid**

While tuition and fees have risen significantly in the past two decades (as shown previously in Figure 4), financial aid may offset some of this cost. Overall, the share of students receiving federal, state, local, institutional or other sources of grant aid increased over the last decade for both degree-granting institutions and technical colleges (see Figure 13). Additionally, the average amount of aid received increased overall and for nearly every institution, as shown in Figure 14.

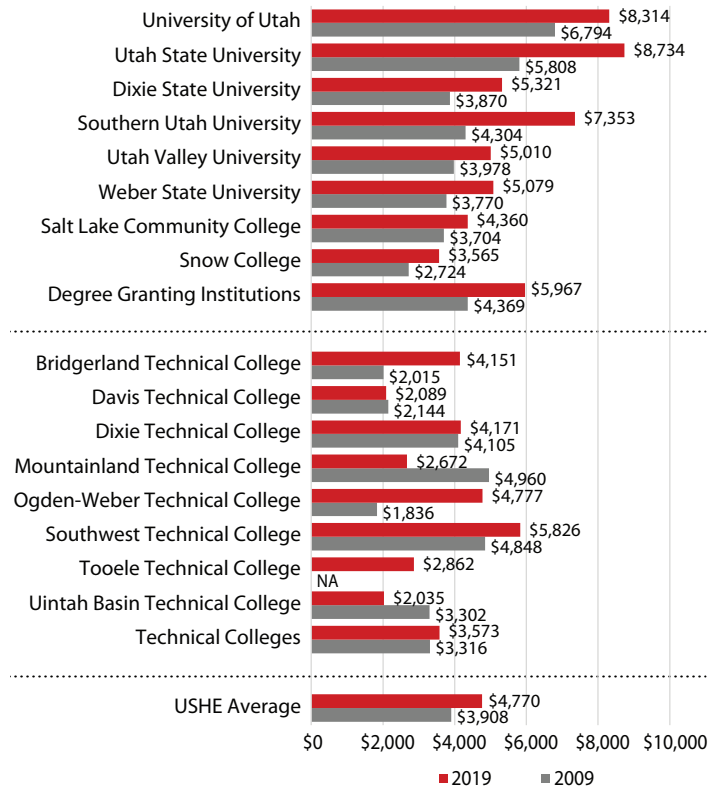
For those students receiving aid, the net price for the average total cost of attendance fell from 2009 to 2019, even after adjusting for inflation. Individual institutions vary significantly, with a decrease in net cost for Dixie State University, Utah Valley University, Weber State University, Salt Lake Community College, and Snow College. University of Utah, Utah State University, and Southern Utah University saw increases in net price for the same time period. Data for degree-granting institutions are shown in Figure 15.

**Figure 13: Share of Undergraduate Students Receiving Federal, State, Local, Institutional or Other Sources of Grant Aid, 2009 and 2019**



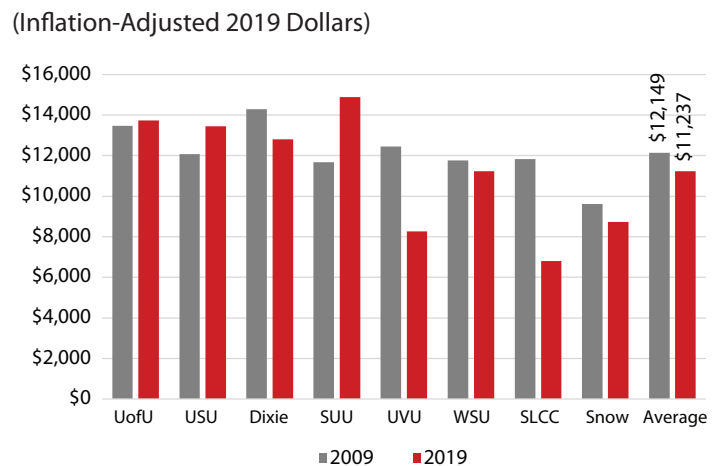
Source: U.S. Department of Education, Integrated Postsecondary Education Data System

**Figure 14: Average Amount of Federal, State, Local, Institutional, or Other Grant Aid Received, 2009 and 2019 (Inflation-Adjusted 2019 Dollars)**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System and Bureau of Labor Statistics

**Figure 15: Net Price for Students Awarded Grant or Scholarship Aid at Degree-Granting Institutions, 2009 and 2019 (Inflation-Adjusted 2019 Dollars)**



Note: Includes full-time, first-time degree/certificate-seeking undergraduate students paying the in-state or in-district tuition rate.  
Source: U.S. Department of Education, Integrated Postsecondary Education Data System and Bureau of Labor Statistics

## Part 2: Benefits of Higher Education

### Employment

While the costs of postsecondary education can be significant for both individuals and the state, the benefits are substantial. First, USHE provides employment for many Utah residents. Most (60%) of USHE's operating expenditures pay for employee wages, with another 18% spent on employee benefits (see Figure 15). Employees pay income taxes and spend some of those wages, providing revenue to state and local government coffers and continuing to circulate money in the local economy.

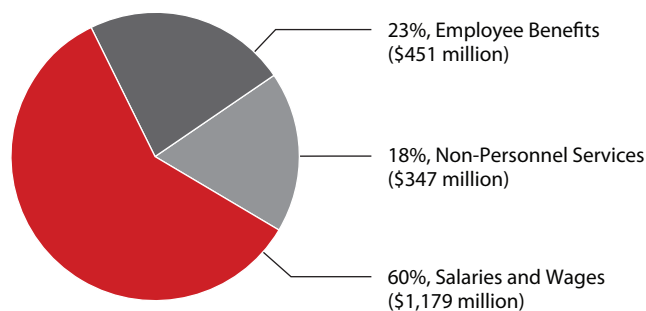
Conducting a comprehensive economic contribution and impact analysis would shed light on just how much these jobs and wages affect the Utah economy. However, even without this analysis we can begin to understand the impact by seeing the direct employment of USHE institutions. Table 5 shows that USHE institutions employ more than 40,000 FTEs with an estimated headcount of 53,000.

**Table 5: USHE Employment by Institution, FY 2020**

Institution	Employee FTE Count	Estimated Headcount
University of Utah	22,939	28,880
Utah State University	5,996	7,549
Weber State University	2,618	3,297
Southern Utah University	1,627	2,048
Snow College	582	732
Dixie State University	1,362	1,714
Utah Valley University	3,441	4,332
Salt Lake Community College	2,123	2,672
Bridgerland Technical College	174	219
Davis Technical College	253	318
Dixie Technical College	105	132
Mountainland Technical College	216	272
Ogden-Weber Technical College	323	407
Southwest Technical College	64	81
Tooele Technical College	52	65
Uintah Basin Technical College	87	110
State Boards of Regents & Statewide Programs	451	568
<b>Degree-Granting Institutions</b>	<b>40,687</b>	<b>51,225</b>
<b>Technical Colleges</b>	<b>1,274</b>	<b>1,604</b>
<b>Total</b>	<b>42,412</b>	<b>53,397</b>

Note: Estimated Headcount is calculated using Bureau of Economic Analysis data.  
Source: Utah System of Higher Education and Bureau of Economic Analysis

**Figure 16: USHE Operating Expenditures, FY 2020**



Source: Utah System of Higher Education

**Table 6: Enrollment at USHE Degree-Granting institutions, FY 2020**

Institution	Fall End of Term Enrollment
University of Utah	33,152
Utah State University	29,093
Weber State University	29,969
Southern Utah University	12,210
Snow College	5,450
Dixie State University	11,177
Utah Valley University	42,030
Salt Lake Community College	30,782
<b>Total</b>	<b>193,863</b>

Source: Utah System of Higher Education

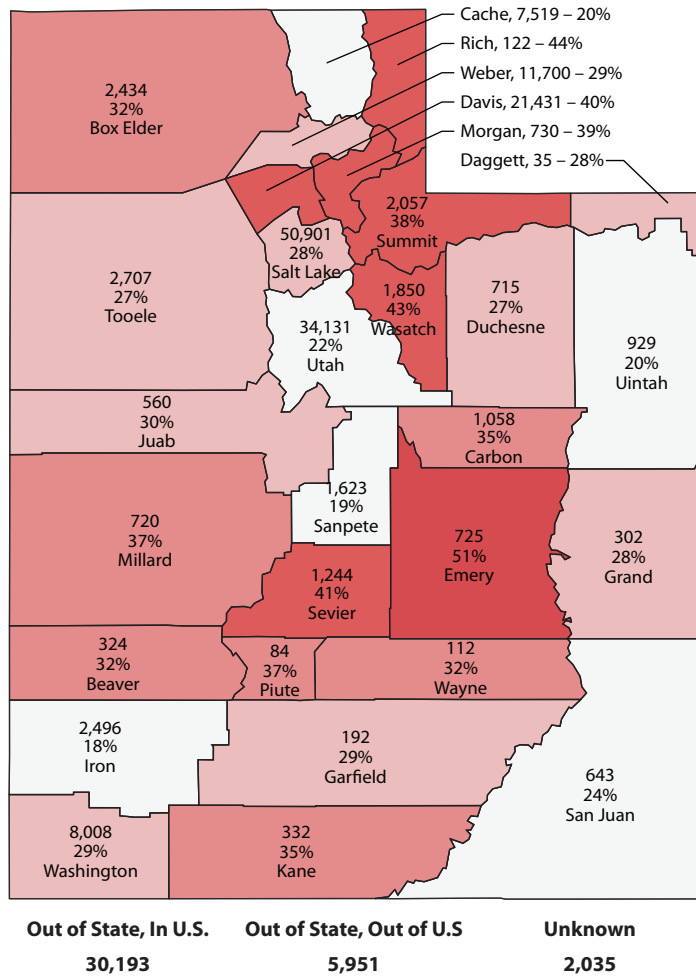
**Table 7: Enrollment at USHE Technical Colleges, FY 2020**

Institution	Postsecondary Membership Hours	Distinct Postsecondary Headcount	Secondary Membership Hours	Distinct Secondary Headcount
Bridgerland	727,114	3,527	404,646	1,942
Davis	1,090,704	4,733	399,819	1,717
Dixie	305,617	1,998	46,898	169
Mountainland	770,123	3,684	489,675	1,479
Ogden-Weber	826,998	4,014	333,064	1,869
Southwest	185,725	1,214	82,237	890
Tooele	169,592	763	51,536	314
Uintah Basin	203,426	2,275	215,695	1,455
<b>Total</b>	<b>4,279,299</b>	<b>22,208</b>	<b>2,023,570</b>	<b>9,835</b>

Source: Utah System of Higher Education

**Figure 17: Enrollment at USHE Degree-Granting Institutions by County, FY 2020**

(Total Enrollment and Share of the College-Age [18–29] Population)



Note: Fall end of term headcount.  
Source: Utah System of Higher Education and Kem C. Gardner Policy Institute

**Enrollment**

In addition to providing jobs and paying wages, USHE institutions educate students. More than 200,000 students were enrolled in a USHE institution in FY 2020. Degree-granting institutions enrolled approximately 194,000 students while technical colleges educated more than 30,000 students with over six million membership hours (see Tables 6 and 7). USHE institutions serve students from all counties across the state as shown in Figure 17.

Table 8 shows the share of the state population age 18–35 enrolled at a USHE institution by race/ethnicity and sex. White students in this age category enroll at an average rate of 15.1% compared with an average of 11.6% for students of color. Previous research from USHE and the Gardner Institute shows that students of color and economically disadvantaged students face disparities in educational outcomes, including both enrollment and degree attainment.<sup>16,17</sup> The recently

**Table 8: Share of State Population Age 18–35 Enrolled in a USHE Institution by Race/Ethnicity and Sex, 2018**

Race/Ethnicity	Female	Male	Total
White	14.6%	15.6%	15.1%
Hispanic	10.5%	8.7%	9.6%
Asian	13.4%	13.0%	13.2%
Black	14.6%	11.4%	12.0%
Hawaiian/Pacific Islander	8.5%	9.7%	9.1%
Native American	11.0%	8.5%	9.8%
Two or More	14.7%	14.9%	14.8%
<b>Total Average</b>	<b>12.5%</b>	<b>11.7%</b>	<b>12.0%</b>

Source: Utah System of Higher Education

formed Utah Board of Higher Education has committed to collaborating with all USHE institutions to address these opportunity gaps.<sup>18</sup>

**Degrees and Certificates**

As students enroll in institutions of higher education, they likely gain valuable knowledge and skills whether or not they earn a degree or certificate. That said, USHE institutions award many degrees and certificates each year, further preparing students for a variety of career fields. In FY 2020, USHE institutions awarded more than 50,000 certificates and degrees. Tables 9 and 10 detail the level and institution for these awards. Table 11 shows degrees and certificates by field of study for degree-granting institutions. Table 12 shows the most awarded certificates for technical colleges for both postsecondary and secondary students. In addition to their postsecondary and secondary students, Utah’s technical colleges offer education to the existing Utah workforce. Through the Custom Fit program, technical colleges partner with Utah employers to provide training and education to meet their specific needs.<sup>19</sup>

**Table 9: Certificates Awarded by USHE Technical Colleges, FY 2020**

Institution	Certificate of Less than 1 Year	Certificate of 1–2 Years	Total Certificates
Bridgerland Technical College	551	374	925
Davis Technical College	961	494	1,455
Dixie Technical College	194	147	341
Mountainland Technical College	1,251	409	1,660
Ogden-Weber Technical College	514	368	882
Southwest Technical College	223	86	309
Tooele Technical College	111	82	193
Uintah Basin Technical College	504	64	568
<b>Total</b>	<b>4,309</b>	<b>2,024</b>	<b>6,333</b>

Source: Utah System of Higher Education

**Table 10: Degrees and Certificates Awarded by USHE Degree-Granting Institutions, FY 2020**

Institution	Cert. of Less than 1 Year	Cert. of 1-2 years	Associate Degree	Bachelor's Degree	Post-Baccalaureate Certificate	Master's Degree	Post-Master's Certificate	Doctor's Degree Professional Practice	Doctor's Degree Research/Scholarship	Total
University of Utah	NA	NA	NA	5,310	450	2,296	224	496	371	9,147
Utah State University	379	74	1,209	4,411	115	837	NA	7	96	7,128
Weber State University	84	32	2,678	2,603	52	333	NA	NA	NA	5,782
Southern Utah University	24	380	963	1,210	NA	450	NA	NA	NA	3,027
Snow College	297	98	1,010	29	NA	NA	NA	NA	NA	1,434
Dixie State University	303	406	863	936	NA	30	NA	NA	NA	2,538
Utah Valley University	186	3,376	2,352	3,713	5	285	NA	NA	NA	9,917
Salt Lake Community College	791	874	3393	NA	NA	NA	NA	NA	NA	5,058
<b>Total</b>	<b>2,064</b>	<b>5,240</b>	<b>12,468</b>	<b>18,212</b>	<b>622</b>	<b>4,231</b>	<b>224</b>	<b>503</b>	<b>467</b>	<b>44,031</b>

Source: Utah System of Higher Education

**Table 11: Degrees and Certificates Awarded by Field of Study for USHE Degree-Granting Institutions, FY 2020**

Field of Study	UofU	USU	Dixie	SUU	UVU	WSU	SLCC	Snow
Agricultural & Natural Resources	102	357		26	9			36
Architecture and Related Services	60	17					15	
Area, Ethnic, Cultural, Gender, and Group Studies	72	61						
Biological and Biomedical Sciences	271	178	65	92	152	98	18	9
Business Management, Marketing, and Related Support Services	1539	733	231	301	1193	654	417	88
Communications	365	178	119	102	214	158	128	9
Computer and Information Sciences and Support Services	575	245	54	51	457	320	665	14
Construction Trades		2			61		43	7
Culinary Entertainment and Personal Services		7			36		24	10
Education	250	725	56	250	356	180	73	64
Engineering & Related Technologies	809	503	8	59	270	209	121	53
English Language and Literature/Letters	136	121	33	40	97	66	27	14
Family and Consumer Sciences/Human Sciences	143	204		74	67	87	11	32
Foreign Languages Literatures and Linguistics	105	39	8	29	47	115	6	5
Health Professions and Related Programs	1111	715	524	69	381	1868	542	408
History	80	50	4	18	39	30	13	7
Legal Professions and Studies	147	17		6	12		21	2
Liberal Arts and Sciences, General Studies, and Humanities	279	1086	1140	1369	4597	1348	2165	499
Mathematics and Statistics	149	57	5	7	34	44	3	3
Multi/Interdisciplinary Studies	220	206	59	47	47		2	
Parks, Recreation, Leisure, Fitness, and Kinesiology	297	27	40	97	120	42	11	6
Other	1	144	55	93	745	152	328	33
Philosophy and Religious Studies	30	17		7	26	5		1
Physical Sciences & Science Tech	287	60	2	25	34	94	47	5
Psychology	493	265	46	95	448	85	151	17
Social Sciences & Public Administration	1222	642	7	121	164	147	131	23
Visual and Performing Arts	404	111	82	105	311	80	96	89
<b>Total</b>	<b>9147</b>	<b>6767</b>	<b>2538</b>	<b>3083</b>	<b>9917</b>	<b>5782</b>	<b>5058</b>	<b>1434</b>

Note: The "Other" category includes Transportation and Materials Moving, Precision Production, Military Technologies and Applied Sciences, Mechanic Repair Technologies/Technicians, and Homeland Security Law Enforcement Firefighting and Related Protective Services.

Source: U.S. Department of Education, Integrated Postsecondary Education Data System

### Individual and Societal Benefits of Educational Attainment

Educational attainment for Utah residents is shown in Figure 18. Roughly one-third of Utah's residents 25 and older have a bachelor's degree or higher, 14th highest of the 50 states. Measuring the share of the population age 25 to 34 with a bachelor's degree or higher sheds light on the educational

attainment of those who are newer to the workforce. By this metric, Utah's share increases slightly to 35% but its ranking drops to 26th. Educational attainment is associated with many benefits, both for the individual receiving the education and for society as a whole, which are summarized in Table 13.

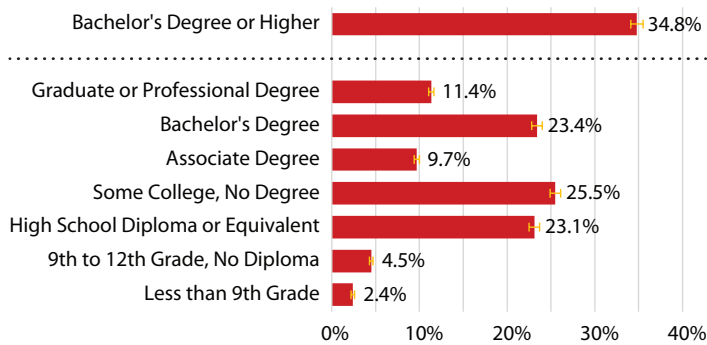


**Table 12: Most Awarded Technical College Certificates, FY 2020**

Postsecondary Students		Secondary Students	
Program	Graduates	Program	Graduates
Certified Nurse's Assistant	662	Certified Nurse's Assistant	710
Licensed Practical Nurse	283	Emergency Care Attendant (EMT Ambulance)	88
Welding Technology/Welder	255	Automotive Mechanics Technology	81
Medical/Clinical Assistant	245	Carpentry/Carpenter	73
Cosmetology/Cosmetologist	225	Pharmacy Technician/Assistant	69
Emergency Care Attendant (EMT Ambulance)	212	Welding Technology/Welder	42
Phlebotomy Technician/Phlebotomist	206	Nail Technician/Manicurist	35
Commercial Driver's License	201	Phlebotomy Technician/Phlebotomist	29
Electrician	161	Medical Assistant	22
Aesthetician/Esthetician and Skin Care Specialist	147	Home Health Aide/Home Attendant	20

Source: Utah System of Higher Education

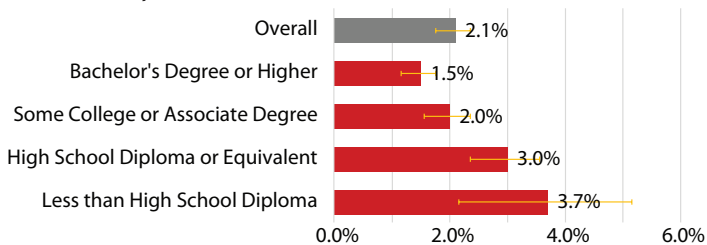
**Figure 18: Utah Educational Attainment of the Population 25 and Older, 2019**



Note: These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: U.S. Census Bureau American Community Survey 1-Year Estimates

**Figure 19: Utah Unemployment Rate by Educational Attainment, 2019**



Note: These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

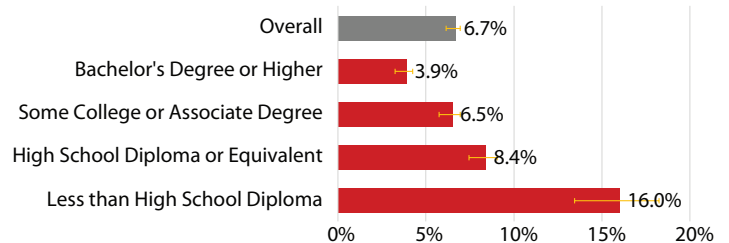
Source: U.S. Census Bureau American Community Survey, 1-Year Estimates

**Table 13: Benefits of Education**

Individual Benefits	Societal Benefits
<ul style="list-style-type: none"> <li>Increased earnings</li> <li>Increased economic mobility</li> <li>Healthier lifestyle</li> <li>More likely to receive employer-provided health insurance</li> <li>More likely to do educational activities with their children</li> </ul>	<ul style="list-style-type: none"> <li>Increased GDP</li> <li>Decreased crime</li> <li>Increased volunteerism</li> <li>Increased voter participation</li> <li>Increased tax contributions</li> <li>Lower unemployment rate</li> <li>Reduced reliance on public assistance</li> <li>Reduced healthcare costs</li> <li>Decreased poverty rate</li> </ul>

Source: Kem C. Gardner Policy Institute based on literature review

**Figure 20: Utah Poverty Rate by Educational Attainment, 2019**



Note: These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: U.S. Census Bureau American Community Survey, 1-Year Estimates

*Reduced Unemployment and Poverty Rates*

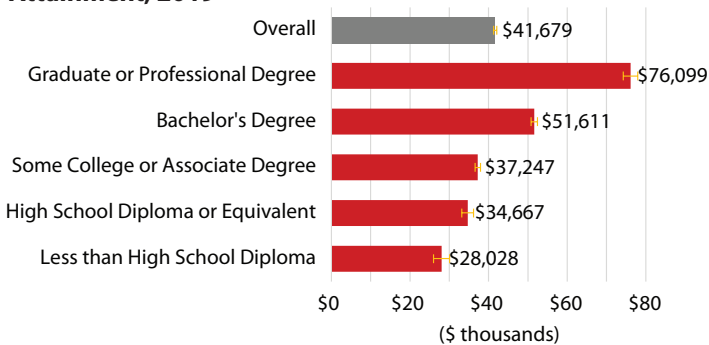
Postsecondary education continues to be increasingly critical to success in the workplace. Those without a high school diploma face unemployment rates twice as high as those with a bachelor's degree or higher (see Figure 19). Additionally, those without a high school diploma are more than four times as likely to live in poverty compared with those with a bachelor's degree or higher (see Figure 20).

Occupations that require some level of higher education are expected to grow faster over the next several years. Most of the occupations projected to grow the fastest require postsecondary education (e.g., physician assistants, software developers, statisticians) while those projected to decline fastest have minimal education requirements (e.g., parking enforcement workers, typists, telephone operators).<sup>20</sup> From an individual perspective, obtaining postsecondary training greatly increases the likelihood of finding employment. From a societal perspective, businesses need access to skilled workers to keep the economy functioning optimally.

### Increased Wages, GDP, and Tax Revenues

Not only are individuals with postsecondary education more likely to be employed, they are more likely to be employed in higher-wage jobs. Figure 21 shows median income by educational attainment in Utah. Income rises with increases in education. While this data is correlative, previous research explores the causative effects of higher education on wages. At Utah’s technical colleges, the 2011–2016 cohorts showed an average wage growth of 59.3% (\$10,850) from the year prior to the year after obtaining a one-year or two-year certification.<sup>21</sup> A similar study was conducted for USHE’s degree-granting institutions. Those receiving a certificate from these institutions earned approximately \$6,000 per year more than someone with a high school diploma in their first year following completion of the certificate. This impact nearly doubles to \$12,000 per year for someone earning a bachelor’s degree. Increases are even greater for those earning graduate level degrees and likely continue to grow throughout individuals’ careers.<sup>22</sup> A growing body of national research also supports the causal claim that educational attainment impacts earnings.<sup>23, 24, 25</sup> Additional research shows the wage disparity between those with and without postsecondary education is growing.<sup>26</sup>

**Figure 21: Utah Median Annual Income by Educational Attainment, 2019**



Note: These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: U.S. Census Bureau American Community Survey, 1-Year Estimates

Higher wages can improve quality of life for the individual and indirectly improve society through increases in tax collections and GDP growth. As incomes rise, so do income tax revenues. Those with higher incomes have also been shown to have increased consumption which grows GDP and increases sales tax collection. Utah households where an individual holds a master’s degree or higher spend 2.5 times more than households with high school education alone.<sup>27</sup> Nationally, four-year college graduates paid 82% more in taxes on average when compared with high school graduates. Those with a professional degree made tax payments more than three times higher than high school graduates.<sup>28</sup>

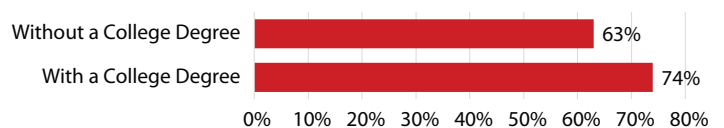
### Increased Economic Mobility and Reduced Reliance on Public Assistance

Education is also associated with improved economic mobility. Students coming from an economically disadvantaged background generally have worse outcomes both educationally and economically. However, obtaining education can help reduce these disparities. The likelihood of an individual having a higher family income than their parents’ is more than ten percentage points higher for those with a college degree compared with those without (see Figure 22). When individuals attend similar postsecondary institutions, the share of students reaching the top two income quintiles as adults is similar for students with parents in the lowest income quintile and those with parents in the top income quintile.<sup>29</sup> Additionally, those with high school diplomas or less have lower incomes than their counterparts from previous generations at similar points in their lives, while those with higher educational attainment have higher incomes by the same metric.<sup>30</sup>

As individuals receive more education, they are also much less likely to rely on public assistance. Since these programs are funded primarily by taxpayer dollars, reduced reliance on these programs not only benefits the individual but society as a whole. National data (shown in Figure 23) indicate that those with higher educational attainment rely less on many public programs, including Medicaid, school lunch assistance, Supplemental Nutrition Assistance Program (SNAP), and housing assistance.

**Figure 22: U.S. Economic Mobility**

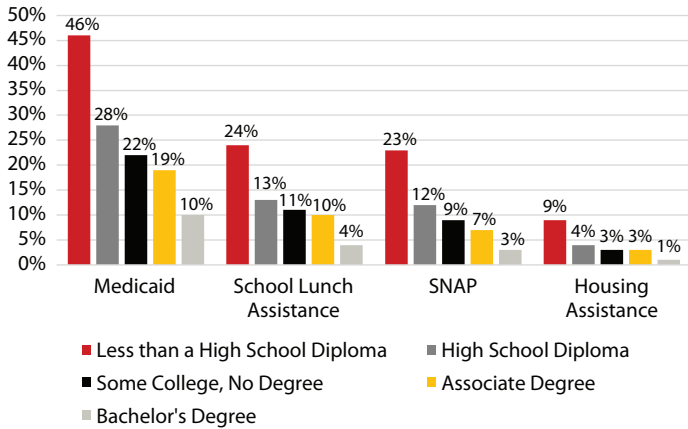
(Share of Children with Family Income Above Their Parents’ Family Income, by Child’s Education Level)



Note: Economic mobility between the parental generation of the 1960s and 1970s and their adult children.

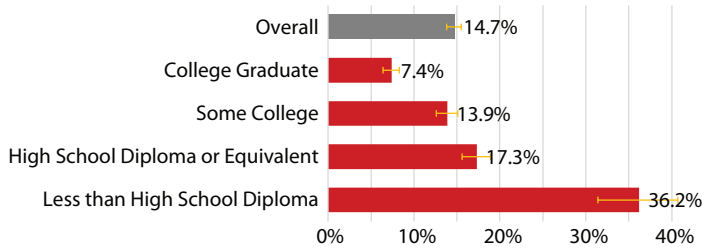
Source: Brookings Institute<sup>32</sup>

**Figure 23: Share of U.S. Adults 25+ Living in Households Participating in Various Public Assistance Programs by Educational Attainment, 2018**



Source: CollegeBoard report analysis of U.S. Census Bureau Current Population Survey data

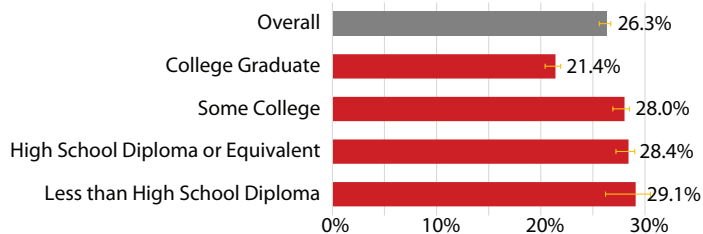
**Figure 24: Share of Utah Adults Who Reported Fair or Poor General Health by Educational Attainment, 2019**



Note: Age-adjusted. These are estimates subject to variation. Each estimate is shown with its 95% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample or population, with a 95% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Center for Health Data and Informatics, Utah Department of Health. Retrieved 12 July 2021 from the Utah Department of Health, Indicator-Based Information System for Public Health web site: <http://ibis.health.utah.gov>

**Figure 25: Utah Adult Obesity Rates by Educational Attainment, 201**



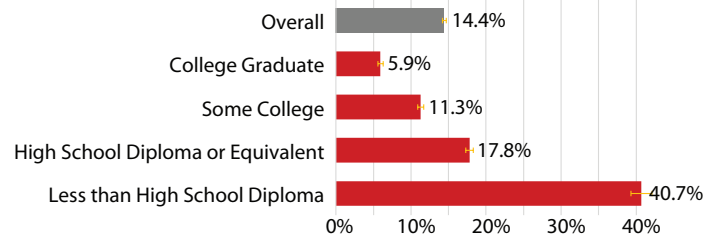
Note: Age-adjusted. These are estimates subject to variation. Each estimate is shown with its 95% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample or population, with a 95% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Center for Health Data and Informatics, Utah Department of Health. Retrieved 12 July 2021 from the Utah Department of Health, Indicator-Based Information System for Public Health web site: <http://ibis.health.utah.gov>

*Better Health Outcomes*

While economic benefits abound, more education is also associated with better health outcomes, including being less likely to report fair/poor general health, lower obesity rates, lower uninsured rates, and being more likely to exercise, and less likely to smoke (see Figures 24–28).

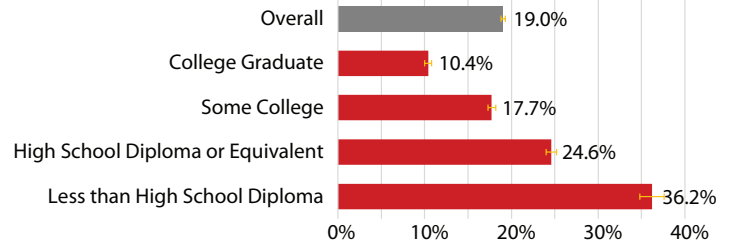
**Figure 26: Utah Uninsured Rates by Educational Attainment, 2019**



Note: Age-adjusted. These are estimates subject to variation. Each estimate is shown with its 95% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample or population, with a 95% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Center for Health Data and Informatics, Utah Department of Health. Retrieved 12 July 2021 from the Utah Department of Health, Indicator-Based Information System for Public Health web site: <http://ibis.health.utah.gov>

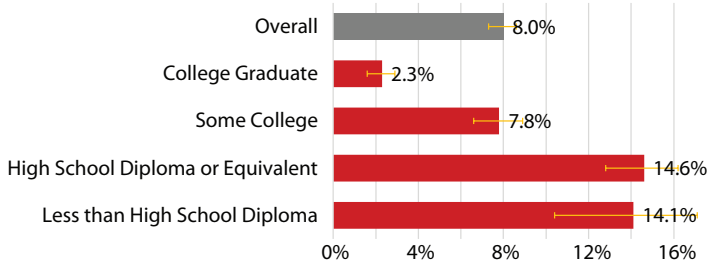
**Figure 27: Share of Utah Adults Reporting No Physical Activity, 2019**



Note: Age-adjusted. These are estimates subject to variation. Each estimate is shown with its 95% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample or population, with a 95% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Center for Health Data and Informatics, Utah Department of Health. Retrieved 12 July 2021 from the Utah Department of Health, Indicator-Based Information System for Public Health web site: <http://ibis.health.utah.gov>

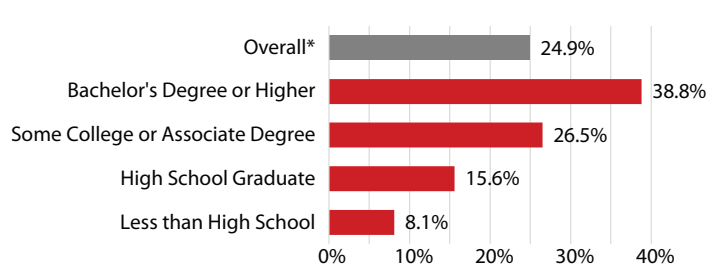
**Figure 28: Utah Smoking Rates by Educational Attainment, 2019**



Note: Age-adjusted. These are estimates subject to variation. Each estimate is shown with its 95% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample or population, with a 95% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Center for Health Data and Informatics, Utah Department of Health. Retrieved 12 July 2021 from the Utah Department of Health, Indicator-Based Information System for Public Health web site: <http://ibis.health.utah.gov>

**Figure 29: U.S. Volunteer Rate, 2015**



Note: \*16+. Educational attainment groups include population 25+. Subject to error but error not available.

Source: Bureau of Labor Statistics

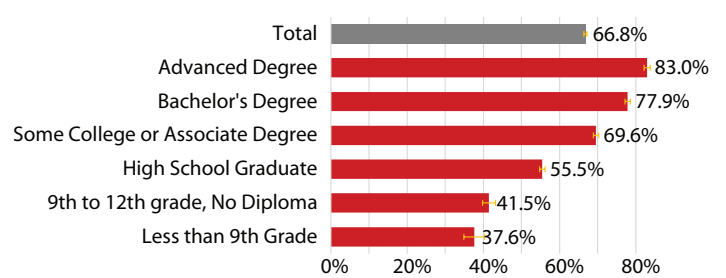
### Volunteerism and Civic Engagement

While those with more education receive many personal benefits, they are also more likely to give back to their community. Rates of volunteerism rise steadily with increasing levels of education (see Figure 29). Educational attainment is also associated with greater voter participation. Eighty-three percent of those with an advanced degree participated in the November 2020 election, more than 40 percentage points higher than those with less than a high school diploma, as shown in Figure 30.

### Improved Outcomes for Children

Education not only improves outcomes for the recipient but can also positively impact their children. Parents with higher educational attainment are more likely to enroll their children in preschool programs (see Figure 31) and engage them in a wide variety of educational activities, potentially improving outcomes for generations beyond the original recipient.<sup>31</sup>

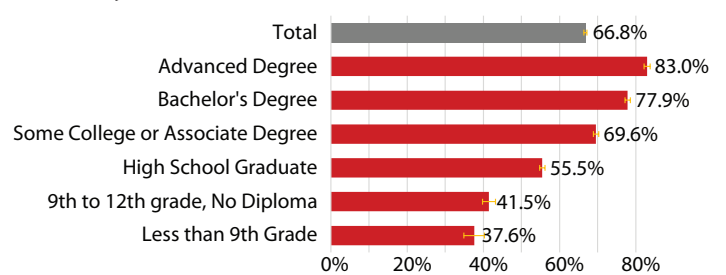
**Figure 30: U.S. Voter Participation Rate by Educational Attainment, November 2020 Election**



Note: Population 18+, share of U.S. citizens who reported voting in the November 2020 election. These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: U.S. Census Bureau, Voting and Registration in the Election of November 2020, Table 5

**Figure 31: Share of U.S. Children Age 3 to 5 Enrolled in School by Parent's Educational Attainment, 2019**



Note: Highest education level of any parent residing with the child (including an adoptive or stepparent). Includes only children who resided with at least one of their parents. These are survey-based estimates subject to sample variation. Each estimate is shown with its 90% confidence interval. This interval represents a range of population values that are plausible in light of information in the sample, with a 90% degree of confidence. Reported values for groups with non-overlapping error bars are statistically different to the same degree of confidence.

Source: National Center for Education Statistics, Table 202.20

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November 19, 2021

## USHE Performance Funding

### Access Goal

The access goal encourages participation in the Utah System of Higher Education. Currently, about 36.1% of all Utah high school graduates do not enroll in a postsecondary technical or degree-granting program in Utah or elsewhere. The System proposes to reduce that number to 31.5% in the academic year 2027 by increasing the percentage of Utah high school graduates attending USHE technical education and degree-granting institutions.

The goal is a percentage rather than a number to ensure that the goal removes the effect of natural increase due to Utah population growth. The five-year goal was set using 2020 figures because of the unusual impact COVID-19 had on participation in 2021 and potentially 2022. The following table shows the current share of high school graduates attending each USHE institution and the percent share needed by 2027 to accomplish the System goal.

	2020 Share of High School Grads	2027 Share of High School Grads	Institutional 5-Year Goal
University of Utah	6.84%	7.00%	0.16%
Utah State University	7.48%	8.21%	0.73%
Weber State University	6.33%	6.75%	0.42%
Southern Utah University	3.49%	3.83%	0.34%
Dixie State University	4.10%	4.50%	0.4%
Utah Valley University	10.41%	11.42%	1.01%
Snow College	3.36%	3.69%	0.33%
Salt Lake Community College	9.61%	10.55%	0.94%
Bridgerland Technical College	0.56%	0.58%	0.02%
Davis Technical College	1.00%	1.09%	0.09%
Dixie Technical College	0.26%	0.29%	0.03%
Mountainland Technical College	1.17%	1.28%	0.11%
Ogden-Weber Technical College	0.79%	0.86%	0.07%
Southwest Technical College	0.17%	0.18%	0.01%
Tooele Technical College	0.14%	0.16%	0.02%
Uintah Basin Technical College	0.10%	0.11%	0.01%
<i>Total USHE Enrollment</i>	<i>55.81%</i>	<i>60.48%</i>	<i>4.67%</i>
In-State Private	4.64%	4.64%	0.00%

Out-of-State	3.43%	3.43%	0.00%
<b>Total Enrolled</b>	<b>63.87%</b>	<b>68.54%</b>	<b>4.67%</b>
<b>Not Enrolled</b>	<b>36.13%</b>	<b>31.46%</b>	<b>-4.67%</b>
Total High School Graduates	100.00%	100.00%	

### Timely Completion Goal

The timely completion goal encourages USHE institutions to find innovative solutions to move students through certificate and degree programs to graduation in a timely manner. Currently, about 47% of all USHE awards are made within one-and-a-half time (1.5 years for a one-year certificate, 6-years for a bachelor’s degree, etc.). The System proposes to increase that number to 50.44% in the academic year 2027 by increasing the timely completion rates of each USHE institution.

The goal is a percentage rather than a number to ensure that the goal removes the effect of natural increase due to Utah population growth. The five-year goal was set using 2020 figures because of the unusual impact COVID-19 had on completion in 2021 and potentially 2022. The following table shows the current timely completion of USHE awards for each USHE institution and the percent increase needed in timely completion by 2027 to accomplish the System goal.

	<b>2020 Timely Completion</b>	<b>2027 Timely Completion</b>	<b>Institutional 5-Year Goal</b>
University of Utah	68.61%	71.61%	3.00%
Utah State University	52.44%	56.44%	4.00%
Weber State University	34.29%	37.29%	3.00%
Southern Utah University	49.14%	52.14%	3.00%
Dixie State University	35.35%	38.35%	3.00%
Utah Valley University	34.06%	37.06%	3.00%
Snow College	60.53%	73.30%	12.77%
Salt Lake Community College	38.91%	41.91%	3.00%
Bridgerland Technical College	64.19%	67.19%	3.00%
Davis Technical College	51.38%	54.38%	3.00%
Dixie Technical College	62.21%	65.21%	3.00%
Mountainland Technical College	77.43%	80.43%	3.00%
Ogden-Weber Technical College	42.34%	45.34%	3.00%
Southwest Technical College	79.51%	82.51%	3.00%
Tooele Technical College	48.26%	52.26%	4.00%
Uintah Basin Technical College	58.02%	62.02%	4.00%
<b>USHE Timely Completion</b>	<b>47.02%</b>	<b>50.44%</b>	<b>3.42%</b>



### High-Yield Award Goal

The high-yield award goal encourages USHE institutions to advise students to seek certificate and degree programs that lead to jobs in high-wage, high-demand fields. Currently, about 66% of all USHE awards are aligned with high-wage, high-demand occupations (4- and 5-star jobs verified by the Utah Department of Workforce Services). The System proposes to increase that number to 74% in the academic year 2027 by increasing the percent of high-yield awards at each USHE institution.

The goal is a percentage rather than a number to ensure that the goal removes the effect of natural increase due to Utah population growth. The five-year goal was set using 2020 figures because of the unusual impact COVID-19 had on completion in 2021 and potentially 2022. The following table shows the current percentage of high-yield awards for each USHE institution and the percent increase needed by 2027 to accomplish the System goal.

	2020 High-Yield Awards	2027 High-Yield Awards	Institutional 5-Year Goal
University of Utah	84%	84%	Maintain
Utah State University	76%	79%	3%
Weber State University	78%	81%	3%
Southern Utah University	74%	77%	3%
Dixie State University	64%	70%	6%
Utah Valley University	73%	76%	3%
Snow College	42%	49%	7%
Salt Lake Community College	80%	81%	1%
Bridgerland Technical College	47%	54%	7%
Davis Technical College	35%	43%	8%
Dixie Technical College	50%	57%	7%
Mountainland Technical College	34%	42%	8%
Ogden-Weber Technical College	52%	59%	7%
Southwest Technical College	52%	59%	7%
Tooele Technical College	56%	62%	6%
Uintah Basin Technical College	56%	62%	6%
<b>USHE High-Yield Awards</b>	<b>66%</b>	<b>74%</b>	<b>8%</b>

### Commissioner's Recommendation

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



November 19, 2021

## Non-State Funded Legislative Requests for 2022-23

In accordance with Policy R702, *Non-State Funded Projects*, the Board reviews and authorizes institutional requests for non-state funded facility projects that require legislative approval.

The following non-state funded projects are submitted for Board consideration because they require legislative authorization for bonding but are not requesting state appropriations for design, construction, or operation and maintenance (O&M). The amount of bonding and funding source for the debt service and facility O&M are indicated in parentheses:

- University of Utah – Kahlert Village 4<sup>th</sup> Wing (\$47,594,000; housing revenue)
- University of Utah – Impact Health & Prosperity Scope Increase (\$33,000,000; housing)
- University of Utah – West Valley Health and Community Center (\$400,000,000; clinical)
- Utah State University – Maverik Stadium Improvements (\$7,000,000; student building fee)
- Dixie State University – Campus Housing (\$80,000,000; housing)
- Utah Valley University – M26 Parking Garage (\$11,992,000; parking)

In addition, one non-state funded request requires legislative authorization for state-funded operation and maintenance. The institution recognizes that if the legislature approves the project without funding the operation and maintenance, it will be required to fund it internally.

- Utah State University – Nora Eccles Harrison Museum of Art (NEHMA) Art Education & Research Center (\$6,190,000 with \$66,188 O&M)

Further information about the non-state funded projects may be found in the following attachment. Following the institutions' presentations in the November Finance and Facilities meeting for these projects, the full Board will vote to approve these projects for legislative action. Projects requiring bond authorization that the Board approves will be included in the System request to the legislature for authorization in the 2022 General Session. Projects requiring a legislative appropriation for O&M that the Board approves will be added to and included in the Board's legislative budget request.

### Commissioner's Recommendations

The Commissioner recommends the Board review these projects carefully and approve them for legislative action.

### Attachment

### University of Utah – Kahlert Village 4<sup>th</sup> Wing

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State-Funded O&M	Sources of Bond Repayment	Construction Cost/ SqFt
\$47,594,000	\$0	\$47,594,000	109,727	\$0	Housing Revenues	\$346.44

Kahlert Village was designed in anticipation of several phases, including a 4<sup>th</sup> wing. Infrastructure and core facilities were constructed at a scale to support the addition of a 4<sup>th</sup> wing. The proposed addition to Kahlert Village will aid the University in recruiting and retaining high-quality students coming from Utah, other states, and abroad. It will contribute to the University's academic mission by creating additional space within a high-quality residential environment in close proximity to the academic and auxiliary resources on campus. The residential program assists students in their academic efforts with the intent of helping them reach their goals and graduate. In addition, the academic component creates a link between residential life and teaching by better engaging students in the breadth of opportunities before them.

The additional residential space will provide housing for an estimated 430 residents. The spaces will be rented by the bed. The preliminary program for the residential space supports single, double, and triple occupancy rooms that share a living room/study space for their community. The final program currently includes a combination of cluster communities and suites (single and double rooms connected by an integrated bathroom that connects the rooms). An upper-class student resident advisor would support and engage each community.

### University of Utah – Impact Health & Prosperity Epicenter Building Scope Increase

New Revenue Bond	Prior Approved Project	Total Cost Estimate	Gross Sq. Feet	State-Funded O&M	Sources of Bond Repayment	Construction Cost/ SqFt
\$33,000,000	\$85,700,000	\$118,700,000	272,400	\$0	Housing Revenues	\$357.35

The Impact Health and Prosperity Epicenter project was submitted and approved last year as a 255,000 square foot project costing \$85,700,000. The current request is to add \$33,000,000 of bonding authority to bring the total project budget to \$118,700,000. Changes to the project include a reduction of the Center's square footage by 4,710 gross square feet (GSF) and an increase in the residential room count from 575 to 775, which will result in an increase of 63,305 GSF. The room count increase will address long waitlists for student housing at the University of Utah campus and strengthen the financial pro forma. The project schedule has also been extended, with the opening of the building anticipated in the Fall of 2024 (instead of 2023). While multiple sites were considered for the project when submitted

last year, a final site was selected east of the Lassonde Studios, and preliminary geotechnical surveys have occurred for the proposed site.

The estimated building cost has increased since the project was approved last year. Based on data provided by the project's selected contractor, the total project cost has increased by approximately 29% due to substantial current and anticipated commodity and price escalation as well as the extension of the project schedule. The expected annual escalation from the estimated date to the bid date increased from 3% to 7.25%.

### University of Utah – West Valley Health and Community Center

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State-Funded O&M	Sources Bond Repayment	Construction Cost/ SqFt
\$400,000,000	\$0	\$400,000,000	606,400	\$0	Hospital Revenues	\$566.11

The University of Utah proposes to construct a 606,000 square foot Health and Community Center in West Valley. The facility will be anchored by health care services that directly address many of the area’s outsized and underserved health care needs, including cardiovascular medicine, women’s health (including labor and delivery), musculoskeletal care, and emergency medicine. The facility will focus on complete programs – complete ancillary services, procedural and surgical care, inpatient units, and unscheduled care options – that allow patients to remain in their home community and minimize travel. These services and programs will provide the West Valley community the same health foundation that the University of Utah Health has extended to many Utah communities: robust ambulatory care, wellness and mental health services, integrated research and education, and home health and digital health capabilities. The facility will incorporate features tailored to needs expressed by the West Valley community, including transportation services, community health advocates, education and employment pathways, and on-site community partnerships. The facility construction and operation will be funded through patient and clinical revenues.

## Utah State University – Nora Eccles Harrison Museum of Art (NEHMA) Art Education & Research Center

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State-Funded O&M	Sources Financing	Construction Cost/ SqFt
\$0	\$6,190,000	\$6,190,000	9,450	\$66,188	Donor/Institutional	\$495.15

The Nora Eccles Harrison Museum of Art (NEHMA) is proposing an addition to its facility to provide space for academic research and collaboration while also housing a significant private collection of artworks to be donated to the University. Additional storage capacity will be included to address the future growth of the collection. The new facility will provide accessible interpretive space, a multi-purpose classroom, and high-quality compact storage for the artworks.

The project is planned to be an addition to the west side of the Fine Arts Complex, adjacent to the existing museum. Students, scholars, and faculty will access and interact with the artwork on the main level within an open work area/classroom, research library, and visible storage component. The visible storage will allow the collections to be displayed in protective cases on a rotating basis or at the request of researchers. The upper level will consist of a classroom for Arts Education courses, K-12 groups to create art, and community classes. A basement will provide more visible, compacted storage for the new collection and capacity for future growth.

The building will provide specialized resources for faculty and students, serving academic units across the University. USU scholars may use the new facility in a customized way to support curriculum and research projects. This facility has the capacity to add quality to the depth of education for all USU students. Furthermore, it provides a richer experience for K-12 and the community learning about museums.

## Utah State University – Maverik Stadium Improvements

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State-Funded O&M	Sources Bond Repayment	Construction Cost/ SqFt
\$7,000,000	\$0	\$7,000,000	9,023	\$0	Student Fees	\$900.60

The stadium improvements proposed in this project will address the need to provide additional ADA seating to patrons at several levels within the facility, provide additional restroom stalls to meet accessibility and numbers required by code, update existing restrooms that are in poor condition, and increase the points of sale for concessions to industry standards. The existing shortfall of ADA seating in the student section will be addressed by over-pouring the top 3 rows of selected sections to allow for a wheelchair patron to see over patrons standing in the row directly in front of them. This strategy will increase ADA seating and will distribute them more equitably.

A study determined that current building codes require a minimum of 101 men’s and 199 women’s stalls, while only 71 men's and 66 women’s stalls currently exist in the stadium. This creates a shortfall of 30 men’s and 133 women’s stalls. The project will demolish the existing southeast restroom and replace it with a larger facility that will be pushed substantially further back into the hillside. It will increase the number of fixtures by 25 women's and 27 men's and add two family restrooms. In addition, the restroom building on the upper east concourse will be upgraded.

The stadium currently has 22 points of sale within the stadium, with capacity for an additional 12 vendors to operate from food trucks, for a total of 34. While there is no requirement by code, industry-standard suggests that a facility of this size should have between 75 and 90 points of sale to adequately serve its patrons. The project will provide an expanded area in the SE corner to accommodate additional vendors and an addition to the south-plaza concession stand. These improvements will add 12 points of sale. Future phases will add additional concessions on the south and upper east concourses.

### Dixie State University – Campus View Suites Phase III – New 500 Bed Student Housing Building

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State-Funded O&M	Sources Bond Repayment	Construction Cost/ SqFt
\$62,500,000	\$0	\$62,500,000	141,063	\$0	Housing Revenues	\$366.69

The third phase of the Campus View Suites project will demolish and replace the existing Nisson Towers dormitory with a new student housing building. Nisson was constructed in 1969, is obsolete, inadequate, and past its useful life. The Nisson Towers dormitory currently operates with 21,278 square feet and 162 beds without space for students to prepare food or have living areas. The building occupies valuable space within the student-housing precinct of campus and will be replaced by higher-occupancy and more modern student housing.

The request is for a 141,063 square foot student housing building to accommodate 500 students. The building will consist of apartment units (6 students per unit), group study, community kitchen, dining, recreation, and exercise spaces. The purpose of the new student housing building is to provide additional beds in a modern student housing facility to support the growing student body at Dixie State University. University-owned and privately-offered student housing are at full occupancy, and new housing will accommodate additional students wishing to attend Dixie State.

### Utah Valley University – M26 Parking Garage

Revenue Bond	Other Funding	Total Cost Estimate	Stalls	State-Funded O&M	Sources Bond Repayment	Cost per Stall
\$11,991,820	\$0	\$11,991,820	450	\$0	Parking Revenues	\$401.89

Utah Valley University is proposing to construct a parking garage in the parking lot of M26 for up to 450 stalls. The availability of parking close to the core of the Orem campus is currently limited. The proposed parking garage will improve parking for the core of the campus, and the structure will shorten walk distances and time. It is anticipated that the garage will be used by faculty, students, staff, and guests of UVU. This garage will serve the new Keller Building and Gateway Building. The garage will serve the center core of the campus and provide extra parking for the Noorda Performing Arts Center and Gunther Building. The garage on the north side of campus is full almost every day of the semester. This new garage will also serve event and guest parking.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB F

November 19, 2021

## **Revisions to R208, *Resource and Review Teams* and R209, *Evaluation of Presidents***

Two years ago, the Board adopted R805, *Gender, Race, and Ethnicity Representation Within the Utah System of Higher Education Workforce*. Under this policy, the System's chief economist develops a demographic report assessing the number of faculty and staff, faculty tenure status and rank, and salaries, all disaggregated by gender, race, and ethnicity for each institution. The policy directs presidents to analyze that demographic data; develop strategies that foster a diverse, representative, and equitably compensated workforce; and report their progress to their resource and review team annually.

Although R805 specifically references resource and review teams, the policies that govern resource and review teams and presidential performance reviews—R208 and R209—do not reflect R805. In its strategic plan, the Board directed the Commissioner to revise R208 and R209 to ensure the resource and review teams and evaluation committees include presidents' efforts to foster a diverse, representative, and equitably compensated workforce as part of the evaluation criteria.

Accordingly, these proposed revisions to R208 and R209 add references to R805 and incorporate language from R805 as part of the evaluation criteria for presidents. These revisions will help the Board better support the presidents in their efforts to provide students with an educational experience rooted in diverse perspectives, experiences and backgrounds.

### **Academic Education Committee Recommendation**

The Academic Education Committee reviewed the proposed revisions to R208 and R209 in its October 2021 meeting and has requested they go next to the full board for consideration with a recommendation that the Board adopt the revisions.

### **Commissioner's Recommendation**

The Commissioner recommends the Board adopt the revisions to R208, *Resource and Review Teams* and R209, *Evaluation of Presidents* effective immediately.

### **Attachments**



## R208, Resource and Review Teams<sup>1</sup>

**R208-1 Purpose:** The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for annual performance review of each president.

### R-208-2 References

- 2.1 Utah Code [§53B-2-102](#), Board to Appoint President of Each Institution
- 2.2 Utah Code [§53B-2-103](#), Board of Trustees – Powers and Duties
- 2.3 Utah Code [§63G-2-20](#), Right to Inspect Records and Receive Copies of Records
- 2.4 Utah Code [§63G-2-302](#), Private Records
- 2.5 Board Policy [R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.6 Board Policy [R209](#), Evaluation of Presidents
- 2.7 Board Policy [R805, Gender, Race, and Ethnicity Representation within the Utah System of Higher Education Workforce](#)

### R208-3 Definitions

**3.1 Confidential** means the document is a “private record” under Utah Code §63G-2-302. As a private record, any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).

**3.2 Resource and Review Team** means a team of two Regents and the Chair and Vice-Chair of the institution’s Board of Trustees. This four-person team acts as the Resource and Review Team for its respective institution.

### R208-4 Policy

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<sup>1</sup> Adopted XXX; amended XXX

**4.1 Fall Meeting:** During the months of September through November each president shall meet with his or her Resource and Review Team.

**4.1.1 Objectives:** The objective of the fall meeting is to (1) identify the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the resource and review team regarding progress on the institution's strategic goals and to discuss ongoing or potential issues important to the president and the institution.

**4.1.2 Agenda:** The president is to set the agenda and conduct the meeting.

**4.1.3. Report:** There shall be no written or formal report of the fall meeting.

**4.2 Spring Review:** During the months of March through May, the resource and review team shall evaluate the president's performance.

**4.2.1 Objectives:** In addition to the objectives of 4.1.1., the objective of the Spring review is to review of the president's performance, and to identify areas of success and areas that need improvement.

**4.2.2 Agenda:** The chair of the resource and review team shall set the agenda in consultation with the president.

**4.2.3 Report:** The resource and review team shall produce a written and confidential report pursuant to section 5.4.

**4.2.4 Criteria for Evaluation:** The resource and review team shall assess the president's performance in the following areas:

**4.2.4.1 Institutional Vision and Strategic Goals:** The resource and review team shall review institutional mission and the president's vision for the institution and the strategic goals associated with that vision. The team will discuss with the president his or her progress toward accomplishing the goals. The team should interview the president's executive team regarding the strategic goals, whether the president effectively communicates his or her priorities, and the president's overall performance.

**4.2.4.2 Presidential Effectiveness:** The resource and review team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities and goals. Such problems may relate directly to the institution, the president's executive team, the president's performance, or the president's relationship with the Board of Trustees, the Board of Higher Education and

other stakeholders. The team will work with the president to identify his or her strategies for addressing the challenges or problems, record those strategies in the evaluation report, and follow up with the president during the fall meeting regarding his or her progress at resolving the challenges or issues.

**4.2.4.3 Equity, Diversity, and Inclusion:** The resource and review team—using the annual demographic report provided by the Commissioner’s Office—shall assess the president’s progress toward fostering a diverse, representative, and equitably compensated workforce across all levels of faculty and staff, and providing students with an educational experience rooted in diverse perspectives, experiences and backgrounds in accordance with R805.

**4.3 Liaisons:** The resource and review team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the resource and review team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

**4.4 Integration with R209 Evaluation:** Pursuant to Regents’ Policy [R209](#), presidents are to be comprehensively evaluated following the first year of employment, and every fourth year thereafter. During the year of R209 comprehensive evaluation, the resource and review team shall not conduct a performance review, but will still meet with the president to receive an update on the president’s current challenges, successes, and upcoming events or issues.

## **R208-5 Procedures**

**5.1 Appointment of Resource and Review Teams:** Each resource and review team shall consist of the Chair and Vice-Chair of the institution’s Board of Trustees and two Regents. The Regents’ Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair and vice-chair of the institutional Board of Trustees as to their responsibility to serve on the institution’s resource and review team, and (3) designate the chair of the resource and review team.

**5.2 Interaction with Board of Trustees and Consultation with Regents’ Committees:** In preparation for the spring review, the resource and review team should consult with the Chair and Vice-Chair of the Regents, the Chair and Vice-Chair of the Trustees and the Commissioner to identify any concerns or issues with either the president’s performance or institutional direction that needs to be addressed. The Commissioner’s Office will assist and support the team by

providing data, guidance or other information necessary for the evaluation, [including the annual demographic data assessing an institution's progress toward a diverse, representative workforce under R805](#).

**5.3 Written Reports:** After completing the annual performance evaluation, the team chair shall prepare a written, confidential report of the findings and counsel. The Commissioner's Office may provide a standard report format. The report shall be marked confidential.

**5.3.1 Who Receives the Report:** Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code [§63G-2-201](#).

**5.3.2 Presidential Comments:** The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.

**5.3.3 Confidentiality of Spring Review Report:** All spring review reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all recommendations and responses, are confidential private records protected from disclosure by Utah Code [§63G-2-201, 302](#).

**5.3.4 Retention of Presidential Records:** Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Higher Education office.

**5.3.5 Board Review of Report:** The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a resource and review team to report to the Board of Regents on a more frequent basis

## R208, Resource and Review Teams<sup>1</sup>

**R208-1 Purpose:** The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for annual performance review of each president.

### R-208-2 References

- 2.1 Utah Code [§53B-2-102](#), Board to Appoint President of Each Institution
- 2.2 Utah Code [§53B-2-103](#), Board of Trustees – Powers and Duties
- 2.3 Utah Code [§63G-2-20](#), Right to Inspect Records and Receive Copies of Records
- 2.4 Utah Code [§63G-2-302](#), Private Records
- 2.5 Board Policy [R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.6 Board Policy [R209](#), Evaluation of Presidents
- 2.7 Board Policy R805, Gender, Race, and Ethnicity Representation within the Utah System of Higher Education Workforce

### R208-3 Definitions

**3.1 Confidential** means the document is a “private record” under Utah Code §63G-2-302. As a private record, any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).

**3.2 Resource and Review Team** means a team of two Regents and the Chair and Vice-Chair of the institution’s Board of Trustees. This four-person team acts as the Resource and Review Team for its respective institution.

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<sup>1</sup> Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007. Revisions approved on May 29, 2009, April 1, 2010 March 29, 2013, March 28, 2014 and February 9, 2018.

## **R208-4 Policy**

**4.1 Fall Meeting:** During the months of September through November each president shall meet with his or her Resource and Review Team.

**4.1.1 Objectives:** The objective of the fall meeting is to (1) identify the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the resource and review team regarding progress on the institution's strategic goals and to discuss ongoing or potential issues important to the president and the institution.

**4.1.2 Agenda:** The president is to set the agenda and conduct the meeting.

**4.1.3. Report:** There shall be no written or formal report of the fall meeting.

**4.2 Spring Review:** During the months of March through May, the resource and review team shall evaluate the president's performance.

**4.2.1 Objectives:** In addition to the objectives of 4.1.1., the objective of the Spring review is to review of the president's performance, and to identify areas of success and areas that need improvement.

**4.2.2 Agenda:** The chair of the resource and review team shall set the agenda in consultation with the president.

**4.2.3 Report:** The resource and review team shall produce a written and confidential report pursuant to section 5.4.

**4.2.4 Criteria for Evaluation:** The resource and review team shall assess the president's performance in the following areas:

**4.2.4.1 Institutional Vision and Strategic Goals:** The resource and review team shall review institutional mission and the president's vision for the institution and the strategic goals associated with that vision. The team will discuss with the president his or her progress toward accomplishing the goals. The team should interview the president's executive team regarding the strategic goals, whether the president effectively communicates his or her priorities, and the president's overall performance.

**4.2.4.2 Presidential Effectiveness:** The resource and review team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities and goals. Such problems may relate directly to

the institution, the president's executive team, the president's performance, or the president's relationship with the Board of Trustees, the Board of Higher Education and other stakeholders. The team will work with the president to identify his or her strategies for addressing the challenges or problems, record those strategies in the evaluation report, and follow up with the president during the fall meeting regarding his or her progress at resolving the challenges or issues.

**4.2.4.3 Equity, Diversity, and Inclusion:** The resource and review team—using the annual demographic report provided by the Commissioner's Office—shall assess the president's progress toward fostering a diverse, representative, and equitably compensated workforce across all levels of faculty and staff, and providing students with an educational experience rooted in diverse perspectives, experiences and backgrounds in accordance with R805.

**4.3 Liaisons:** The resource and review team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the resource and review team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

**4.4 Integration with R209 Evaluation:** Pursuant to Regents' Policy [R209](#), presidents are to be comprehensively evaluated following the first year of employment, and every fourth year thereafter. During the year of R209 comprehensive evaluation, the resource and review team shall not conduct a performance review, but will still meet with the president to receive an update on the president's current challenges, successes, and upcoming events or issues.

## **R208-5 Procedures**

**5.1 Appointment of Resource and Review Teams:** Each resource and review team shall consist of the Chair and Vice-Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair and vice-chair of the institutional Board of Trustees as to their responsibility to serve on the institution's resource and review team, and (3) designate the chair of the resource and review team.

**5.2 Interaction with Board of Trustees and Consultation with Regents' Committees:** In preparation for the spring review, the resource and review team should consult with the Chair and Vice-Chair of the Regents, the Chair and Vice-Chair of the Trustees and the Commissioner to

identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed. The Commissioner's Office will assist and support the team by providing data, guidance or other information necessary for the evaluation, including the annual demographic data assessing an institution's progress toward a diverse, representative workforce under R805.

**5.3 Written Reports:** After completing the annual performance evaluation, the team chair shall prepare a written, confidential report of the findings and counsel. The Commissioner's Office may provide a standard report format. The report shall be marked confidential.

**5.3.1 Who Receives the Report:** Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code [§63G-2-201](#).

**5.3.2 Presidential Comments:** The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.

**5.3.3 Confidentiality of Spring Review Report:** All spring review reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all recommendations and responses, are confidential private records protected from disclosure by Utah Code [§63G-2-201, 302](#).

**5.3.4 Retention of Presidential Records:** Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Higher Education office.

**5.3.5 Board Review of Report:** The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a resource and review team to report to the Board of Regents on a more frequent basis



## R209, Evaluation of Presidents<sup>1</sup>

**R209-1 Purpose:** The purpose of this policy is to establish procedures for the comprehensive performance evaluation each president in the Utah System of Higher Education. The comprehensive evaluation process will reflect the full scope of the president’s duties, general institutional oversight, and provide meaningful, substantive feedback from key constituents, regarding the president’s efforts and areas of strength as well as the areas that need improvement.

### R-209-2 References

**2.1** Utah Code §53B-2-102 (Board to Appoint President of Each Institution)

**2.2** Board Policy R120, Bylaws; 3.3.3., Institutional Governance and Administration

**2.3** Board Policy R208, Resource and Review Teams

**2.4** [Board Policy R805, Gender, Race, and Ethnicity Representation within the Utah System of Higher Education Workforce](#)

### R209-3 Definitions

**3.1 Commissioner of Higher Education:** For purposes of this policy, the Commissioner is subject to the same evaluation requirements and criteria where applicable.

**3.2 Confidential:** As used in this policy, “confidential” means the document is a “private record” under Utah Code §63G-2-302. As a private record, any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).

### R209-4 Policy

**4.1 Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure and every four years thereafter. The comprehensive evaluations shall occur in the spring in lieu of the spring review under R208. The Board or the president may request a comprehensive evaluation at a shorter interval.

**4.2 Guidelines for Evaluation:** The comprehensive evaluation shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

**4.2.1 Objectivity:** Objectivity extends to the criteria to be assessed, the use of verifiable data wherever possible, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

**4.2.2 Clearly-defined criteria that relate to the institution’s missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria

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<sup>1</sup> Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009, April 1, 2010, March 29, 2013, March 28, 2014 and February 9, 2018.

shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

**4.2.3 Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance or is directly impacted by the president's performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them sufficient interaction with the president to make meaningful judgments.

**4.2.4 Well-planned schedule of implementation:** The evaluation committee shall establish a reasonable timetable for evaluation to provide an adequate period for collecting data, interviews, review, and feedback.

**4.2.5 Opportunity for response and self-assessment:** Each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

## R209-5. Procedures

### 5.1. Evaluation Committee

**5.1.1. Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an evaluation consultant. The Chair of the Board of Higher Education shall appoint the evaluation committee members upon the recommendation of the Commissioner.

**5.1.2. Evaluation Consultant/Chair of Evaluation Committee:** The evaluation consultant shall chair the evaluation committee and shall have extensive experience in higher education and evaluating executive performance. The Commissioner of Higher Education shall select and retain the services of a qualified evaluation consultant or consultants as needed.

**5.1.3. Appointment of Evaluation Committee:** The Chair of the Board of Higher Education, in consultation with the president and the Commissioner, shall appoint the evaluation consultant and the other members of the evaluation committee.

### 5.2. Evaluation Planning

**5.2.1. Planning Meeting:** In advance of the evaluation, the evaluation committee chair, the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

**5.2.2. Selection of Interviewees:** The evaluation committee shall submit a list of potential Interviewees for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Higher Education (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had sufficient interaction with or are directly impacted by the president's performance as to make meaningful judgments.

**5.2.3. Preparation for Interviews:** Prior to conducting confidential interviews, the evaluation committee shall meet with the president and his or her resource and review team for the purpose of reviewing strategic plans, goals, objectives, relevant policies, major challenges, successes and shall review the resource and review team's prior evaluation reports. ~~The Commissioner's staff will assist and support the committee by providing data, guidance or other information necessary to a comprehensive evaluation.~~

[5.2.3.1 The Commissioner's staff will assist and support the committee by providing data and guidance, including the annual demographic data assessing an institution's progress toward a diverse, representative workforce under R805.](#)

**5.2.4. Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.4. of this policy as well as the

presidential charge received from the Chair of the Board of Higher Education at the beginning of his/her presidency. The self-report shall be submitted to the to the evaluation committee.

### **5.3 Evaluation Process**

**5.3.1 Confidentiality:** Participants in the evaluation process shall maintain confidentiality. The evaluation committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Board and the president.

**5.3.2 Required Interviews:** The evaluation committee should interview a broad range of vice presidents, deans, academic and administrative department heads, faculty, students, community leaders, alumni, and local and state government leaders. The evaluation committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Higher Education. The committee may solicit written comments about the president's performance from various internal and external constituencies.

**5.3.3 Exit Meeting:** Prior to the end of the campus evaluation visit, the evaluation committee will meet with the president to review the preliminary results and to follow up on any questions that may remain.

**5.4 Evaluation Criteria:** The evaluation committee shall use the following criteria to evaluate the president's performance.

#### **5.4.1 Vision, Mission, Strategic Planning and Goals**

**5.4.1.1** The president has established a clear vision for the institution in line with its statutory mission and understands his or her role in implementing that vision.

**5.4.1.2** The president has established long-range and short-range strategic goals around the mission and vision. The president has established baseline measurements for the strategic goals and is tracking measurable outcomes to assess the institution's progress toward achieving those goals.

**5.4.1.3** The president has established strategies, tactics, benchmarks and timelines to accomplish the strategic goals, and has effectively delegated responsibility for those goals.

**5.4.1.4** The president has clearly and effectively communicated the strategic plan and its goals to the campus community and has kept the community informed about the institution's progress made toward those goals. The campus community understands the strategic plan for the institution and recognizes how it will help the president achieve his or her vision for the institution.

#### **5.4.2 Institutional Fiscal Health**

**5.4.2.1.** The president demonstrates sound oversight over the institution's fiscal health, including setting budgetary priorities encourage efficient and effective use of resources.

**5.4.2.2.** The president establishes priorities for fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

**5.4.2.3.** The president evaluates fiscal and budgetary matters as often and rigorously as is necessary to properly oversee his or her budget and finance officer's performance.

#### **5.4.3. Academic/Instructional Leadership and Planning**

**5.4.3.1.** The president's strategic planning, priorities and goals supports the critical role of scholarship, intellectual diversity and academic freedom.

**5.4.3.2.** In overseeing the institution's academic/instructional mission, the president has appropriately prioritized teaching quality and focused on students and curriculum.

**5.4.3.3.** The president has directed his or her academic staff to maintain an effective academic program review procedure designed to serve as a basis for allocating staff, evaluating the quality of instruction, and implementing the institution’s strategic goals.

**5.4.3.4.** The president has fostered collaboration with businesses, industries and government to identify workforce needs and adjusted program offerings to support workforce needs.

**5.4.3.5.** In addition to the criteria listed in this section, the resource and review team, in consultation with the president, will establish review criteria that is specific to the institution’s specific mission and role, such as research, teaching, outreach, public engagement or career technical education.

#### **5.4.4 Personnel**

**5.4.4.1** The president’s leadership fosters a positive work environment for faculty and staff.

**5.4.4.2** The president holds his executive team members and direct reports accountable for their performance and takes corrective action when necessary to further enhance the institution’s effectiveness.

**5.4.4.3** The president seeks the counsel of his or her executive team and ensures they are focused on the institution’s strategic priorities.

**5.4.4.4** The president effectively determines those issues which are the proper responsibility of his or her executive team and those which require the action of the chief executive officer, and appropriately delegates responsibility.

**5.4.4.5** [The president adopts strategies that foster a diverse, representative, and equitably compensated workforce across all levels of faculty and staff, and provide students with an educational experience rooted in diverse perspectives, experiences and backgrounds in accordance with R805.](#)

#### **5.4.5. Decision Making and Problem Solving**

**5.4.5.1.** The president demonstrates a willingness to assume responsibility for his or her decisions and endeavors to fully understand issues prior to making a decision.

**5.4.5.2.** The president shows an ability to identify potential areas of conflict and proactively find solutions before the problem escalates.

**5.4.5.3.** The president demonstrates an understanding of how the interrelated nature of budgeting, curriculum, social and political realities, group interests and pressures, laws and regulations impact the management of the institution.

**5.4.5.4.** The president initiates new ideas and embraces change when necessary to meet the institution’s strategic goals and vision. The president seeks to obtain support from stakeholders and sees new ideas to completion.

#### **5.4.6. External Relations and Fundraising**

**5.4.6.1.** The president establishes positive relationships with the community in which the institution is located.

**5.4.6.2.** The president oversees and encourages a robust alumni program.

**5.4.6.3.** The president oversees a fundraising/development program that has clear goals and strategies. The president actively cultivates relationships with donors, effectively promotes the institution’s vision, and shows successful fundraising efforts.

**5.4.6.4.** The president collaborates with the other presidents in the system.

**5.4.6.5.** The president successfully navigates relationships with legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution. The president shows strong understanding of the political environment's impact on the institution and is able to properly adjust strategies in the face of those realities.

#### **5.4.7. Relationship to the Institutional Board of Trustees and to the Board of Higher Education**

**5.4.7.1.** The president provides professional leadership for the Board of Trustees or, in the case of the Commissioner, for the Board of Higher Education and to present candid judgments on matters affecting the institution.

**5.4.7.2.** The president has presented a strategic plan and vision for the Trustees to review and approve. The president regularly updates the Trustees and Board of Higher Education about the institution's progress towards its strategic goals and seeks counsel or assistance when issues arise that may prevent the institution from reaching a goal.

**5.4.7.3.** When serious challenges for the institution arise, the president engages the Trustees and the Board of Higher Education appropriately and recommends the best course of action.

**5.4.7.4.** The president successfully oversees the day-to-day operations and is able to carry out duties which have been or may be delegated or assigned by the Board of Higher Education or the Board of Trustees.

#### **5.4.8. Student Engagement**

**5.4.8.1.** The president establishes expectations and goals for his student services staff that encourages student success and well-being, including issues of retention, graduation rates, affordability, safety and mental health, and career and academic counseling.

**5.4.8.2.** The president prioritizes and fosters a vibrant, challenging and positive learning environment for the institution's students.

### **5.5. Evaluation Report**

**5.5.1. Report Content:** The evaluation committee chair shall compile information gathered during the course of the evaluation in a confidential, written report, documenting the president's strengths and areas for future focus and improvement.

**5.5.2. Opportunity for Response:** The chair will submit the final report to the to the president for an opportunity to prepare a written response to the report.

**5.5.3. Review by Board Officers:** The chair shall send the final report and the president's response and self-evaluation to the Commissioner the Chair and Vice Chair of the Board of Higher Education.

**5.5.4. Review by Board of Higher Education:** As soon as practical, the president will meet with the Commissioner, the Chair and Vice-Chair of the Board of Higher Education and the Chair and Vice-Chair of the Board of Trustees to review the findings and recommendations.

**5.5.5. Recommendations to Board of Higher Education:** At the conclusion of the evaluation process, the Chair of the Board of Higher Education may recommend actions to the Board.

**5.5.6. Retention of Report in Personnel File:** A copy of the evaluation report, together with a copy of the president's self-evaluation and response to the report, will be retained as a confidential record in the president's personnel file.

**5.5.7. Confidentiality of Report:** The evaluation report, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

### **5.6. Application of Evaluation Procedures to Commissioner**

**5.6.1. General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents, with adjustments to ensure the process is objective.

## R209, Evaluation of Presidents<sup>1</sup>

**R209-1 Purpose:** The purpose of this policy is to establish procedures for the comprehensive performance evaluation each president in the Utah System of Higher Education. The comprehensive evaluation process will reflect the full scope of the president’s duties, general institutional oversight, and provide meaningful, substantive feedback from key constituents, regarding the president’s efforts and areas of strength as well as the areas that need improvement.

### R-209-2 References

- 2.1 Utah Code §53B-2-102 (Board to Appoint President of Each Institution)
- 2.2 Board Policy R120, Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3 Board Policy R208, Resource and Review Teams
- 2.4 Board Policy R805, Gender, Race, and Ethnicity Representation within the Utah System of Higher Education Workforce

### R209-3 Definitions

- 3.1 **Commissioner of Higher Education:** For purposes of this policy, the Commissioner is subject to the same evaluation requirements and criteria where applicable.
- 3.2 **Confidential:** As used in this policy, “confidential” means the document is a “private record” under Utah Code §63G-2-302. As a private record, any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).

### R209-4 Policy

- 4.1 **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure and every four years thereafter. The comprehensive evaluations shall occur in the spring in lieu of the spring review under R208. The Board or the president may request a comprehensive evaluation at a shorter interval.
- 4.2 **Guidelines for Evaluation:** The comprehensive evaluation shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:
  - 4.2.1 **Objectivity:** Objectivity extends to the criteria to be assessed, the use of verifiable data wherever possible, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.
  - 4.2.2 **Clearly-defined criteria that relate to the institution’s missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria

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<sup>1</sup> Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009, April 1, 2010, March 29, 2013, March 28, 2014 and February 9, 2018.

shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

**4.2.3 Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance or is directly impacted by the president's performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them sufficient interaction with the president to make meaningful judgments.

**4.2.4 Well-planned schedule of implementation:** The evaluation committee shall establish a reasonable timetable for evaluation to provide an adequate period for collecting data, interviews, review, and feedback.

**4.2.5 Opportunity for response and self-assessment:** Each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

## **R209-5. Procedures**

### **5.1. Evaluation Committee**

**5.1.1. Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an evaluation consultant. The Chair of the Board of Higher Education shall appoint the evaluation committee members upon the recommendation of the Commissioner.

**5.1.2. Evaluation Consultant/Chair of Evaluation Committee:** The evaluation consultant shall chair the evaluation committee and shall have extensive experience in higher education and evaluating executive performance. The Commissioner of Higher Education shall select and retain the services of a qualified evaluation consultant or consultants as needed.

**5.1.3. Appointment of Evaluation Committee:** The Chair of the Board of Higher Education, in consultation with the president and the Commissioner, shall appoint the evaluation consultant and the other members of the evaluation committee.

### **5.2. Evaluation Planning**

**5.2.1. Planning Meeting:** In advance of the evaluation, the evaluation committee chair, the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

**5.2.2. Selection of Interviewees:** The evaluation committee shall submit a list of potential Interviewees for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Higher Education (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had sufficient interaction with or are directly impacted by the president's performance as to make meaningful judgments.

**5.2.3. Preparation for Interviews:** Prior to conducting confidential interviews, the evaluation committee shall meet with the president and his or her resource and review team for the purpose of reviewing strategic plans, goals, objectives, relevant policies, major challenges, successes and shall review the resource and review team's prior evaluation reports.

5.2.3.1 The Commissioner's staff will assist and support the committee by providing data and guidance, including the annual demographic data assessing an institution's progress toward a diverse, representative workforce under R805.

**5.2.4. Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.4. of this policy as well as the presidential charge received from the Chair of the Board of Higher Education at the



beginning of his/her presidency. The self-report shall be submitted to the to the evaluation committee.

### **5.3 Evaluation Process**

**5.3.1 Confidentiality:** Participants in the evaluation process shall maintain confidentiality. The evaluation committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Board and the president.

**5.3.2 Required Interviews:** The evaluation committee should interview a broad range of vice presidents, deans, academic and administrative department heads, faculty, students, community leaders, alumni, and local and state government leaders. The evaluation committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Higher Education. The committee may solicit written comments about the president's performance from various internal and external constituencies.

**5.3.3 Exit Meeting:** Prior to the end of the campus evaluation visit, the evaluation committee will meet with the president to review the preliminary results and to follow up on any questions that may remain.

**5.4 Evaluation Criteria:** The evaluation committee shall use the following criteria to evaluate the president's performance.

#### **5.4.1 Vision, Mission, Strategic Planning and Goals**

**5.4.1.1** The president has established a clear vision for the institution in line with its statutory mission and understands his or her role in implementing that vision.

**5.4.1.2** The president has established long-range and short-range strategic goals around the mission and vision. The president has established baseline measurements for the strategic goals and is tracking measurable outcomes to assess the institution's progress toward achieving those goals.

**5.4.1.3** The president has established strategies, tactics, benchmarks and timelines to accomplish the strategic goals, and has effectively delegated responsibility for those goals.

**5.4.1.4** The president has clearly and effectively communicated the strategic plan and its goals to the campus community and has kept the community informed about the institution's progress made toward those goals. The campus community understands the strategic plan for the institution and recognizes how it will help the president achieve his or her vision for the institution.

#### **5.4.2 Institutional Fiscal Health**

**5.4.2.1.** The president demonstrates sound oversight over the institution's fiscal health, including setting budgetary priorities encourage efficient and effective use of resources.

**5.4.2.2.** The president establishes priorities for fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

**5.4.2.3.** The president evaluates fiscal and budgetary matters as often and rigorously as is necessary to properly oversee his or her budget and finance officer's performance.

#### **5.4.3. Academic/Instructional Leadership and Planning**

**5.4.3.1.** The president's strategic planning, priorities and goals supports the critical role of scholarship, intellectual diversity and academic freedom.

**5.4.3.2.** In overseeing the institution's academic/instructional mission, the president has appropriately prioritized teaching quality and focused on students and curriculum.

**5.4.3.3.** The president has directed his or her academic staff to maintain an effective academic program review procedure designed to serve as a basis for allocating staff, evaluating the quality of instruction, and implementing the institution's strategic goals.

**5.4.3.4.** The president has fostered collaboration with businesses, industries and government to identify workforce needs and adjusted program offerings to support workforce needs.

**5.4.3.5.** In addition to the criteria listed in this section, the resource and review team, in consultation with the president, will establish review criteria that is specific to the institution's specific mission and role, such as research, teaching, outreach, public engagement or career technical education.

#### **5.4.4 Personnel**

**5.4.4.1** The president's leadership fosters a positive work environment for faculty and staff.

**5.4.4.2** The president holds his executive team members and direct reports accountable for their performance and takes corrective action when necessary to further enhance the institution's effectiveness.

**5.4.4.3** The president seeks the counsel of his or her executive team and ensures they are focused on the institution's strategic priorities.

**5.4.4.4** The president effectively determines those issues which are the proper responsibility of his or her executive team and those which require the action of the chief executive officer, and appropriately delegates responsibility.

**5.4.4.5** The president adopts strategies that foster a diverse, representative, and equitably compensated workforce across all levels of faculty and staff, and provide students with an educational experience rooted in diverse perspectives, experiences and backgrounds in accordance with R805.

#### **5.4.5. Decision Making and Problem Solving**

**5.4.5.1.** The president demonstrates a willingness to assume responsibility for his or her decisions and endeavors to fully understand issues prior to making a decision.

**5.4.5.2.** The president shows an ability to identify potential areas of conflict and proactively find solutions before the problem escalates.

**5.4.5.3.** The president demonstrates an understanding of how the interrelated nature of budgeting, curriculum, social and political realities, group interests and pressures, laws and regulations impact the management of the institution.

**5.4.5.4.** The president initiates new ideas and embraces change when necessary to meet the institution's strategic goals and vision. The president seeks to obtain support from stakeholders and sees new ideas to completion.

#### **5.4.6. External Relations and Fundraising**

**5.4.6.1.** The president establishes positive relationships with the community in which the institution is located.

**5.4.6.2.** The president oversees and encourages a robust alumni program.

**5.4.6.3.** The president oversees a fundraising/development program that has clear goals and strategies. The president actively cultivates relationships with donors, effectively promotes the institution's vision, and shows successful fundraising efforts.

**5.4.6.4.** The president collaborates with the other presidents in the system.

**5.4.6.5.** The president successfully navigates relationships with legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution. The president shows strong understanding of the political environment's impact on the institution and is able to properly adjust strategies in the face of those realities.

#### **5.4.7. Relationship to the Institutional Board of Trustees and to the Board of Higher Education**

**5.4.7.1.** The president provides professional leadership for the Board of Trustees or, in the case of the Commissioner, for the Board of Higher Education and to present candid judgments on matters affecting the institution.

**5.4.7.2.** The president has presented a strategic plan and vision for the Trustees to review and approve. The president regularly updates the Trustees and Board of Higher Education about the institution's progress towards its strategic goals and seeks counsel or assistance when issues arise that may prevent the institution from reaching a goal.

**5.4.7.3.** When serious challenges for the institution arise, the president engages the Trustees and the Board of Higher Education appropriately and recommends the best course of action.

**5.4.7.4.** The president successfully oversees the day-to-day operations and is able to carry out duties which have been or may be delegated or assigned by the Board of Higher Education or the Board of Trustees.

#### **5.4.8. Student Engagement**

**5.4.8.1.** The president establishes expectations and goals for his student services staff that encourages student success and well-being, including issues of retention, graduation rates, affordability, safety and mental health, and career and academic counseling.

**5.4.8.2.** The president prioritizes and fosters a vibrant, challenging and positive learning environment for the institution's students.

### **5.5. Evaluation Report**

**5.5.1. Report Content:** The evaluation committee chair shall compile information gathered during the course of the evaluation in a confidential, written report, documenting the president's strengths and areas for future focus and improvement.

**5.5.2. Opportunity for Response:** The chair will submit the final report to the to the president for an opportunity to prepare a written response to the report.

**5.5.3. Review by Board Officers:** The chair shall send the final report and the president's response and self-evaluation to the Commissioner the Chair and Vice Chair of the Board of Higher Education.

**5.5.4. Review by Board of Higher Education:** As soon as practical, the president will meet with the Commissioner, the Chair and Vice-Chair of the Board of Higher Education and the Chair and Vice-Chair of the Board of Trustees to review the findings and recommendations.

**5.5.5. Recommendations to Board of Higher Education:** At the conclusion of the evaluation process, the Chair of the Board of Higher Education may recommend actions to the Board.

**5.5.6. Retention of Report in Personnel File:** A copy of the evaluation report, together with a copy of the president's self-evaluation and response to the report, will be retained as a confidential record in the president's personnel file.

**5.5.7. Confidentiality of Report:** The evaluation report, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

### **5.6. Application of Evaluation Procedures to Commissioner**

**5.6.1. General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents, with adjustments to ensure the process is objective.



November 19, 2021

## General Consent Calendar

### A. MINUTES

1. Minutes of the Board Meetings – (Attachment)
2. 2022-23 Board Meeting Schedule – (Attachment)

### B. UHEAA

1. UHEAA Board Membership – (Attachment)

### C. FINANCE AND FACILITIES

1. SLCC Non-traditional arrangement – (Attachment)
2. Policy R207 Revision – (Attachment)
3. Policy R557 Revision – (Attachment)
4. Policy R558 Revision – (Attachment)
5. Appointment of Institution Audit Committee Members – (Attachment)

### D. TECHNICAL EDUCATION

1. Transition of Clock-Hour to Credit-Hour Programs – (Attachment)
2. Custom Fit Report – (Attachment)

### E. STUDENT AFFAIRS

1. Policy R582 Revision – (Attachment)
2. Policy R120 Revision – (Attachment)

### F. ACADEMIC EDUCATION

#### 1. PROGRAM NOTIFICATIONS

##### **ACTION:**

##### **Specialized Accreditation Report:**

1. Utah State University – Bachelor of Science in Forest Ecology and Management
2. Utah State University – Department of Theatre

##### **3-Year Report:**

3. Utah State University – Master of Science in Aviation Science
4. Utah State University – Bachelor of Science in Technology Systems
5. Utah State University – Master of Data Analytics

6. Utah State University – Accelerated Bachelor/Master of Landscape Architecture
7. Utah State University – Doctorate in Landscape Architecture and Environmental Planning

**7-Year Report:**

8. Utah State University – Department of Applied Sciences, Technology and Education
9. Utah State University – Department of Instructional Technology and Learning Sciences
10. Utah State University – Department of Special Education and Rehabilitation
11. Utah State University – Department of Political Science
12. Utah State University – Department of Watershed Sciences
13. University of Utah – Doctorate in Nursing
14. University of Utah – Gerontology Interdisciplinary Program

**INFORMATION:**

**New Program:**

15. Utah Valley University – Master of Science in Clinical Mental Health Counseling
16. Southern Utah University – Bachelor of Arts/Bachelor of Sciences in Aviation Administration and Leadership
17. Southern Utah University – Bachelor of Social Work
18. Utah State University – Associate of Arts in Art
19. Utah State University – Associate of Arts in Theatre
20. Utah State University – Master of Sciences in Engineering Education
21. Utah State University – Accelerated Bachelor in Landscape Architecture + Master of Science in Environmental Planning
22. Utah State University – Master of Financial Economics
23. Utah State University – Bachelor of Arts/Bachelor of Sciences in Data Analytics
24. Utah State University – Master of Ecological Restoration
25. Utah Valley University – Associate of Applied Sciences in Entertainment Design
26. Utah Valley University – Bachelor of Fine Arts in Entertainment Design
27. Utah Valley University – Bachelor of Applied Sciences in Transportation Technologies
28. Utah Valley University – Bachelor of Sciences in International Business

**NOTICE:**

**New Program:**

29. Utah Valley University – Certificate of Proficiency in Data Analytics and Decision Making
30. Southern Utah University – Minor in Special Education
31. University of Utah – Minor in Business Analytics

**New Emphasis:**

32. University of Utah – Master of Science in Clinical Investigation – Global Health Innovation and Technology Emphasis
33. Utah Valley University – Master of Education – School Counseling Emphasis

**Name Change:**

34. Southern Utah University – Nursing – Licensed Practical Nursing (LPN) Emphasis to BSN to Nursing – Health Professionals to BSN Emphasis

**New Center:**

35. University of Utah – Center for Reproductive and Sexual Health Access, Science, Coverage, Equity, Innovation and Training

**New Admin Unit:**

36. University of Utah – Department of Physical Medicine and Rehabilitation

**G. GRANT PROPOSALS**

1. University of Utah – DOD Defense Advanced Research Projects Agency; “DARPA COSYF”; \$3,300,930. Principal Investigator, Kim Hanseup.
2. University of Utah – NIH National Institute on Aging; “R01 Geriatric MTBE”; \$3,607,509. Principal Investigator, Peter C Fino.
3. University of Utah – Army Medical Research Acquisition Activity; “DODIIRA-LANDS Cycle Diabetes”; \$2,440,000. Principal Investigator, Katsuhiko Funai.
4. University of Utah – DOE Advanced Research Projects Agency-Energy; “Ironmaking-Open2021”; \$2,843,346. Principal Investigator, Hong Yong Sohn.
5. University of Utah – National Institutes of Health; “R01: Malone, Dan”; \$3,806,801. Principal Investigator, Daniel Malone.
6. University of Utah – NIH National Institute on Drug Abuse; “R01 Illudalogs in Addiction”; \$2,407,179. Principal Investigator, Amy M Barrios.
7. University of Utah – Washington University in St Louis; “ULRICH\_ROUND\_WU\_SUB”; \$3,896,913. Principal Investigator, Cornelia Ulrich.
8. University of Utah – NIH National Cancer Institute; “ULRICH\_ADIPOSETISSUE\_R01”; \$3,877,942. Principal Investigator, Cornelia Ulrich.
9. University of Utah – DHHS Health Resources & Services Admn; “Locke HRSA Oct2021”; \$2,955,997. Principal Investigator Amy Beth Locke.
10. University of Utah – DHHS National Institutes of Health; “R01 Dopamine Signaling”; \$2,864,694. Principal Investigator, Adrian Rothenfluh.
11. University of Utah – NIH Office of the Director; “Young\_DP2\_08.20.2021”; \$2,287,500. Principal Investigator, Martin McMahon.
12. University of Utah – DHHS National Institutes of Health; “R01\_Cardiac Recovery\_Sachse”; \$2,165,475. Principal Investigator, Frank Sachse.
13. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “Extinguish”; \$21,631,421. Principal Investigator, Stacey Lynn Clardy.
14. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “R35-ATAXIN-2 Complex Proteins”; \$7,442,000. Principal Investigator, Stefan Mattias Pulst.
15. University of Utah – DHHS National Institutes of Health; “Shepherd DP1”; \$5,337,500. Principal Investigator, Jason Dennis Shepherd.
16. University of Utah – NIH National Human Genome Research Inst; “Marth Calypso 2021”; \$4,594,777. Principal Investigator, Gabor T Marth.
17. University of Utah – NIH National Cancer Institute; “Marth U24 2021”; \$4,582,546. Principal Investigator, Gabor T Marth.
18. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “KUH U2C”; \$4,578,723. Principal Investigator, Elizabeth A Leibold.

19. University of Utah – NIH Natl Inst Biomedical Imaging & Bioeng; “Marth RO1 June 21, 2021”; \$3,798,292. Principal Investigator, Gabor T Marth.
20. University of Utah – University of Kansas; “VCC for Hypertension Control”; \$3,525,623. Principal Investigator, Srinivasan Beddhu.
21. University of Utah – DHHS National Institutes of Health; “PA-20-85 IM Hanley 9.7.21”; \$3,429,015. Principal Investigator, Timothy Hanley.
22. University of Utah – DHHS National Institutes of Health; “Park RO1RESUB AEROSL July 2021”; \$3,005,906. Principal Investigator, Albert H Park.
23. University of Utah – DHHS National Institutes of Health; “Marth RO1 C Resub July 2021”; \$2,975,390. Principal Investigator, Gabor T Marth.
24. University of Utah – DHHS Substance Abuse & Mental Health Svc Adm; “Samsha MAT-PDOA”; \$2,622,856. Principal Investigator, Adam Joseph Gordon.
25. University of Utah – NIH Natl Int Arthrit Muscoskel Skin Dis; “Kinematics of Amputation NIH”; \$2,592,500. Principal Investigator, Heath Byron Henninger.
26. Utah State University – Utah Governor’s Office of Economic Development; UIRA-Utah MEP Appropriation through GOED”; \$14,000,019. Principal Investigator, Stephen S Reed.
27. Utah State University – US Dept of Energy – Nuclear Energy University Programs; “Nuclear Science and Engineering Fellowship and Scholarship Support”; \$3,000,000. Principal Investigator, Ryan B Berke.
28. Utah State University – US National Science Foundation; “Utah STEM Master Educator Innovation”; \$2,999,987. Principal Investigator, Colby Tofel-Grehl.
29. Utah State University - Republic of Korea Global Hawk Tasking, Collection, Processing, Exploitation, and Dissemination Sustainment;” This performance-based work statement (PWS) describes the services required to support the Republic of Korea Air Force (ROKAF) Global Hawk (GH) Unmanned Aircraft System Tasking, Collection, Processing, Exploitation, and Dissemination (TCPED). The ROKAF GH TCPED capability is a scaled down version of the United States Air Force Distributed Common Ground System (DCGS). The TCPED system shall perform the following services: Coordinate with the ROKAF GH Ground Control Element (GCE) for information collection, process collected data, store processed and unprocessed collected Geospatial Intelligence (GEOINT) data, exploit/analyze the processed GEOINT data to produce intelligence reports, disseminate both processed/unprocessed data, intelligence reports, and provide situational awareness data. The TCPED service responsibilities required include system maintenance, administration, and management for support of ground system maintenance while conducting missions, and associated IT Operations administrative and operational support requirements) for the Command and Control, Intelligence, Surveillance, and Reconnaissance (C2ISR) Enterprise.”; \$35,221,295. Principal Investigator, Kyle Palmer.
30. Utah State University – RIFT – Niagara; “The Space Dynamics Laboratory will continue providing support and maintenance of the SmallSat Agile Transmit and Receive Network (SATRN)”; \$2,347,620. Principal Investigator, Nate Farnsworth.
31. Utah State University – Booz Allen Hamilton Research; “Space Dynamics Laboratory (SDL) will provide technical and/or scientific expertise and support to Booz Allen Hamiltons contract with the National Geospatial-Intelligence Agency (NGA) Research Directorate”; \$3,000,000. Principal Investigator, Rex Nethercott.
32. Utah State University – Utah System of Higher Education; “Stackable Credentials in Data Science at Utah State University; “\$2,245,164. Principal Investigator, John R Stevens.
33. Utah State University – US National Aeronautics & Space Administration; “Plasma Density Diagnostics Probes for Geomagnetic Storm Effects on the Ionospher”; \$16,48,759. Principal Investigator, Charles M Swenson.
34. Utah State University – NASA Goddard Space Flight Center; “The Space Dynamics Laboratory will provide all labor, materials, facilities, service, equipment, analyses and management activities necessary to procure parts and materials, assemble and test, and



- deliver the Capture Containment Module (CCM) camera system”; \$14,952,460. Principal Investigator, Roger Ellis.
35. Utah State University- Missile Defense Agency; “The Space Dynamics Laboratory shall provide Subject Matter Expertise (SME) and analytical services to support the Missile Defense Agency (MDA)/CR. Key support areas include systems engineering and technical assessments of missile defense programs, architectures, and technologies”; \$6,628,733. Principal Investigator, Jim Marshall.
  36. Utah State University – Missile Defense Agency; “The Space Dynamics Laboratory (SDL) will provide subject matter expertise to the Missile Defense Agency’s Space Systems (MDA/SS) programs”; \$4,414,048. Principal Investigator, Jim Marshall.
  37. Utah State University – Missile Defense; “The Space Dynamics Laboratory (SDL) will continue to perform in its capacity as a University Affiliated Research Center (UARC) for the Department of Defense (DoD)/Missile Defense Agency (MDA) for core research, development, and engineering capabilities, across the full range of SDLs UARC core competencies. Specifically, this includes work related to state-of-the-art and proof-of-concept sensor systems for airborne and space-based platforms, investigation of new sensor systems, modeling, simulation and analysis, rapid prototyping, experiments, proof-of-concept demonstrations, small satellite missions, and participation in the early phases of future DoD technology initiatives, including basic research”; \$3,000,000. Principal Investigator, Scott Conner.
  38. 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”; \$32,820,649. Principal Investigator, Shane Jenkins.
  39. Utah State University – Misc Federal Sponsors; “Cubesat Mission”; \$15,147,315. Principal Investigator, Jim Perry.
  40. Utah Valley University – Institute of Education Science; “Cognition and Student Learning”; \$1,254,000. Principal Investigator, Anton Tolman.
  41. Utah Valley University – Utah System of Higher Education; “An Automated Drone-based System with AI Training for Online Condition Monitoring, Fault Diagnosis and Reliability Prediction of Wind Turbine Blades”; \$1,071,405. Principal Investigator, Mohammad Shekaramiz.

## H. AWARDS

1. University of Utah – US Agency for International Development; “USAID Pakistan Hessa”; \$8,000,001. Principal Investigator, Michael Ernest Barber.
2. University of Utah – National Science Foundation; “CSOE”; \$4,000,000. Principal Investigator, Shelley D Minter.
3. University of Utah – DHHS Centers for Disease Control & Prev; “Shepherd A015 Data Streams”; \$4,916,756. Principal Investigator, Matthew H Samore.
4. University of Utah – NIH Natl Ctr for Advancing Transl Scnces; “Dean U24 NCATS Sept 2015”; \$3,488,938. Principal Investigator, J Michael Dean.
5. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “Extinguish”; \$3,004,381. Principal Investigator, Stacey Lynn Clardy.
6. Utah State University – US National Science Foundation; “NSF Engineering Research Center for Advancing Sustainability through Powered Infrastructure for Roadway Electrification”; \$4,988,219. Principal Investigator, Regan Zane.
7. Utah State University – UT Governor’s Office of Economic Development; “UIRA-Utah MEP Appropriation through GOED”; \$14,000,000. Principal Investigator, Stephen S Reed.

8. Utah State University – Lockheed Martin Space Systems; “Diamondback”; \$3,550,720. Principal Investigator, Amy Secrist.
9. Utah State University – Naval Research Lab; “Dark Swarm in Degraded Environments”; \$3,861,411. Principal Investigator, Brad Petersen.
10. Utah State University – National Institute of Food and Agriculture; “Using Smart Foodscapes to Enhance the Sustainability of Western Rangelands”; \$6,800,000. Principal Investigator, Juan J Villalba.
11. Utah State University – US National Aeronautics & Space Administration; “Active Cooling for Methane Earth Sensors”; \$3,799,828. Principal Investigator, Charles M Swenson.
12. Utah State University – University of California at Berkeley; “Global Lyman Alpha Imagers of the Dynamic Exosphere – Heliophysics”; \$2,113,959. Principal Investigator, Bennet Keller.
13. Utah State University – Misc Federal Sponsors; “Yellowstone”; \$4,832,819. Principal Investigator, Jim Perry.
14. Utah Valley University – Department of Education; “TRIO Talent Search Program”; \$1,386,875. Principal Investigator, Michael Campbell.



**Utah System of Higher Education  
Virtual Meeting  
Thursday, September 16, 2021**

**COMMITTEE OF THE WHOLE  
MINUTES**

**Board Members Present**

Harris H. Simmons, chair  
Aaron Osmond, vice chair  
Nina R. Barnes, vice chair  
Jessellie B. Anderson  
Mike Angus  
Jera L. Bailey  
Stacey K. Bettridge  
Lisa Michele Church  
Wilford Clyde  
Sanchaita Datta  
Alan Hall  
Crystal Maggelet  
Tanner Marcum  
Arthur E. Newell  
Shawn Newell  
Scott Theurer

**Board Members Absent**

Patricia Jones  
Valirie Serawop

**Office of the Commissioner**

Dave R. Woolstenhulme, Commissioner of Higher Education  
Geoffrey Landward, Deputy Commissioner and General Counsel  
Rich Amon, Chief Financial Officer  
Trisha Dugovic, Director of Communication  
Malin Francis, Director of Facilities & Planning  
Brynn Fronk, Executive Assistant to the Utah Board of Higher Education  
Jared Haines, Senior Advisor for Technical Education  
Melanie Heath, Assistant Commissioner of Strategic Initiatives  
Malissa Jones, Office Manager  
Carrie Mayne, Chief Economist  
Loreen Olney, Administrative Assistant  
Kim Ziebarth, Associate Commissioner of Technical Education

**Institutional Presidents Present**

Chad Campbell, Bridgerland Technical College  
Richard B. Williams, Dixie State University  
Clay Christensen, Mountainland Technical College  
Mindy Benson, Southern Utah University  
Paul Hacking, Tooele Technical College  
Astrid S. Tuminez, Utah Valley University  
Taylor Randall, University of Utah

Darin Brush, Davis Technical College  
Kelle Stephens, Dixie Technical College  
Brad J. Cook, Snow College  
Brennan Wood, Southwest Technical College  
Aaron Weight, Uintah Basin Technical College  
Noelle Cockett, Utah State University  
Brad L. Mortensen, Weber State University

## Other Guests

Carson Howell, Vice President of Finances and Administrative Services, Snow College  
Robin Burr, Chief Facilities Officer, University of Utah  
Mark Halverson, Associate Vice President for Facilities and Campus Planning, Weber State University  
Richard Brown, Dean, College of Engineering, University of Utah  
Paul Morris, Vice President of Administrative Affairs, Dixie State University  
Holly Peterson, Vice President of Instruction, Mountainland Technical College  
Aaron Peterson, Board of Trustees Chair, Tooele Technical College

Chair Simmons called the meeting to order at 12:00 p.m.

## Committee of the Whole

### *Instructions for Capital Scoring (TAB A)*

Rich Amon gave introductory comments and instructions for capital scoring to the Board. This was an information item only; no action was taken.

### ***Degree Granting Institutions Presentations***

Presentations from the following degree granting institutions:

1. Utah Valley University – President Astrid Tuminez
2. Snow College – President Brad Cook
3. Utah State University – President Noelle Cockett
4. Southern Utah University – President Mindy Benson
5. University of Utah – President Taylor Randall and Richard Brown
6. Weber State University – President Brad Mortensen
7. Dixie State University – President Richard Williams

### *Finance and Facilities Committee Capital Tour Observations*

Board members Clyde, Angus, and Anderson shared observations from the Finance and Facilities Committee tours of the projects. Vice chair Barnes and Board member Bailey asked the Board to remember the students in rural Utah as they consider the asks. This was an information item only; no action was taken.

### *Board Scoring, Tabulation and Discussion*

Rich Amon explained the process of Board scoring and tabulation. This was a discussion item only; no action was taken.

### *Board Final Prioritization and Recommendations for Degree-Granting*

Rich Amon revealed the results of the scoring. Some Board members expressed concern that the weight of the Board criteria does not equal or exceed the criteria of the staff ranking. The Board agreed to revisit the scoring process in a future meeting for next year. **Board member Church made a motion to approve the following degree-granting capital facility requests as Board recommendations pursuant to the criteria and scoring they were asked to for legislative funding in priority order:**

1. **WSU – David O. McKay Education Building Renovation**
2. **USU – Animal Science Renovation**

3. **UVU – Engineering Building**
4. **DSU – General Classroom Building**
5. **SUU – Music Center Renovation**
6. **Snow – Center for Rural Studies and Community Development**
7. **UU – Interdisciplinary Computing Building**

**Vice chair Osmond seconded the motion with the amendment that the scoring rubric will go forward with the list of projects and the motion passed.**

### *Technical Education Institutions Presentations*

Presentations from the following technical education institutions:

1. Dixie Technical College – President Kelle Stephens
2. Davis Technical College – President Darin Brush
3. Mountainland Technical College – President Clay Christensen
4. Tooele Technical College – President Paul Hacking

### *Finance and Facilities Committee Capital Tour Observations*

Board members Angus and Clyde shared observations from the Finance and Facilities Committee tours of the projects. Vice chair Osmond informed the Board that prior to COVID-19 impacts, these projects had been prioritized with the U Tech Board for their consideration. This was an information item only; no action was taken.

### *Board Scoring, Tabulation and Discussion*

Rich Amon explained the process of Board scoring and tabulation. This was an information item only; no action was taken.

### *Board Final Prioritization and Recommendations for Technical Colleges*

Rich Amon revealed the results of the scoring. Some Board members expressed concern that under the scoring rubric rural institutions are negatively impacted. The Board agreed to revisit the scoring process in a future meeting for next year. **Board member Datta made a motion to approve the following technical college capital facility requests as Board recommendations for legislative funding in priority order:**

1. **Mountainland Technical College – Payson Campus**
2. **Davis Technical College – Campus Renovations/Program Expansion**
3. **Tooele Technical College – Tech Building Expansion**
4. **Dixie Technical College – New Classroom**

**Board member Theurer seconded the motion and the motion passed.**

### *Land Bank Requests Presentation*

A presentation from the following institution:

1. Bridgerland Technical College – President Chad Campbell

### *Board Recommendations for Land Bank Requests*

**Board member Theurer made a motion to approve the following land bank request as a Board recommendation for legislative funding:**

1. **Bridgerland Technical College**

**Board member Clyde seconded the motion and the motion passed.**

*Motion to Adjourn*

**Board member Datta made a motion to adjourn; Board member Arthur Newell seconded the motion and the motion passed.**

The meeting adjourned at 4:45 p.m.

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Geoffrey Landward, Secretary

Date Approved:



**Utah System of Higher Education  
Virtual Meeting  
Friday, September 17, 2021**

**COMMITTEE OF THE WHOLE  
MINUTES**

**Board Members Present**

Harris H. Simmons, chair  
Aaron Osmond, vice chair  
Nina R. Barnes, vice chair  
Jessellie B. Anderson  
Mike Angus  
Jera L. Bailey  
Stacey K. Bettridge  
Lisa Michele Church  
Alan Hall  
Patricia Jones  
Crystal Maggelet  
Tanner Marcum  
Arthur E. Newell  
Shawn Newell  
Scott Theurer

**Board Members Absent**

Wilford Clyde  
Sanchaita Datta  
Valirie Serawop

**Office of the Commissioner**

Dave R. Woolstenhulme, Commissioner of Higher Education  
Rich Amon, Chief Financial Officer  
Trisha Dugovic, Director of Communication  
Brynn Fronk, Executive Assistant to the Utah Board of Higher Education  
Jared Haines, Senior Advisor for Technical Education  
Julie Hartley, Associate Commissioner of Academic Education  
Melanie Heath, Assistant Commissioner of Strategic Initiatives  
Malissa Jones, Office Manager  
Spencer Jenkins, Chief Student Affairs Officer  
Geoffrey Landward, Deputy Commissioner and General Counsel  
Carrie Mayne, Chief Economist  
Will Pierce, Assistant Commissioner of Technical Education  
Scott Wyatt, Senior Executive Director of Online Education

**Institutional Presidents Present**

Chad Campbell, Bridgerland Technical College  
Richard B. Williams, Dixie State University  
Clay Christensen, Mountainland Technical College  
Deneece G. Huftalin, Salt Lake Community College  
Mindy Benson, Southern Utah University  
Paul Hacking, Tooele Technical College  
Astrid S. Tuminez, Utah Valley University

Darin Brush, Davis Technical College  
Kelle Stephens, Dixie Technical College  
Jim Taggart, Ogden-Weber Technical College  
Brad J. Cook, Snow College  
Brennan Wood, Southwest Technical College  
Aaron Weight, Uintah Basin Technical College  
Noelle Cockett, Utah State University  
Brad L. Mortensen, Weber State University

## **Southwest Technical College Board of Trustees**

Beverly Burgess  
Dave Staheli  
Mike Evans  
Darin Gifford  
Garrett Cottam  
Roger Howard

### **Other Guests**

Nouman Kante, Southern Utah University student  
Taylor Deutschlander, Southwest Technical College student  
James Mullenaux, Southwest Technical College Foundation Board Member

Chair Simmons called the meeting to order at 7:30 a.m.

### ***Closed Session***

**Board member Jones made a motion to go into closed session for the purposes of discussing the character, professional competence, or physical or mental health of an individual; Board member Shawn Newell seconded the motion and the motion was passed.**

### **Committee of the Whole**

Chair Simmons called the Committee of the Whole meeting to order at 9:00 a.m.

#### *Student Update*

Student updates were provided by Taylor Deutschlander from Southwest Technical College and Nouman Kante from Southern Utah University. This was an information item only; no action was taken.

#### *New Student Board Members*

Brynn Fronk administered the Oath of Office to new student Board member Tanner Marcum. This was an information item only; no action was taken.

#### *Committee Report (TAB A)*

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

#### *Annual Report (TAB B)*

Commissioner Woolstenhulme reviewed the Annual Report with the Board members. This was an information item only; no action was taken.



*COVID-19 Update*

Commissioner Woolstenhulme and Spencer Jenkins provided an update on COVID-19. This was an information item only; no action was taken.

*Strategic Plan Update (TAB C)*

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

*Statewide Marketing Campaign (TAB D)*

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

*Adult Education (TAB E)*

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

*Performance Funding Review*

Rich Amon provided a Performance Funding Review update to the Board members. This was an information item only; no action was taken.

*Student Equity Commission*

Board member Marcum introduced the Student Equity Commission. This was an information item only; no action was taken.

*EDI Training: New Leadership Academy (TAB F)*

Board member Church introduced Amy Fulton, Director of the New Leadership Academy at the University of Utah, who provided an overview of NLA. This was an information item only; no action was taken.

*State Online Program*

Scott Wyatt introduced the State Online Program and task force. Board members requested Board, student and EDI representation on the task force. Some presidents requested in writing clarification of the Board's charge and expectation. Scott has agreed to bring clearly defined objectives of the program to the November Board meeting. This was a discussion item only; no action was taken.

*FY2022-23 USHE Operating Budget Request (TAB G)*

Rich Amon reviewed FY 2022-23 USHE Operating Budget Requests with the Board members. **Board member Arthur Newell made a motion to 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; Board member Shawn Newell seconded the motion and the motion passed.**

*Talent Ready Utah*

Commissioner Woolstenhulme provided an update on Talent Ready Utah. **Board member Jera Bailey made a motion to authorize the Commissioner to enter into a memorandum of understanding with the Governor’s Office of Economic Opportunity to administer the Talent Ready Utah Program; Board member Barnes seconded the motion and the motion passed.**

*Student Safety (TAB H)*

**Board member Marcum made a motion to recommend the Commissioner’s 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.**
- Board member Church seconded the motion and the motion passed.**

*Consent Calendar (TAB I)*

**Board member Jones made a motion to approve the consent calendar; Board member Barnes seconded the motion and the motion passed.**

*Motion to Adjourn*

**Board member Theurer made a motion to adjourn; Board member Angus seconded the motion and the motion passed.**

The meeting adjourned at 12:30 p.m.

\_\_\_\_\_  
Geoffrey Landward, Secretary

Date Approved:



**Utah System of Higher Education  
Virtual Meeting  
Friday, October 1, 2021**

**COMMITTEE OF THE WHOLE  
MINUTES**

**Board Members Present**

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

**Board Members Absent**

Alan Hall  
Mike Angus

**Office of the Commissioner**

Dave R. Woolstenhulme, Commissioner of Higher Education  
Geoffrey Landward, Deputy Commissioner and General Counsel  
Rich Amon, Chief Financial Officer  
Trisha Dugovic, Director of Communication  
Brynn Fronk, Executive Assistant to the Utah Board of Higher Education  
Julie Hartley, Associate Commissioner of Academic Education  
Melanie Heath, Associate Commissioner of Strategic Initiatives and Access  
Malissa Jones, Office Manager  
Carrie Mayne, Chief Economist  
Loreen Olney, Administrative Assistant  
Dave Schwanke, UHEAA  
Kim Ziebarth, Associate Commissioner of Technical Education

**Guests**

Lee Donner, Regional Managing Director, Hilltop Securities  
Tim Webb, Director, Hilltop Securities  
Mark Weadick, Managing Director, SL Capital Strategies  
Patrick Belica, Managing Director, SL Capital Strategies  
Wayne Vaught, Utah Valley University, Provost/Sr. Vice President for Academic Affairs  
Blake Wade, Attorney, Gilmore Bell

### **Institutional Presidents Present**

Chad Campbell, Bridgerland Technical College  
Clay Christensen, Mountainland Technical College  
Mindy Benson, Southern Utah University  
Astrid S. Tuminez, Utah Valley University  
Kelle Stephens, Dixie Technical College

James Taggart, Ogden-Weber Technical College  
Brad J. Cook, Snow College  
Brennan Wood, Southwest Technical College  
Brad L. Mortensen, Weber State University

### **Committee of the Whole**

Chair Simmons called the meeting to order at 2:00 p.m.

#### *Funding Recommendations for Dee/Emerging Tech grants from Deep Tech Advisory Council (TAB A)*

Board member Datta provided a summary to the Board of the funding recommendations for the Dee/Emerging Tech grants from the Deep Tech Advisory Council. **Board member Shawn Newell made a motion that the nine grant proposals selected by the Deep Technology Advisory Council be approved by the Board for recommendation to the legislature for funding; Board member Sanchaita Datta seconded the motion and the motion passed.**

#### *Masks in a Medical Setting*

Geoff Landward provided an update on masks in a medical setting to the Board. **Board member Jones made a motion to authorize USHE institutions to require face coverings for individuals in a medical setting at an institution of higher education in accordance with Utah Code 53B-3-103(2)(d); Board member Church seconded the motion and the motion passed.**

#### *Closed Session*

**Board member Datta made a motion to go into closed session to discuss fiduciary or commercial information of the Utah Higher Education Assistance Authority and to discuss the character, professional competence, or physical or mental health of an individual; Board member Barnes seconded the motion and the motion passed.**

#### *UHEAA Legacy Portfolio*

**Board member Church made a motion to approve the proposed Authorizing Resolution to sell the UHEAA FFELP loan portfolio and also authorize the Commissioner to work with the state legislature to establish a higher education endowment fund for funds released from the sale of the UHEAA FFELP loan portfolio; Board member Osmond seconded the motion and the motion passed.**

#### *Motion of Future Resolution for UHEAA*

**Board member Maggelet made a motion for a future resolution of appreciation for UHEAA; Board member Church seconded the motion and the motion passed.**

#### *Motion to Adjourn*

**Board member Jones made a motion to adjourn; Board member Anderson seconded the motion and the motion passed.**

Board Meeting Minutes

Friday, October 1, 2021

3

*The meeting adjourned at 3:50 p.m.*

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Geoffrey Landward, Secretary

Date Approved:



**Utah System of Higher Education  
Virtual Meeting  
Wednesday, October 27, 2021**

**COMMITTEE OF THE WHOLE  
MINUTES**

**Board Members Present**

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

**Board Members Absent**

**Office of the Commissioner**

Dave R. Woolstenhulme, Commissioner of Higher Education  
Geoffrey Landward, Deputy Commissioner and General Counsel  
Trisha Dugovic, Director of Communication  
Brynn Fronk, Executive Assistant to the Utah Board of Higher Education  
Jared Haines, Senior Advisor for Technical Education  
Julie Hartley, Associate Commissioner of Academic Education  
Melanie Heath, Assistant Commissioner of Strategic Initiatives  
Malissa Jones, Office Manager  
Carrie Mayne, Chief Economist  
Loreen Olney, Administrative Assistant  
Kim Ziebarth, Associate Commissioner of Technical Education

**Institutional Presidents Present**

Richard B. Williams, Dixie State University  
Clay Christensen, Mountainland Technical College  
Denece G. Huftalin, Salt Lake Community College  
Mindy Benson, Southern Utah University

Astrid S. Tuminez, Utah Valley University  
Brad J. Cook, Snow College  
Brennan Wood, Southwest Technical College

**Dixie State University Board of Trustees Present**

Tiffany Wilson, Chair  
Colleen Kvetko, Vice Chair  
Betty Barnum

Larry Bergeson  
Ginger Chinn  
David Elkington  
Danny Ipson  
Deven Macdonald  
Penny Mills  
Kelli Prince

**Others present**

Julie Beck – Chair, Dixie State University Name Recommendation Committee  
Jordon Sharp – DSU Vice President of Marketing & Communication  
Cory O’Bray – DSU Student Government, VP of Marketing  
Deven Osborne – DSU student-athlete, member of Name Recommendation Committee  
Anilee Bundy Adams – DSU Assistant Director of Student Involvement & Leadership  
Stephanie Carter – Vice President of Public Affairs & Student Advancement, Uintah Basin Technical College  
Katie Webb Sanders – DSU Student Government  
Abbie Scherzinger – DSU Student Body Chief of Staff  
Karlee Myers – DSU Student Involvement Specialist  
Guillem Parra – DSU student  
Luke Kerouac – DSU Director of Student Involvement & Leadership

**Committee of the Whole**

Chair Simmons called the meeting to order at 9:00 a.m.

*Dixie State Naming*

Julie Beck, chair of the Dixie State University Name Recommendation Committee, presented the chair report to the Board members. She discussed the process and results of the committee’s research. Board member Marcum read a letter from the student leaders at Dixie State University which supported the new name recommendation. Members of the Dixie State University Board of Trustees made comments in support of the new name recommendation. Board member Bettridge expressed concern about losing the community’s support if the name were to be changed. Board members Jones, Hall, Shawn Newell, and Arthur Newell gave support of the name change. Board member Theurer agreed the name should be changed but does not support the proposed name.

Geoffrey Landward reviewed the Board’s statutory obligation.

**Board member Patricia Jones made a motion to approve and recommend the name of Utah Tech University to the Utah State Legislature; Board member Bailey seconded the motion and the motion passed.**

**Board member Arthur Newell made the motion to adjourn the meeting; Board member Barnes seconded the motion and the motion passed.**

The meeting adjourned at 10:15 a.m.

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Geoffrey Landward, Secretary

Date Approved:



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

DRAFT  
11/11/21

## UTAH BOARD OF HIGHER EDUCATION 2022-2023 MEETING SCHEDULE

Thursday, <b>July 14</b> , 2022	8:00 AM – 2:00 PM	Board and Trustee Training
Thursday, <b>July 14</b> , 2022	2:00 PM – 5:00 PM	Finance and Facilities Committee <b>Zoom</b>
Thursday, <b>July 14</b> , 2022	6:00 PM	Trustee Dinner at <b>Southwest Technical College</b>
Friday, <b>July 15</b> , 2022	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at <b>Southern Utah University</b>
Friday, <b>August 19</b> , 2022	8:00 AM – 3:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meeting <b>Zoom</b>
Thursday, <b>September 15</b> , 2022	10:00 AM – 11:30 AM	Finance and Facilities Committee <b>Zoom</b>
Thursday, <b>September 15</b> , 2022	11:30 AM – 5:00 PM	Board Meeting at <b>Dixie State University</b>
Thursday, <b>September 15</b> , 2022	6:00 PM	Trustee Dinner at <b>Dixie State University</b>
Friday, <b>September 16</b> , 2022	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at <b>Dixie Technical College</b>
Friday, <b>October 21</b> , 2022	8:00 AM – 3:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meeting <b>Zoom</b>
Thursday, <b>November 17</b> , 2022	2:00 PM – 5:00 PM	Finance and Facilities Committee <b>Zoom</b>
Thursday, <b>November 17</b> , 2022	6:00 PM	Trustee Dinner at <b>Ogden Weber Technical College</b>
Friday, <b>November 18</b> , 2022	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at <b>Weber State University</b>



Friday, <b>December 16, 2022</b>	8:00 AM – 3:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meeting <b>Zoom</b>
Thursday, <b>January 12, 2023</b>	2:00 PM – 5:00 PM	Finance and Facilities Committee <b>Zoom</b>
Thursday, <b>January 12, 2023</b>	6:00 PM	Trustee Dinner at <b>Tooele Technical College</b>
Friday, <b>January 13, 2023</b>	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at <b>University of Utah</b>
Friday, <b>February 17, 2023</b>	8:00 AM – 3:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meetings <b>Zoom</b>
Thursday, <b>March 23, 2023</b>	2:00 PM – 5:00 PM	Finance and Facilities Committee <b>Zoom</b>
Thursday, <b>March 23, 2023</b>	6:00 PM	Trustee Dinner at <b>Davis Technical College</b>
Friday, <b>March 24, 2023</b>	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at <b>Salt Lake Community College</b>
Friday, <b>April 14, 2023</b>	8:00 AM – 3:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meetings <b>Zoom</b>
Thursday, <b>May 18, 2023</b>	2:00 PM – 5:00 PM	Finance and Facilities Committee <b>Zoom</b>
Friday, <b>May 19, 2023</b>	7:30 AM Meeting with Trustees 9:00 AM Committee of Whole	Board Meeting at <b>Uintah Basin Technical College</b>
Friday, <b>June 16, 2023</b>	8:00 AM – 3:00 PM 8:00 AM: Academic Education 10:00 AM: Technical Education 1:00 PM: Student Affairs	Committee Meetings <b>Zoom</b>
Institutions to host in upcoming year: Snow College, Bridgerland Technical College, Utah State University, Utah Valley University, Mountainland Technical College		



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

November 19, 2021

## Temporary Exception to Board Policy R601-3.5—UHEAA Board Membership

Utah Code 53B-12-102(3) grants the Board of Higher Education authority to establish a board of directors to manage the Utah Higher Education Assistance Authority (UHEAA). By law, this board of directors shall have no fewer than five members. Under Board Policy R601, the Board established a UHEAA board of directors with 11 members. However, as UHEAA prepares for the sale of its remaining portfolios, several directors have resigned their appointments to the UHEAA board, potentially leaving the board with fewer than 11 members.

Rather than appoint new members during this transition period, the Board may make a temporary exception to existing policy and maintain the UHEAA board membership at the statutory minimum of five directors until the transition is complete, at which time the Board may revisit the role and purpose of a board of directors for My529 and other potential duties.

### Commissioner's Recommendation

The Commissioner recommends the Board temporarily suspend the membership requirements of Board Policy R601-3.5 and allow the UHEAA board to operate at the statutorily designated minimum membership of five directors.



# MEMORANDUM

TAB A

November 18, 2021

## Salt Lake Community College – Non-Traditional Arrangement Revision

Regent Policy R712, *Non-Traditional Arrangements for Development of Facilities on Campuses*, requires the Board to approve development projects by outside entities on institutional land. In March 2020, the Board approved Salt Lake Community College (SLCC) to enter into a contract for up to forty years with a private developer to develop a mixed-use project on the Meadowbrook Campus. SLCC requests Board approval to modify the project to extend the contract to a 99-year term for a mixed-use development including affordable housing, office space, and commercial space. The College will retain the option to sell the property in the future. Additional information about the project is provided in the attached letter and presentation from the College.

### Commissioner's Recommendations

The Commissioner recommends the Committee authorize, and forward to the full Board for approval, Salt Lake Community College to extend the contract for a mixed-use development with a private developer for a 99-year term. The authorization continues to be contingent on communication and review by the Attorney General's Office.

### Attachments



05 November 2021

Board of Higher Education  
c/o Commissioner Dave R. Woolstenhulme  
Two Gateway 60 S. 400 West  
Salt Lake City, UT 84101-1284

RE: SLCC-owned property at 218 W. 3900 South (Meadowbrook)

Commissioner:

Having previously come before the Board on 3/27/2020 to seek approval for developing the Meadowbrook property, the College has been working with the Boyer Company since that time under a Letter of Intent arrangement (signed 10/13/2020), and is now prepared to sign a long-term Ground Lease which will formalize the partnership between SLCC and Boyer in overseeing the future use of that property.

Initially the project as proposed by Boyer was contemplated as a multi-use development, with commercial/office space being done first, and affordable housing being done in a subsequent phase, with the timing of that phase to be determined. With the advent of COVID-19 and the corresponding drop in demand for commercial/office space, it was determined that Boyer should change the sequence of development projects to focus on affordable housing first, with commercial/office space following in a subsequent phase. The project, as originally proposed and approved by the Board in March 2020 assumed a 40 year financing term – based on the plan to focus on a commercial type development initially. Affordable housing was also mentioned with the caveat that a longer financing term would be necessary for that type of development. With the change brought about by COVID-19 and the corresponding change in direction, the need to alter the financing assumption to a 99 year term was made obvious.

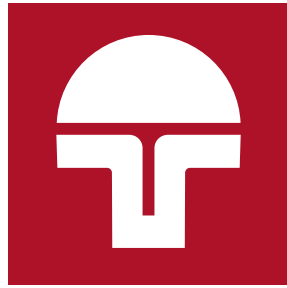
The College now seeks approval to execute the Ground Lease with the Boyer Company for a 99 year lease agreement, which will reflect the College's fee-simple interest in the property – with no other considerations given by the institution. As part of the Ground Lease, the College maintains the right to sell the property at any time, with Boyer having the first right of refusal to purchase. The cash flow to the College over that time is illustrated on the accompanying schedule. Also attached, and in accordance with Board Rule 712, Section 5.6, the Attorney General's Office has reviewed and signed off on the Ground Lease provisions, including the 99 year term, pending formal approval by the Board.

Thank you for your continued support of the College as it seeks to address the needs of the communities it serves. Let me know if there is anything else you require from SLCC regarding this request.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Jeffrey J. West".

Jeffrey J. West, CPA/MBA



**BOYER**

## **BOYER MEADOWBROOK PHASED APPROACH:**

### **PHASE I:**

- ~225 Multi-Family Units (60% AMI)
- Using roughly half of the acreage
- Buildings B and C to remain temporarily while market improves

### **PHASE II DEMOLISH BUILDINGS B AND C:**

- Construct Life Science/Office space
- Large floor plates of 25,000-35,000 SF, 3-5 stories (100-150,000 SF in total).
- Parking structure may be necessary depending on size and scale – market dependent
- If market demand doesn't materialize for this product, housing could be a possibility

Boyer is fully committed to this project and will remain in constant communication with stakeholders.



# PHASE I AFFORDABLE HOUSING



~225  
MULTI-FAMILY  
UNITS WITH  
STRUCTURED  
PARKING

POWER  
EASEMENT

ADD FENCING  
AS NECESSARY

ADD NEW  
DRIVEWAY

REMOVE  
SLCC  
STRUCTURAL  
SIGNAGE

IMPROVE  
LANDSCAPE



5-B2	2br/2ba	914	955	50
5-B3	1+den	679	735	50
5-C1	3br/2ba	1,341	1,449	82
5-C1	3br/2ba	1,171	1,327	75
<b>TOTALS</b>				

UNIT AVERAGE NET SF : 833 S.F.  
\* NET AREA IS COMPUTED TO INCLUDE SQUARE FOOTAGE FROM EXISTING BUILDINGS AND STORAGE

<b>PROJECT DATA</b>	5.22 GROSS A
ACREAGE:	246 UNITS
TOTAL UNITS:	50.44 UNITS/A
DENSITY:	7,500 S.F. (2-6)
INTERIOR AMENITIES:	1,500 S.F. (1-6)
LEASING:	700 S.F. (1-6)
POOL HOUSE:	426 SPACES
PARKING:	426 SPACES
DESIRED:	57
PROVIDED:	88
Surface near 4-story:	264
Surface near 5-story:	57
Parking Garage 4-story:	264
Future tenant:	5

5-STORY RESIDENTIAL WRAP @ HEAD				
UNIT NAME	UNIT TYPE	NET AREA(SF)	GROSS AREA(SF)	BALCON (SF)
S1	3br/2ba	449	494	0
S2	2br/2ba	353	398	0
A1	1br/1ba	617	730	70
A2	1br/1ba	683	857	120
B1	2br/2ba	908	1,054	74
B2	2br/2ba	914	965	50
B3	1+den	679	735	50
C1	3br/2ba	1,171	1,327	74
<b>TOTALS</b>				

UNIT AVERAGE NET SF : 907 S.F.  
\* NET AREA IS COMPUTED TO INCLUDE SQUARE FOOTAGE FROM EXISTING BUILDINGS AND STORAGE

<b>PROJECT DATA</b>	3.93 GROSS A
ACREAGE:	202 UNITS
TOTAL UNITS:	69.18 UNITS/A
DENSITY:	7,500 S.F. (2-4)
INTERIOR AMENITIES:	1,000 S.F. (1-4)
LEASING:	323 SPACES
POOL HOUSE:	323 SPACES
PARKING:	323 SPACES
DESIRED:	264 SPACES
PROVIDED:	57 SPACES
Surface:	

4-STORY RESIDENTIAL				
UNIT NAME	UNIT TYPE	NET AREA(SF)	GROSS AREA(SF)	BALCON (SF)
A1	1br/1ba	692	743	60
A2	1br/1ba	685	754	112
B1	2br/2ba	1,240	1,110	67
B2	2br/2ba	1,174	1,250	68
C1	3br/2ba	1,351	1,449	82
<b>TOTALS</b>				

UNIT AVERAGE NET SF : 914  
PARKING RATIO: 1.60  
\* NET AREA IS COMPUTED TO INCLUDE SQUARE FOOTAGE FROM EXISTING BUILDINGS AND STORAGE

<b>PROJECT DATA</b>	3.38
ACREAGE:	64
TOTAL UNITS:	27.8
DENSITY:	2,550
LEASING:	102
POOL HOUSE:	58
PARKING:	
DESIRED:	
PROVIDED:	



# PHASE II - COMMERCIAL

POTENTIAL  
PARKING  
STRUCTURE

FUTURE  
BUILDING II

BUILDING I  
(BIOTECH LIFE  
SCIENCE  
COMMERCIAL)









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## **THE BOYER COMPANY, L.C.**

101 S 200 E, Ste 200  
Salt Lake City, UT 84111

**Contact:** Nate Boyer, *President*

t. 801.300.1378 | [nboyer@boyercompany.com](mailto:nboyer@boyercompany.com) | f. 801.521.4793

**Contact:** Ryan Simmons, *Partner*

t. 801.366.7130 | [rsimmons@boyercompany.com](mailto:rsimmons@boyercompany.com)

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101 South 200 East, Suite 200  
Salt Lake City, UT 84111  
[www.boyercompany.com](http://www.boyercompany.com)

## Break Even Point at 7%

YEARS	% INCR EVERY 5 YRS	ANNUAL RENT	5 YEAR TOTALS	ACCUMULATED TOTALS	MONTHLY RENT
1 - 5	0	\$375,000	\$1,875,001	\$1,875,001	\$31,250
6 - 10	10	\$412,500	\$2,062,501	\$3,937,502	\$34,375
11 - 15	10	\$453,750	\$2,268,751	\$6,206,252	\$37,813
16 - 20	10	\$499,125	\$2,495,626	\$8,701,878	\$41,594
21 - 25	10	\$549,038	\$2,745,189	\$11,447,067	\$45,753
26 - 30	10	\$603,941	\$3,019,707	\$14,466,775	\$50,328
31 - 35	10	\$664,336	\$3,321,678	\$17,788,453	\$55,361
36 - 40	10	\$730,769	\$3,653,846	\$21,442,299	\$60,897
41 - 45	10	\$803,846	\$4,019,231	\$25,461,529	\$66,987
46 - 50	10	\$884,231	\$4,421,154	\$29,882,683	\$73,686
51 - 55	10	\$972,654	\$4,863,269	\$34,745,952	\$81,054
56 - 60	10	\$1,069,919	\$5,349,596	\$40,095,548	\$89,160
61 - 65	10	\$1,176,911	\$5,884,556	\$45,980,104	\$98,076
66 - 70	10	\$1,294,602	\$6,473,011	\$52,453,115	\$107,884
71 - 75	10	\$1,424,062	\$7,120,312	\$59,573,427	\$118,672
76 - 80	10	\$1,566,469	\$7,832,343	\$67,405,770	\$130,539
81 - 85	10	\$1,723,116	\$8,615,578	\$76,021,348	\$143,593
86 - 90	10	\$1,895,427	\$9,477,136	\$85,498,484	\$157,952
91 - 95	10	\$2,084,970	\$10,424,849	\$95,923,333	\$173,747
96 - 99	10	\$2,293,467	\$11,467,334	\$107,390,667	\$191,122

APPRAISED VALUE	GROUND LEASE %
\$5,700,000	7.00%
	\$399,000
adj. for unusable sq ftg	\$375,000

<b>Break even 13 years and 11 months =</b>	<b>\$5,714,690</b>
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STATE OF UTAH  
OFFICE OF THE ATTORNEY GENERAL



SEAN D. REYES  
ATTORNEY GENERAL

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Spencer E. Austin  
Chief Criminal Deputy

Daniel Burton  
General Counsel

Ric Cantrell  
Chief of Staff

Melissa A. Holyoak  
Solicitor General

Brian L. Tarbet  
Chief Civil Deputy

November 1, 2021

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

RE: Proposed Ground Lease between Salt Lake Community College and Boyer Meadowbrook, L.C.

Dear Commissioner Woolstenhulme:

It is my understanding that Salt Lake Community College will be asking the Utah Board of Higher Education ("Board") to update its approval of the above referenced non-traditional transaction under the Board's Policy R712-5. As part of its presentation to the Board, the College has asked me to provide my approval of the proposed Ground Lease. Although I am not willing to do that because I understand that the transaction has not yet been approved by the Board, I can inform the Board by this letter that I have reviewed the latest draft that I have of the Ground Lease, and that, if Sections 2 and 5.1.2. of that draft are consistent with the Board's approval, I will give approval to its form and legal authority as required by said rule. Copies of Sections 2 and 5.1.2. of that draft are attached hereto for your reference.

Please let me know if you have a question.

Very truly yours,

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KEVIN V. OLSEN  
Assistant Attorney General

cc: Jeffrey West

otherwise agreed to by Landlord, be separated into more than two (2) separate ground leases; and (v) the real property under each separate ground lease will (A) contain at least two (2) acres; (B) have access (directly or through an easement) to and from a public roadway sufficient to develop a commercial building; and (C) have access (directly or through an easement) for connection to water, sewer, electric, gas and communication utilities sufficient to develop a commercial building.

2. Term; Delivery of Possession. The term of this Lease (the “**Term**”) shall be for a period of ninety-nine (99) full consecutive years commencing on the date of this Lease (also referred to herein as the “**Rent Commencement Date**”), and ending on November [ ] 2120. Landlord shall deliver physical possession of the Property to Tenant at the commencement of the Term, free and clear of any tenancy or occupancy by third parties, subject only to the Permitted Encumbrances.

3. Rent and Other Payments.

3.1. Initial Fixed Rent. Commencing on the Rent Commencement Date and on each annual anniversary of the Rent Commencement Date thereafter, or if the Rent Commencement Date is other than the first day of a calendar month, on each annual anniversary of the first day of the calendar month occurring after the Rent Commencement Date, Tenant shall pay Landlord base annual rent in the amount of Three Hundred Seventy-Five Thousand and No/100 Dollars (\$375,000.00) (the “**Fixed Rent**”). In the event the Rent Commencement Date is on a day other than the first day of a calendar month, Tenant shall pay Landlord a prorated portion of Fixed Rent for such partial calendar month along with the full first year’s Fixed Rent on the Rent Commencement Date. The Fixed Rent shall be paid in advance on or before the first day of each year to which it relates. The Fixed Rent shall be delivered to Landlord at the address provided in Section 25, or at such other address as Landlord may specify in writing to Tenant.

3.2. Escalation of Fixed Rent. On each five (5) year anniversary of the Rent Commencement Date, the Fixed Rent, as previously adjusted pursuant to this Section 3.2, shall be increased by ten percent (10%).

3.3. Rent. The term “Rent” means the aggregate of Fixed Rent and any and all amounts payable by Tenant to Landlord under the terms of this Lease, other than Fixed Rent.

3.4. Net Rent. The Fixed Rent is absolutely net to Landlord. Tenant shall pay for all insurance, taxes, utilities, repairs, maintenance and other services and costs relating to the Property and the Improvements. Except as otherwise expressly set forth in this Lease, Landlord shall incur no cost or expense in connection with the Property or the Improvements during the Term.

4. Property Accepted “As-Is”. Tenant accepts the Property “as-is” without warranty or representation of any kind except as expressly set forth in this Lease. Landlord has provided Tenant with reasonable opportunities to conduct any inspections Tenant deemed appropriate to evaluate the Property and to determine the suitability of the Property for Tenant's purposes, including, without limitation, determining whether there are any Hazardous Materials (as defined in Section 10.3 below) on or under the Property, determining whether the Property has sufficient access, and determining whether all needed utilities and services will be available.

5. Use and Improvements.

5.1. Use.

5.1.1. The Property shall be used by the Tenant to construct and operate the Improvements for any lawful uses other than the Prohibited Uses (as defined below), under and in compliance with all Applicable Laws (as defined below).

~~5.2. Construction of Improvements by Tenant. The Future Improvements shall be constructed in accordance with the provisions of all Applicable Laws, and once commenced, shall be expeditiously constructed to completion.~~ 5.1.2 Such lawful uses shall include without limitation activities and operations which serve to provide Salt Lake Community College with the means to provide post-secondary education opportunities to the community or any other uses that benefit the citizens of Salt Lake County that is approved by Landlord, such approval not to be unreasonably withheld, conditioned, or delayed. (it being agreed the uses of the Property for residential, commercial, industrial, and retail uses, other than Prohibited Uses, are approved by Landlord). For purposes of this Section 5.1.2, Landlord agrees that by paying rent and performing its obligations under this Ground Lease, Tenant has complied with the provisions of this Section 5.1.2.

~~5.2. Construction of Improvements by Tenant. The Future Improvements shall be constructed in accordance with the provisions of all Applicable Laws, and once commenced, shall be expeditiously constructed to completion.~~

5.3. Ownership of Improvements. Landlord hereby quit claims the Existing Improvements to Tenant. All Future Improvements constructed on the Property shall be owned by Tenant (or, at Tenant's option as described herein, by subtenants with respect to improvements made by such subtenants, as provided by the terms of their respective leases) until expiration of the Term or sooner termination of this Lease, at which time, subject to the rights of a Leasehold Mortgagee, pursuant to a separate ground lease or sublease authorized pursuant to this Lease, all Improvements by whomever then owned shall become the property of Landlord. Tenant shall have the right to alter or modify all Improvements at any time during the Term so long as such alterations and modifications and the construction thereof comply with Applicable Laws, and once commenced, are expeditiously constructed to completion. The parties covenant for themselves and all persons claiming under them that the Improvements are and shall remain the personal property of Tenant (or subtenants, as the case may be) during the Term.

5.4. No Continuous Operation. Nothing herein shall require Tenant to construct or to continuously operate or occupy the Improvements or the Property; provided, however, that any vacation or under-utilization of the Improvements shall not excuse Tenant's obligations to pay rent as well as to maintain and repair the Improvements, if constructed, as provided in this Lease, or to comply with Applicable Laws.

5.5. Prohibited Uses. Except with Landlord's prior written consent, no portion of the Property will be used for any of the following uses (the "**Prohibited Uses**");



UTAH SYSTEM OF  
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# MEMORANDUM

TAB C

November 18, 2021

## **Revision and Renaming of Policy R207, *Institutional Residences for Colleges and Universities***

As part of the ongoing process to review and update Board policies, the Commissioner's Office recommends amendments to Policy R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education*, including:

- Changing the policy number and title to R715, *Institutional Residences*
- Updating references, definitions, and policy to reflect changes in statute and to improve readability
- Clarifying the policy of the Board is to provide a housing allowance for presidents of degree-granting institutions and that when appropriate, the Board may designate an official residence
- Clarifying the process for designating an official institutional residence
- Defining criteria and processes for the disposal or conversion of a current institutional residence
- Clarifying that the policy does not apply to the Commissioner of Higher Education

A redline and clean version of the amended policy are included in the attachments.

### **Commissioner's Recommendation**

The Commissioner recommends the Board adopt changes to Policy R207 effective immediately and rename and renumber the policy to R715, *Institutional Residences*.

### **Attachments**



## ~~R207~~R715, Institutional Residences ~~for Colleges and Universities in the Utah System of Higher Education~~<sup>1</sup>

~~R715-207-1. Purpose:~~ To govern the designation, acquisition, operation, and disposal of an institutional residence for degree-granting institutions.~~provide for a designated institutional residence for each college and university, on or near the respective campuses, appropriate for the functions of the presidential office and the residential requirements of the presidents. The duties of a president require residence on or near the campus so as to permit personal hosting of activities and events and involvement in administrative problems requiring personal and immediate attention. Provision and maintenance of institutional residences serves the best interests of the institutions, protects the assets of the Utah System of Higher Education, and reflects generally accepted practice throughout American higher education.~~

### ~~R-715-207-2. References~~

~~2.1~~ Utah Code §53B-2-102, Board to Appoint President of Each Institution

~~2.2~~ Board Policy and Procedures-R205, Presidential Appointment, ~~Term of Office, and Compensation,~~ and Benefits

~~R715-207-3. Institutional Residences in the System of Higher Education: Policy~~ The general policy of the Board is to provide a housing allowance for presidents of degree-granting institutions. In certain limited circumstances, the provision and maintenance of institutional residences may serve the best interests of the institution and the System, in which case the board may designate an official institutional residence for a degree-granting institution.

~~R715-43-1. Functions of an Official Institutional Residence:~~ The Board ~~may of Higher Education shall~~ designate an official institutional residence for ~~each college and university~~ degree-granting institution, located on or near the campus, owned and maintained by the institution, and occupied by the President as a condition of employment. Such a residence is considered an institutional resource to be used for the ~~convenience and~~ benefit of the institution. The institutional residence ~~is used by the President as an important extension of the campus in performing the functions of the presidential office. It will may~~ be the President's official residence and shall be used substantially for both administrative and social work-related purposes, ~~both administrative and social. The institutional residence serves as a vital~~

<sup>1</sup> Adopted April 22, 1975; amended June 28, 1979, April 20, 1982, May 15, 1984, and July 17, 1984, replaced February 26, 1988, amended March 25, 1988, August 19, 2005, July 17, 2009, March 29, 2013 and January 24, 2014. Adopted XXX; amended XXX Revised and renamed to R715 November 19, 2021.

center of social activity important to institutional advancement, where receptions for faculty, staff, students, and guests are held, and where influential visitors, lecturers, performers, potential donors, and others may be hosted.

### **R715-53-2: Criteria for Designation of Institutional Residences**

~~53-2.1.~~ The Board of Higher Education, in designating an official institutional residence, shall consider:

~~take into account the~~

5.1.1. Institutional mission

~~type of institution (research university, baccalaureate/masters degree granting institution, or community college),~~

5.1.2. Living standards and cost of housing in the community

5.1.3. Ability to meet the president's needs for campus-related activities

5.1.4. Accessibility to the campus

5.1.5. Suitability for family needs

5.1.6. Estimated cost or market value

~~;~~

5.1.7. Previous designated institutional residences

5.1.8. and Other appropriate factors:

~~53-2.2.~~ The institution, in consultation with the President, the Chair of the institutional Board of Trustees, and the Chair of the Board of Higher Education, shall prepare a report summarizing the facts as to addressing the adequacy and appropriateness of a facility requested to be an institutional residence, with special attention given to the criteria listed in 5.1. the residence on these points shall be prepared by the Commissioner in consultation with the President, the Chair of the institutional Board of Trustees, and the Chair of the Board of Higher Education. The institution shall submit the report shall will be submitted to the Commissioner for review prior to submission submitting it to both the institutional Board of Trustees and the Board of Higher Education for approval. If approved, the Office of the Commissioner will retain report will be filed in the Office of the Commissioner as evidence of official designation for future reference.

**R715-63-3: Initial Construction, Purchase, and Capital Enhancement:** Except as authorized in section ~~63-3.1~~ below, the costs of initial construction, purchase, ~~and~~ capital enhancement, major remodeling, landscaping, and improvements of existing and future institutional residences must have the

prior recommendation of the ~~institutional b~~Boards of ~~t~~Trustees and approval of the Board of Higher Education. Such costs will be financed from sources other than state-appropriated funds unless otherwise specifically authorized by the Board ~~of Higher Education~~.

~~63-3.1~~ The Board ~~members~~ delegates authority to the institutional Boards of Trustees to approve and oversee the capital enhancement of existing institutional residences when the following specific conditions are met:

~~63-3.1.1.~~ The total cost of the capital enhancement project does not exceed \$200,000 for the duration of the president's term in office.

~~The project remains subject to other applicable state approval processes.~~

~~63-3.1.2.~~ No state-appropriated funds ~~are~~may be used in the capital enhancements.

~~63-3.1.3.~~ The Ccapital enhancement ~~of institutional residences should enhance~~ further the purpose of the residence as a campus resource and as a home that satisfies~~well as meet~~ the familial needs of the president.

~~6.23-3.1.4.~~ Institutions engaging in capital enhancement of institutional residences using this delegated authority are required to report, at the next regularly scheduled meeting of the Board ~~of Higher Education~~, the amount of the bid accepted and a summary of the work to be performed.

~~R715-73-4.~~ **Disposal**Selling of a Current Institutional Residence: ~~Should the Board members~~ If an institution determines that an institutional residence is no longer adequate or suitable to meet the needs of the institution, the institution shall request authorization from the Board to dispose of the residence. ~~appropriate appraisals may be obtained, sufficient advertising and bid time allowed, and the residence sold. Revenue from the sale will be applied as designated and approved by the Board of Higher Education.~~

~~7.1.~~ In requesting Board authorization, the institution shall describe why the residence no longer meets institutional needs, indicate the property (if any) that will replace the current institutional residence, commission and submit a property appraisal determining fair market value of the property, and receive approval of the ~~institutional bo~~Board of ~~t~~Trustees.

~~7.2.~~ After Board approval, unless otherwise justified, the institution shall sell the property at or above fair market value. Revenue from the sale of the institutional residence shall be applied as designated and approved by the Board.

~~R715-8 .~~ **Conversion of a Current Institutional Residence:** If an institution determines that an institutional residence is no longer adequate or suitable to meet the needs of the institution, the institution shall request authorization from the Board to convert the residence to other uses.

[8.1](#). In requesting Board authorization, the institution shall describe why the residence no longer meets institutional needs, indicate the property (if any) that will replace the current institutional residence, and receive approval of the ~~institutional~~ Board of Trustees.

**[R715-93-5](#). Costs of Maintaining Institutional Residences:** Maintenance costs, including utilities, routine care of the residence and grounds, equipment replacement, repairs, and improvements, will be borne by the institution.

[9.1](#). ~~U~~The utility costs covered by this policy include fuel, power, water, sewer, garbage, internet service, cable or satellite television, basic telephone service, and long-distance telephone service for institutional purposes.

[93-5.2](#). Domestic assistance serving institutional purposes may be provided as appropriate, and as set forth and approved in the budget in [R715-103-6](#).

[93-5.3](#). With the approval of the ~~institutional~~ Board of Trustees, furnishings and equipment of a type serving primarily institutionally-related functions of the residence may be provided by the institution and shall remain on the property inventory of the institution.

[93-5.4](#). Fire and liability insurance shall be carried on all institutional residences and property, with the costs being borne by the institutions. Insurance costs on personal belongings shall be paid for by the [occupying](#) presidents.

**[R715-103-6](#). Budget Report to the Board of Higher Education:** On or before September 15 of each year, the ~~p~~President of each institution shall submit to the Office of the Commissioner of Higher Education a report summarizing the current fiscal year budgeted expenditures approved by the ~~institutional~~ Boards of Trustees for the institutional residences. [This report shall](#) detailing budgeted expenditures for maintenance costs, custodial and domestic assistance, and insurance, as provided in [R715-93-5](#). This report [is](#) to be submitted to the Commissioner and to be shared with the Board of Higher Education as an information item [with](#) ~~will also include~~ the previous year's actual expenditures [and](#) ~~long~~ with the [approved](#) budget ~~approved~~ for that year.

**[R715-113-7](#). Exceptions to Policy:** The provisions of this policy shall not apply to the Commissioner of Higher Education. ~~The Board of Higher Education may provide an equitable housing allowance, or make other equitable and appropriate arrangements, to accommodate the residential housing requirements of the Commissioner or institutional Presidents.~~

## R715, Institutional Residences<sup>1</sup>

**R715-1 Purpose:** To govern the designation, acquisition, operation, and disposal of an institutional residence for degree-granting institutions.

### R-715-2 References

**2.1** Utah Code §53B-2-102, Board to Appoint President of Each Institution

**2.2** Board Policy R205, Presidential Appointment, Compensation, and Benefits

**R715-3 Institutional Residences in the System of Higher Education:** The general policy of the Board is to provide a housing allowance for presidents of degree-granting institutions. In certain limited circumstances, the provision and maintenance of institutional residences may serve the best interests of the institution and the System, in which case the board may designate an official institutional residence for a degree-granting institution.

**R715-4 Functions of an Official Institutional Residence:** The Board may designate an official institutional residence for a degree-granting institution, located on or near the campus, owned and maintained by the institution, and occupied by the President as a condition of employment. Such a residence is considered an institutional resource to be used for the benefit of the institution. The institutional residence may be the President's official residence and shall be used substantially for both administrative and social work-related purposes.

### R715-5 Criteria for Designation of Institutional Residences

**5.1** The Board, in designating an official institutional residence, shall consider:

**5.1.1** Institutional mission

**5.1.2** Living standards and cost of housing in the community

**5.1.3** Ability to meet the president's needs for campus-related activities

**5.1.4** Accessibility to the campus

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<sup>1</sup> Adopted April 22, 1975; amended June 28, 1979, April 20, 1982, May 15, 1984, and July 17, 1984, replaced February 26, 1988, amended March 25, 1988, August 19, 2005, July 17, 2009, March 29, 2013 and January 24, 2014. Revised and renamed to R715 November 19, 2021.

**5.1.5** Suitability for family needs

**5.1.6** Estimated cost or market value

**5.1.7** Previous designated institutional residences

**5.1.8** Other appropriate factors

**5.2** The institution, in consultation with the president, the chair of the institutional board of trustees, and the Chair of the Board of Higher Education, shall prepare a report addressing the adequacy and appropriateness of a facility requested to be an institutional residence, with special attention given to the criteria listed in 5.1. The institution shall submit the report to the Commissioner for review prior to submitting it to the board of trustees and the Board of Higher Education for approval. If approved, the Office of the Commissioner will retain report for future reference.

**R715-6 Initial Construction, Purchase, and Capital Enhancement:** Except as authorized in section 6.1 below, the costs of initial construction, purchase, capital enhancement, major remodeling, landscaping, and improvements of existing and future institutional residences must have the prior recommendation of the boards of trustees and approval of the Board of Higher Education. Such costs will be financed from sources other than state-appropriated funds unless otherwise specifically authorized by the Board.

**6.1** The Board delegates authority to the institutional Boards of Trustees to approve and oversee the capital enhancement of existing institutional residences when the following specific conditions are met:

**6.1.1** The total cost of the capital enhancement project does not exceed \$200,000 for the duration of the president's term in office.

**6.1.2** No state-appropriated funds are used in the capital enhancements.

**6.1.3** The capital enhancement furthers the purpose of the residence as a campus resource and as a home that satisfies the familial needs of the president.

**6.2** Institutions engaging in capital enhancement of institutional residences using this delegated authority are required to report, at the next regularly scheduled meeting of the Board, the amount of the bid accepted and a summary of the work to be performed.

**R715-7 Disposal of a Current Institutional Residence:** If an institution determines that an institutional residence is no longer adequate or suitable to meet the needs of the institution, the institution shall request authorization from the Board to dispose of the residence.

**7.1** In requesting Board authorization, the institution shall describe why the residence no longer meets institutional needs, indicate the property (if any) that will replace the current institutional residence, commission and submit a property appraisal determining fair market value of the property, and receive approval of the board of trustees.

**7.2** After Board approval, unless otherwise justified, the institution shall sell the property at or above fair market value. Revenue from the sale of the institutional residence shall be applied as designated and approved by the Board.

**R715-8 Conversion of a Current Institutional Residence:** If an institution determines that an institutional residence is no longer adequate or suitable to meet the needs of the institution, the institution shall request authorization from the Board to convert the residence to other uses.

**8.1** In requesting Board authorization, the institution shall describe why the residence no longer meets institutional needs, indicate the property (if any) that will replace the current institutional residence, and receive approval of the board of trustees.

**R715-9 Costs of Maintaining Institutional Residences:** Maintenance costs, including utilities, routine care of the residence and grounds, equipment replacement, repairs, and improvements, will be borne by the institution.

**9.1** Utility costs covered by this policy include fuel, power, water, sewer, garbage, internet service, cable or satellite television, basic telephone service, and long-distance telephone service for institutional purposes.

**9.2** Domestic assistance serving institutional purposes may be provided as appropriate, and as set forth and approved in the budget in R715-10.

**9.3** With the approval of the board of trustees, furnishings and equipment of a type serving primarily institutionally-related functions of the residence may be provided by the institution and shall remain on the property inventory of the institution.

**9.4** Fire and liability insurance shall be carried on all institutional residences and property, with the costs being borne by the institutions. Insurance costs on personal belongings shall be paid for by the occupying president.

**R715-10 Budget Report to the Board:** On or before September 15 of each year, the president of each institution shall submit to the Office of the Commissioner a report summarizing the current fiscal year budgeted expenditures approved by the boards of trustees for the institutional residences. This report

shall detail budgeted expenditures for maintenance costs, custodial and domestic assistance, and insurance, as provided in R715-9. This report is to be submitted to the Commissioner and to be shared with the Board as an information item with the previous year's actual expenditures and the approved budget for that year.

**R715-11 Exceptions to Policy:** The provisions of this policy shall not apply to the Commissioner of Higher Education.





UTAH SYSTEM OF  
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# MEMORANDUM

TAB D

November 18, 2021

## Revision of Policy R557, *Motor Vehicles*

As part of the ongoing process to review and update Board policies, the Commissioner's Office recommends amendments to Policy R557, *Motor Vehicles*, including:

- Updating references, definitions, and policy to reflect changes in statute and to improve readability
- Adapting the policy to technical colleges by exempting institutions with fewer than ten motor pool vehicles from required professional management and operation as an enterprise service

A redline and clean version of the amended policy are included in the attachments.

### **Commissioner's Recommendation**

The Commissioner recommends the Committee adopt changes to Policy R557 effective immediately and forward to the full Board for approval.

### **Attachments**

## R557, Motor Vehicles<sup>1</sup>

**R557-1. Purpose:** To provide guidelines and oversight for the purchase, maintenance and use of vehicles ~~at the institutions.~~

### R557-2. References

- 2.1. [Utah Code §41-1a-407](#) (Use of “EX” Plates by Political Subdivisions or State)
- 2.2. [Utah Code §63A, Chapter 9](#) (Division of Fleet Operations and Administration of State Vehicles)
- 2.3. [Utah Code §63G-6a](#) (Utah Procurement Code)
- 2.4. [Board Policy R205](#), Presidential Appointment, Term of Office, and Compensation and Benefits
- 2.5. [Board Policy R555](#), Providing Facilities, Goods and Services in Competition with the Private Sector
- 2.6. [Board Policy R556](#), Transportation in Campus Vehicles
- ~~2.7. Board Policy R558, Surplus Property~~
- 2.7.8. [Board Policy R567-3](#), Internal Audit Activities, Definitions

### R557-3. Definitions

- 3.1. **“Motor Pool Fleet”:** The motor pool fleet is comprised of all vehicles owned or leased by the institution ~~and maintained in a pool~~ for daily and monthly use by departments and employees of the institution.
- 3.2. **“Vehicle Fleet”:** The vehicle fleet is comprised of all licensed vehicles owned or leased by the institution, including the motor pool fleet.
- 3.3. **“Service Enterprises”:** Service enterprises are operations within the institution established by the institution to provide services to departments and employees of the institution. Fees are set at a level adequate to support projected operating requirements without generating excess revenues.
- 3.4. **“Commute”:** Commute means travel between ~~an~~ employee’s home and place of work more ~~often~~ than five times per month. Commute includes travel to any work site closer to ~~any~~ employee’s home than the principal place of assignment.

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<sup>1</sup> Adopted [November 3, 1995](#); amended [March 12, 1997](#), [March 18, 2005](#), [March 31, 2017](#), and [November 18, 2021](#)

**3.5. “Employee”:** Employee means any person who is paid by the institution or is acting as an agent of the institution in a volunteer position or as a student.

**3.6. “Incidental Personal Use”:** Use of a vehicle to obtain meals and lodging in connection with an authorized business trip.

#### R557-4. Policy

**4.1. Ownership and Control of Vehicle Fleets:** Each institution shall monitor and control its vehicle fleet. ~~The~~An institution with more than ten vehicles in its motor pool shall:

**4.1.1.** employ professional management for its fleet;

**4.1.2.** operate the motor pool fleet as a service enterprise;

**4.1.3.** monitor, analyze, and evaluate the utilization of fleet vehicles ~~and analyze and evaluate to determine the~~ optimal fleet size ~~of the fleet~~;

**4.1.4.** ~~before any new or replacement vehicle is purchased,~~ review ~~both~~ the overall need for any potential the vehicle purchase pursuant to 4.1.3 and conduct a cost-benefit analysis ~~of entering into a for~~ long-term lease versus vehicle purchase;

**4.1.5.** comply with Utah Code §63G-6a, Utah Code Annotated (State Procurement Code) in the purchase of all vehicles; and

**4.1.6.** evaluate the need for and cost of departmentally ~~–~~owned vehicles versus vehicles included in the motor pool fleet, ~~and~~

~~———— 4.1.7. dispose of vehicles in accordance with R558, Surplus Property.~~

**4.2. Marking of Vehicles and “EX” Plates:** In accordance with Utah Code §63A-9-601, all vehicles in the fleet shall display an identification ~~be marked~~ and have “EX” plates, unless exempted under that section or Utah Code §41-1a-407.

**4.3. Commute Policies:** Commute privileges should be authorized only when re it is ~~determined to be beneficial to~~ the institution. Institutions shall establish commute policies to provide:

**4.3.1.** authorization criteria for the use of vehicles for commuting;

**4.3.2.** disciplinary procedures and sanctions for unauthorized commuting; and

**4.3.3.** accounting guidelines for maintaining proper records of the taxable benefit to the employee of commuting in an institutional vehicle.

**4.4. Maintenance and Safe Use of Vehicles:** Institutions shall establish policies governing the maintenance and safe use of the vehicle fleet ~~by departments and employees~~. These policies shall provide:

**4.4.1.** for compliance with guidelines established by the Office of Risk Management in connection with providing vehicle insurance to the institution; and

**4.4.2.** for employee reporting of vehicles involved in accidents and traffic violations and; for compliance with seat belt laws, alcohol and drug regulations and other traffic laws.

**4.5. Use of Vehicles:** Fleet vehicles shall only be used for official institutional business purposes, except when:

- 4.5.1. personal use has been authorized for the President in compliance with Board policy;
- 4.5.2. commute privileges have been authorized pursuant to section 4.3; or
- 4.5.3. non-incident personal use has been specifically authorized by the President and reported to the institutional Board of Trustees.

**4.6. Vehicle Fleet Use Restricted by Board Policies:** Institutions shall comply with Board policies relating to vehicles use ~~in such as~~ R555, ~~Providing Facilities, Goods and Services in Competition with Private Enterprise,~~ and R556, ~~Transportation in Campus Vehicles.~~

**4.7. Annual Report:** Institutions shall ~~write and~~ submit an annual vehicle fleet report to the Division of Fleet Operations. The report shall include:

- 4.7.1. the number of vehicles in the vehicle fleet, a description of each vehicle owned or leased; ~~(including the license number, year, make, and model) of the vehicle,~~ and the person and administrative unit ~~within the institution~~ to whom each vehicle is assigned;
- 4.7.2. other information requested by the Division of ~~Administrative Services~~ Fleet Operations in compliance with Utah Code §63A-9-402; and
- 4.7.3. the number and names of employees with authorized commute privileges, ~~with~~ authorized personal use privileges, and who drive unmarked vehicles.

**4.8.7.4. Annual Motor Fleet Pool Report:** The annual motor ~~fleet pool~~ report shall be part of the regular budget process for institutions with more than ten vehicles in its motor pool and shall include:

- ~~4.8.7.4.1.~~ revenues and expenditures;
- ~~4.8.7.4.2.~~ rates and charges for vehicle use;
- ~~4.8.7.4.3.~~ vehicle utilization rates, and
- ~~4.8.7.4.3.~~ other pertinent information about the operations of motor pool fleet.

**4.9.8. Certification and Reporting Requirements:** Institutions shall annually certify the accuracy of the vehicle fleet report and motor pool fleet report and shall submit the certification to the Board of Higher Education Manager of Audit by January 15.

**4.10.9. Oversight by Board of Trustees:** The Board of Trustees of each institution shall review the institution's annual vehicle fleet reports and motor pool fleet reports and periodic internal audits prepared pursuant to Sections 4.7, ~~and~~ 4.8, and 4.9. The Board of Trustees shall monitor how the institution manages and uses vehicle fleets.

## R557, Motor Vehicles<sup>1</sup>

**R557-1. Purpose:** To provide guidelines and oversight for the purchase, maintenance and use of vehicles.

### R557-2. References

- 2.1. [Utah Code §41-1a-407](#) (Use of “EX” Plates by Political Subdivisions or State)
- 2.2. [Utah Code §63A, Chapter 9](#) (Division of Fleet Operations and Administration of State Vehicles)
- 2.3. [Utah Code §63G-6a](#) (Utah Procurement Code)
- 2.4. [Board Policy R205](#), Presidential Appointment, Term of Office, and Compensation and Benefits
- 2.5. [Board Policy R555](#), Providing Facilities, Goods and Services in Competition with the Private Sector
- 2.6. [Board Policy R556](#), Transportation in Campus Vehicles
- 2.7. [Board Policy R567-3](#), Internal Audit Activities, Definitions

### R557-3. Definitions

- 3.1. **“Motor Pool Fleet”:** The motor pool fleet is comprised of all vehicles owned or leased by the institution for daily and monthly use by departments and employees of the institution.
- 3.2. **“Vehicle Fleet”:** The vehicle fleet is comprised of all licensed vehicles owned or leased by the institution, including the motor pool fleet.
- 3.3. **“Service Enterprises”:** Service enterprises are operations within the institution established by the institution to provide services to departments and employees of the institution. Fees are set at a level adequate to support projected operating requirements without generating excess revenues.
- 3.4. **“Commute”:** Commute means travel between an employee’s home and place of work more than five times per month. Commute includes travel to any work site closer to an employee’s home than the principal place of assignment.
- 3.5. **“Employee”:** Employee means any person who is paid by the institution or is acting as an agent of the institution in a volunteer position or as a student.

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<sup>1</sup> Adopted November 3, 1995; amended March 12, 1997, March 18, 2005, March 31, 2017, and November 19, 2021

**3.6. “Incidental Personal Use”:** Use of a vehicle to obtain meals and lodging in connection with an authorized business trip.

## **R557-4. Policy**

**4.1. Ownership and Control of Vehicle Fleets:** Each institution shall monitor and control its vehicle fleet. An institution with more than ten vehicles in its motor pool shall:

- 4.1.1.** employ professional management for its fleet;
- 4.1.2.** operate the motor pool fleet as a service enterprise;
- 4.1.3.** monitor, analyze, and evaluate the utilization of fleet vehicles to determine optimal fleet size;
- 4.1.4.** review the overall need for any potential vehicle purchase pursuant to 4.1.3 and conduct a cost-benefit analysis for long-term lease versus vehicle purchase;
- 4.1.5.** comply with Utah Code §63G-6ain the purchase of all vehicles; and
- 4.1.6.** evaluate the need for and cost of departmentally-owned vehicles versus vehicles included in the motor pool fleet.

**4.2. Marking of Vehicles and “EX” Plates:** In accordance with Utah Code §63A-9-601, all vehicles in the fleet shall display an identification mark and have “EX” plates, unless exempted under that section or Utah Code §41-1a-407.

**4.3. Commute Policies:** Commute privileges should be authorized only when beneficial to the institution. Institutions shall establish commute policies to provide:

- 4.3.1.** authorization criteria for the use of vehicles for commuting;
- 4.3.2.** disciplinary procedures and sanctions for unauthorized commuting; and
- 4.3.3.** accounting guidelines for maintaining proper records of the taxable benefit to the employee of commuting in an institutional vehicle.

**4.4. Maintenance and Safe Use of Vehicles:** Institutions shall establish policies governing the maintenance and safe use of the vehicle fleet. These policies shall provide:

- 4.4.1.** for compliance with guidelines established by the Office of Risk Management in connection with providing vehicle insurance to the institution; and
- 4.4.2.** for employee reporting of vehicles involved in accidents and traffic violations and for compliance with seat belt laws, alcohol and drug regulations and other traffic laws.

**4.5. Use of Vehicles:** Fleet vehicles shall only be used for official institutional business purposes, except when:

- 4.5.1.** personal use has been authorized for the President in compliance with Board policy;
- 4.5.2.** commute privileges have been authorized pursuant to section 4.3; or

**4.5.3.** non-incident personal use has been specifically authorized by the President and reported to the institutional Board of Trustees.

**4.6. Vehicle Fleet Use Restricted by Board Policies:** Institutions shall comply with Board policies relating to vehicle use in R555 and R556.

**4.7. Annual Report:** Institutions shall submit an annual vehicle fleet report to the Division of Fleet Operations. The report shall include:

**4.7.1.** the number of vehicles in the vehicle fleet, a description of each vehicle owned or leased (including license number, year, make, and model), and the person and administrative unit to whom each vehicle is assigned;

**4.7.2.** other information requested by the Division of Fleet Operations in compliance with Utah Code §63A-9-402; and

**4.7.3.** the number and names of employees with authorized commute privileges, authorized personal use privileges, and who drive unmarked vehicles.

**4.8. Annual Motor Pool Report:** The annual motor pool report shall be part of the regular budget process for institutions with more than ten vehicles in its motor pool and shall include:

**4.8.1.** revenues and expenditures;

**4.8.2.** rates and charges for vehicle use;

**4.8.3.** vehicle utilization rates, and

**4.8.3.** other pertinent information about the operations of motor pool fleet.

**4.9. Certification and Reporting Requirements:** Institutions shall annually certify the accuracy of the vehicle fleet report and motor pool fleet report and shall submit the certification to the Board of Higher Education Manager of Audit by January 15.

**4.10. Oversight by Board of Trustees:** The Board of Trustees of each institution shall review the institution's annual vehicle fleet reports and motor pool fleet reports and periodic internal audits prepared pursuant to Sections 4.7, 4.8, and 4.9. The Board of Trustees shall monitor how the institution manages and uses vehicle fleets.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB E

November 18, 2021

## Revision of Policy R558, *Surplus Property*

As part of the ongoing process to review and update Board policies, the Commissioner's Office recommends amendments to Policy R558, *Surplus*, including updating references, definitions, and policy to reflect changes in statute and to improve readability. A redline and clean version of the amended policy are included in the attachments.

### **Commissioner's Recommendation**

The Commissioner recommends the Finance and Facilities Committee adopt changes to Policy R558 effective immediately and forward to the full Board for approval.

### **Attachments**



## R558, Surplus Property<sup>1</sup>

**R558-1 Purpose:** To ~~provide for certain interaction between the institutions and the State Division of Purchasing and General Services relating to~~ govern institutional surplus property.

### R558-2

~~2.1 Utah Code [pw1] §63A-2-402 (State surplus property program — Participation by institutions of higher education)~~

### R558-2 Definitions

**2.1 “Surplus Property”:** Surplus property means property purchased by, seized by, or donated to, an institution which is no longer needed by the institution and is to be disposed of by the institution. Surplus property does not mean real property.

**2.2 “Internal Transfer”:** Internal transfer means transfer of surplus property internally within an institution.

**2.3 “External Sale”:** External sale means disposition of property outside of the institution.

### R558-3 Policy

**3.1 Institutional Programs:** Each institution shall maintain its own surplus property program.

**3.2 External Sale:** External disposition of property shall ~~be in compliance~~ comply with applicable restrictions of any donor, the federal government, or other entity from which the property was originally acquired.

**3.3 Preference for Internal Use:** Institutions are encouraged to transfer surplus property internally before disposing of the property externally.

~~**4.4 Notification to State Division of Purchasing and General Services:** Each institution shall submit to the State Division of Purchasing and General Services a listing of vehicles available for sale outside the institution, at least 15 days prior to the intended sale date.~~

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<sup>1</sup> Approved June 15, 1994; amended November 3, 1995, September 2, 1999, July 19, 2013, and November 19, 2021.

~~**4.5 Preference for Acquisitions of Surplus Property:** Institutions are encouraged to acquire federal surplus property from the State Division of Purchasing and General Services or from other institutions in order to reduce expenditures.~~

**3.4 Retention of Proceeds:** Proceeds from the sale of surplus property are retained by the institution.

**3.5 Oversight by and Report to the Board of Trustees:** The Board of Trustees of each institution is responsible for general oversight of surplus property operations. Each institution shall report annually to its Board of Trustees regarding its surplus property operation. The report shall provide information on revenues, expenditures, and allocation of net revenues in a form specified in the annual budget process.

## R558, Surplus Property<sup>1</sup>

**R558-1 Purpose:** To govern institutional surplus property.

### R558-2 Definitions

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<sup>1</sup> Approved June 15, 1994; amended November 3, 1995, September 2, 1999, July 19, 2013, and November 19, 2021.



# MEMORANDUM

November 19, 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.

The Dixie State University Board of Trustees recommend the following new members to the audit committees:

**Mitch Cloward** was appointed to the DSU Board of Trustees in 2021. Mitch serves as the administrator of Intermountain St. George Regional Hospital. He joined Intermountain Healthcare in October of 2002 as an operations director for Intermountain’s Medical Group. In 2006 he advanced to become hospital operations officer guiding surgical services, neurosciences, rehabilitation, lab and serving as on-site administrator of Dixie’s 400 East Campus. He became an administrator for both campuses in 2016. In 2015, the St. George Chamber of Commerce recognized Mitch with the “Innovator of the Year” award. He has served in many community capacities, including board chair for the Dixie Applied Technology College.

Mitch holds a Master of Healthcare Administration from Texas Woman’s University. His career began as a financial analyst for the Kelsey-Seybold Clinic in Houston, where he rapidly advanced to the administrator over physician practices. Within three years, he directed finance for Great West Life and Annuity/One Health Plan and became their vice president of network development for the Dallas and Fort Worth areas. His diverse background has given him broad and deep experience in insurance, physician practice management, and hospital operations. He and Jennifer, his wife, are the parents of five children, proud grandparents of Olive, and reside in Santa Clara, Utah.

**Danny Ipson** is the CFO and Managing Member at DATS Trucking/Overland Petroleum. After attending Dixie College, he earned a BA in Accounting and Business Management from Southern Utah University.

Danny has served the University in various capacities for over 25 years and has been the head baseball coach at Dixie High School for the past thirteen years. He and his wife, Jenny, have three children and one grandchild.

**Penny Mills** grew up in Orem, Utah, as the youngest of five children. She attended Vineyard Elementary, Lakeridge Jr. High, and Mountain View High School. She loves music and has sung with several performance choirs, including a tour with one stop at Carnegie Hall. As a sophomore in high school, Penny was a starting defensive player for the Lacrosse team at Timpanogos High School in 2012 (a team composed of students from Mountain View, Orem, and Timpanogos because there weren't enough players from any one of the schools alone to field a whole team). This team won the Division 2 Lacrosse State Championship. She loved the competition. Penny was the Senior Class President and a member of "Bruin Crew" (a student service organization) at Mountain View High.

Penny loves to work with people and help them find and live their dreams. She has worked in the food industry and retail, but her favorite job was for Alysse's Bridal & Formal in Provo, Utah. She was a Bridal Consultant and also one of the store "buyers" for the formal wear sold by Alysse's.

Penny is studying Communications with an emphasis in Applied Leadership at Dixie State. She loves DSU because it is a place where you can blaze trails to your dreams and live them. She loves the great leadership spirit. Penny got involved on campus as the administrative assistant to the vice president of student life. Most recently, before becoming student body president, she served as the vice president of service for DSUSA. Stop by Penny's office in the Gardner Student Center and say "hello". She loves meeting new people and wants to hear your ideas for making Dixie even greater than it already is!

### **Commissioner's Recommendation**

The Commissioner recommends the Board of Higher Education formally appoint the following new audit committee members recommended by five institution boards of trustees:

#### **Dixie State University**

Danny Ipson

Mitch Cloward

Penny Mills



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

November 19, 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**

College	Alias	Program	Clock-hour length	Proposed Credit-Hours	Delivery Method*
Davis	Electrician	Electrician Apprentice	720	24	H
Davis	Esthetician	Esthetician	600	16	H
Davis	HVAC	Heating and Air Conditioning	720	24	H
Davis	Injection Molding	Injection Molding	720	24	H
Davis	Master Esthetician	Master Esthetician	600	16	H
Davis	Pharmacy Technician	Pharmacy Technician	750	23	H
Davis	Plumbing	Plumbing Apprentice	720	24	H
Davis	Practical Nursing	Practical Nurse	900	27	H
Dixie	Biotechnology	Biotechnology	900	28	T
Dixie	Electrician	Electrical Commercial	360	12	T
Dixie	Electrician	Electrical Residential	360	12	T
Dixie	HVAC	HVACR Technician	600	20	T
Dixie	Operations Management	Operations Management	720	22	T
Dixie	Pharmacy Technician	Pharmacy Technician	600	16	T
Dixie	Plumbing	Plumbing Commercial	180	6	T
Dixie	Plumbing	Plumbing Residential	540	18	T
Dixie	Practical Nursing	Practical Nursing	900	23	T
Mountainland	Central Sterile Technician	Central Sterile Technician	900	25	T
Mountainland	Electrician	Electrical Apprenticeship	720	24	T
Mountainland	HVAC	HVAC Apprenticeship	360	12	T
Mountainland	Pharmacy Technician	Pharmacy Technician	450	12	T
Mountainland	Plumbing	Plumbing Apprenticeship	720	24	T
Mountainland	Practical Nursing	Practical Nursing	900	28	T
Ogden-Weber	Electrician	Electrical Trades Preparation	500	16	TH
Ogden-Weber	Electrician	Electrician Apprentice Related Instruction	720	24	TD
Ogden-Weber	HVAC	HVAC Technologies Apprentice Related Instruction	680	15	TH
Ogden-Weber	Non-Destructive Inspection	Non-Destructive Inspection	900	27	TH
Ogden-Weber	Pharmacy Technician	Pharmacy Technician	600	16	TH
Ogden-Weber	Plumbing	Plumber Apprentice Related Instruction	720	24	TH
Ogden-Weber	Practical Nursing	Practical Nursing	900	22	TH
Southwest	Pharmacy Technician	Pharmacy Technician	600	17	TH
Southwest	Practical Nursing	Practical Nursing	900	25	TH

Tooele	Practical Nursing	Practical Nursing	900	22	T
Uintah Basin	Electrician	Electrical Technician	360	12	THD
Uintah Basin	Pharmacy Technician	Pharmacy Technician	600	17	T
Uintah Basin	Practical Nursing	Practical Nursing	900	25	T





UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

November 19, 2021

## Custom Fit Report – FY 2021

Custom Fit is a state investment with industry in Utah's economic vitality and workforce development. It provides and supports training designed to aid in retention and expansion of Utah companies, attract new businesses to the state, and meet employers' specific educational needs. Custom Fit accomplishes this through jointly-funded partnerships between Utah companies and Utah System of Higher Education institutions.

In accordance with Policy R432-8.3 (Custom Fit – Annual Report), the eleven technical education institutions have submitted reports detailing Custom Fit activity for Fiscal Year 2021. The attached report summarizes the institution reports and reflects statewide Custom Fit activity.

As provided in the policy, the Technical Education Committee reviewed the report in its October 2021 meeting, and has forwarded it herewith to the Committee of the Whole.

### **Attachment**

## Custom Fit Report for the Fiscal Year Ended June 30, 2021

Program Report								
Institution	Companies Served	Trainees	Instructional Hours		Utilization	Companies Served	Trainees	Instructional Hours
Bridgerland Technical College	199	4,721	82,028		<b>Industry Sector</b>			
Davis Technical College	182	2,229	63,177		Information Technology:	73	3,510	53,646
Dixie Technical College	155	1,254	23,450		Manufacturing:	325	9,086	169,197
Mountainland Technical College	246	2,921	43,218		Construction & Trades:	315	3,188	117,420
Ogden-Weber Technical College	134	2,546	73,813		Services:	955	8,334	160,904
Salt Lake Community College	85	745	22,368		Mining, Fishing & Energy:	43	984	12,034
Snow College	95	453	14,299		<b>Company Objective</b>			
Southwest Technical College	81	615	34,331		Competitive Edge:	3,712	2,832	57,040
Tooele Technical College	61	389	10,665		Growth:	7,254	5,603	124,203
Uintah Basin Technical College	178	1,673	22,643		Productivity:	13,219	9,670	196,985
Utah State University - Eastern	76	280	10,620		<b>Training Objective</b>			
<b>FY 2021 Total</b>	<b>1,492</b>	<b>17,826</b>	<b>400,611</b>		Business Development:	2,040	1,439	21,627
					Certification/Health & Safety:	7,637	6,270	61,252
					Certification/Professional:	1,651	1,470	26,631
					Certification/Trades:	3,229	2,036	159,905
					Employee Development:	7,211	4,920	60,328
					Technical/Manufacturing:	1,583	1,349	38,090
					Technical/Professional:	837	694	10,423
<b>FY 2020 Total</b>	<b>1,760</b>	<b>18,742</b>	<b>357,254</b>					
<b>% Change</b>	<b>-15.2%</b>	<b>-4.9%</b>	<b>12.1%</b>					

Financial Report											
Institution	Funding				Use of Funds						
	Carried Over from Prior FY	State Appropriation	Company Contributions	Inst*	Total Funds Available	Direct Training Costs	Salaries/Benefits	Equipment	Other Expenses	Total Expenditures	Carried Over to Next FY
Bridgerland Technical College	\$22,572	\$500,000	\$591,375		\$1,113,947	866,254	235,230		6,562	1,108,046	\$5,901
Davis Technical College	114,084	684,600	384,557		1,183,241	760,570	297,456	17,290	26,466	1,101,782	81,459
Dixie Technical College	74,186	345,000	327,536		746,722	545,893	119,617	3,406	2,821	671,737	74,985
Mountainland Technical College	74,664	684,600	155,933		915,197	536,248	235,377		3,208	774,833	140,364
Ogden-Weber Technical College	143,881	684,600	496,333		1,324,814	784,498	247,830		427	1,032,755	292,059
Salt Lake Community College	446,969	460,800	249,668	92,510	1,249,947	735,658	92,510		594	828,762	421,185
Snow College	261,284	298,100	141,685		701,069	291,136	180,854			471,990	229,078
Southwest Technical College	39,934	345,000	206,951		591,885	344,919	169,886		9,780	524,585	67,300
Tooele Technical College	2,224	325,000	239,217		566,441	434,737	165,293		688	600,718	(34,277)
Uintah Basin Technical College	49,823	410,000	255,574		715,397	425,919	247,740	594	30,027	704,280	11,118
Utah State University - Eastern	269,274	273,100	122,368		664,742	245,575	95,050	11,653	35,255	387,532	277,209
<b>Total</b>	<b>\$1,498,895</b>	<b>\$5,010,800</b>	<b>\$3,171,197</b>	<b>\$92,510</b>	<b>\$9,773,402</b>	<b>\$5,971,407</b>	<b>\$2,086,843</b>	<b>\$32,942</b>	<b>\$115,828</b>	<b>\$8,207,020</b>	<b>\$1,566,381</b>

\*SLCC CF appropriation has been carried through regular institution E&G line item. Institution provides additional funding for salaries and benefits.

## R582, Per Diem Compensation for Services<sup>1</sup>

**R582-1 Purpose:** To authorize a per diem allowance for members in attendance at official meetings of the Board of Higher Education, the several institutional Boards of Trustees, and the Board of Directors of the Utah Higher Education Assistance Authority (other than salaried state employees), and the Student Finance Subcommittee (other than salaried state employees), and to bring such per diem allowances into conformity with general state policy.

### R582-2 References

- 2.1 [Utah Code 53B-1-104\(12\)](#) (Membership of the Board: Compensation)
- 2.2 [Utah Code 53B-2-104\(9\)](#) (Memberships of Boards of Trustees: Compensation)
- 2.3 [Utah Code 53B-12-101\(9\)](#) (Utah Higher Education Assistance Authority Designated)
- 2.4 [Utah Code 53B-12-102\(2\)](#) (UHEAA Board of Directors)
- 2.5 [Utah Code 63A-3-106](#) (Per Diem Rates for State Officers and Employees)
- 2.6 [Utah Code 63A-3-107](#) (Travel Expenses of Executive Branch Officers and Employees)

### R582-3 Policy

**3.1 Per Diem Rates Set by the Board:** Per diem rates in effect for all other state boards and commissions are not applicable to Board of Higher Education and institutional Boards of Trustees members in the System of Higher Education until the Board of Higher Education takes affirmative action to authorize their application.

**3.2 Similar Treatment for Higher Education Boards and Commissions:** The public service on higher education boards requires both sacrifice and dedication which should be recognized, pursuant to express legislative intent, by a suitable per diem allowance. Such allowances should be similar to those received by the members of other appointed state boards and commissions.

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<sup>1</sup> *Adopted July 21, 1989, amended May 29, 1998, and November 19, 2021.*

**3.3 Per Diem Rates the Same as Those Set by the State Director of Finance:** Per diem rate changes determined by the State Director of Finance for appointed members of state boards and commissions shall automatically be placed in effect for members in attendance at official meetings of the Board of Higher Education, the several institutional Boards of Trustees, and the Board of Directors of the Utah Higher Education Assistance Authority (other than salaried state employees) in accordance with applicable Board policies, as of the effective dates of the Director of Finance's determinations.

3.4 Stipends for students providing service to the Board: The Board may award stipends to students who serve as student board members defined in R609-3 or as members of the Campus Safety and Equity

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## R120, Board of Higher Education Bylaws<sup>1</sup>

**R609-1 Purpose:** To provide bylaws for the Board of Higher Education that will govern how the Board administers the Utah System of Higher Education and conducts regular Board business.

### R-609-2 References

[2.1 Title 53B, Chapter 1, Section 403, Committees](#)

[2.2 Title 53B, Chapter 1, Section 404, Membership of the Board](#)

[2.3 Title 53B, Chapter 1, Section 501, Initial Board Membership](#)

### R609-3 Bylaws

**3.1 Offices:** The principal office of the Board shall be located at the Utah Board of Higher Education Building, The Gateway, 60 South 400 West, Salt Lake City, Utah. The Board may have such other offices as the Board may designate or as the business of the Board may from time to time require.

**3.2 General Powers:** Under 53B-1-402, the Board is vested with the power to govern the Utah System of Higher Education. The Board shall address all issues requiring its action in a properly convened meeting. The Board may adopt rules and regulations to govern the conduct of its meetings, to manage the Board and to manage and supervise the Utah System of Higher Education, in accordance with these bylaws and the laws of this State.

**3.3 Board Members.** The Board shall consist of 18 members who are residents of the state and appointed by the governor with the advice and consent of the Senate. Two of the members shall be student members, one individual who is enrolled in a certificate program at a technical college at the time of the appointment one individual who is a fully matriculated student enrolled in a degree-granting institution. Except as provided in 53B-1-501, the Governor shall appoint Board members to six-year staggered terms, each of which begins on July 1 of the year of appointment. The Governor shall appoint student members to a one-year term. Each member shall hold office until his or her successor has been chosen and qualified.

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<sup>1</sup> Adopted June 17, 1970; amended July 28, 1970, September 11, 1970, January 20, 1971, July 27, 1971, December 20, 1973, July 22, 1975, July 14, 1980, August 31, 1981, October 11, 1985, September 12, 1986, August 6, 1987, December 16, 1988 and Bylaws February 24, 1989, June 18, 1993, May 31, 2002, September 11, 2003, March 30, 2012, March 29, 2013, March 30, 2018, and November 19, 2021.

**3.3.1 Oath of Office:** A member shall take the official oath of office before entering upon the duties of office. The oath shall be filed with the Division of Archives and Records Services.

**3.3.2 Simultaneous Service on Institutions' Boards of Trustees:** An individual may not serve simultaneously on the Board and on an institution's board of trustees.

**3.3.3 Consecutive Terms:** Unless otherwise provided in 53B-1-501, the Governor may appoint a member to a second consecutive full term without a recommendation from the nominating committee. Members who filled the unexpired term that resulted from the vacancy of a member may be appointed to serve up to one consecutive full term thereafter. Student members may not serve more than one full term.

**3.3.4 Vacancies:** A vacancy in the Board occurring before the expiration of a member's full term shall be immediately filled through the nomination and appointment processes described in 53B-1-404 and 406. An individual appointed to fill a vacancy shall be appointed to serve for the remainder of the unexpired term.

**3.3.5 Removal of Board Members:** The governor may remove a member of the board for cause after consulting with the president of the Senate.

**3.3.6 Resignation:** A member of the Board may resign at any time by giving written notice to the Board's chair or secretary. Unless otherwise specified in the notice, the resignation shall take effect upon receipt.

**3.3.7 Compensation:** A member of the Board shall receive a daily salary for each calendar day that the member attends a Board or Committee meeting as provided by statute. A member may also receive per diem and travel expenses as allowed by Section 53B-1-404(15).

**3.4 Regular Meetings:** The Board shall meet regularly at a time and place it shall determine. The Board may also meet, in full or executive session, at the request of the chair, the commissioner, or at least six members of the Board.

**3.4.1 Special Meetings:** The Board may convene a special meeting, in full or executive session, when called by the Board chair, the commissioner, or by request of six Board members. The chair or commissioner may designate the location or method for holding any special meeting.

### **3.5 Notice**



**3.5.1 Notice to Members of Board:** The Board secretary shall notify Board members and institutional presidents of the time and place of regular meetings of the Board at least seven days prior to the meeting, together with an agenda explaining the nature of the business to be acted upon. The Board secretary may provide shorter notice for special meetings.

**3.5.2 Notice to the Public:** The Board and Executive Committee—when taking action on behalf of the Board in accordance with Section 3.9.6—shall give public notice of their meetings as required by Section 52-4-202 of the Open and Public Meetings Act.

**3.6 Quorum:** The Board must have a quorum to take action. A quorum consists of 10 members. A quorum of any committee of the Board shall consist of a majority of its members. If less than a quorum is present at the time and place for any such meeting called, the Board or committee meeting may be adjourned without further notice.

### **3.7 Conducting Board Business**

**3.7.1 Agenda and Regular Order of Business:** The Board chair and the commissioner shall set the agenda for Board meetings in consultation with the Executive Committee. The official agenda shall constitute the principal business at regular meetings of the Board.

**3.7.2 Categories of Agenda Items:** The Board's business shall be listed in the agenda within the following categories:

**3.7.2.1 Action Items:** Items that are recommended for action and that require full discussion by the Board.

**3.7.2.2 Consent Calendar:** Items that are recommended for action and that have been fully discussed by a committee and do not require discussion by the full Board.

**3.7.2.3 Information Items:** Items that are not recommended for action, but are for information, such as presentation of institutional reports by heads of institutions and other items for informational purposes.

**3.7.3 Consent Calendar:** The Board may act on items in the Consent Calendar by voting on items either as a group or as items individually. Any item listed upon the Consent Calendar may, by majority vote of the Board, be transferred to the Action Items at the same or a subsequent meeting and made be subject to full discussion and deliberation.

**3.7.4 Rules of Procedure:** The Board and its committees shall follow Robert's Rules of Order in conducting all meetings.

**3.7.5 Open and Public Meetings Act:** The Board shall conduct its meetings in compliance with the Open and Public Meetings Act. If the Executive Committee intends to take action on behalf of the Board in accordance with Section 3.9.6, it shall conduct its meeting in compliance with the Open and Public Meetings Act.

### **3.7.6 Voting**

**3.7.6.1 Recording of Votes:** Any member so requesting shall have her or his vote recorded in the minutes, or on request of any member the vote of each member shall be recorded.

**3.7.6.2 Proxy Voting:** Proxy voting shall not be permitted at meetings of the Board or the meetings of its committees.

## **3.8 Board Officers and Staff**

**3.8.1** The officers of the Board shall be a chair, a vice-chair or vice-chairs, and a secretary. The Board's staff shall be the commissioner of higher education, an associate commissioner of academic education, an associate commissioner of technical education and other staff as the commissioner deems necessary.

### **3.8.2 Appointment, Election and Term of Office**

**3.8.2.1 Chair and Vice-Chair(s):** The Board shall elect a chair and up to two vice-chairs from among its members at its May/June meeting in each even numbered year. Beginning on the date of election, the chair and vice-chair(s) shall serve concurrently for two years and until their successors are chosen and qualified. A member may not serve more than two terms as chair.

**3.8.2.2 Secretary:** The Board shall appoint a full-time employee from the commissioner's staff to serve as secretary at the Board's discretion.

**3.8.2.3 Commissioner:** Upon approval by the governor and with the advice and consent of the Senate, the Board shall appoint a commissioner of higher education. The commissioner shall serve at the Board's pleasure.

**3.8.2.4 Associate Commissioners:** The commissioner shall appoint, subject to approval by the Board, an associate commissioner of technical education and an associate commissioner of academic education. The commissioner may also appoint, without the

Board's approval, other associate commissioners as needed. The associate commissioners shall serve at the commissioner's pleasure.

### **3.8.3 Removal of Board Officers or Commissioner**

**3.8.3.1 Chair and Vice-Chair:** The Board may remove a chair or vice-chair of the Board for cause.

**3.8.3.2 Commissioner:** The Board may terminate the commissioner. The Governor may terminate the commissioner, after consultation with the Board.

**3.8.4 Vacancies:** The Board may fill a vacancy in any Board office because of death, resignation, removal, disqualification or otherwise, according to the requirements of statutes and these bylaws, for the unexpired portion of the term.

**3.8.5 Chair:** The chair shall preside at all meetings of the Board and shall have such other duties, powers and responsibilities as directed by the Board or by these bylaws. In the absence of such specifications, the chair shall have the powers and authority and shall perform and discharge the duties of similar officers serving organizations with similar purposes and objectives as the Board.

**3.8.6 Vice-Chair(s):** The vice-chair(s) shall act as chair in the absence or disability of the chair and shall have such other duties, powers and responsibilities as the Board or chair may assign. In the event the office of chair becomes vacant, a vice-chair shall act as interim chair until the next regular meeting, at which time the Board shall elect a new chair to serve the balance of the unexpired term. If the office of vice-chair is similarly vacated, the Board shall elect a new vice-chair from among its members at the next regular meeting.

**3.8.7 Secretary:** The secretary shall make a record and maintain a record of all Board meetings and shall perform such other duties as the Board may direct.

### **3.8.8 Commissioner**

**3.8.8.1 Chief Executive Officer:** The commissioner shall act as the Board's chief executive officer and, subject to the control of the Board, shall supervise and control all of the business and affairs of the Board. The commissioner may enter into contracts or execute and deliver instruments that do not exceed \$100,000 on behalf of the Board without Board approval. For contracts or instruments that exceed \$100,000, the commissioner shall first obtain Board approval.

**3.8.8.2 Commissioner Interprets Board Policy:** The commissioner shall be responsible for interpreting the Board's policies.

**3.8.8.3 Advocacy:** The commissioner is authorized to advocate on behalf of the Board before the governor, the legislature, and other officials and governmental entities.

**3.8.8.4 Commissioner Represents Board:** In order to ensure that there is effective follow through in implementing the Board's action, the commissioner shall work with system's institutions on the Board's behalf to ensure they effectively implement the Board's policies, directives, strategies and goals.

**3.8.8.5 Information, Reports, Audits:** The commissioner is empowered to require information and reports from the institutions. The commissioner has the authority, after giving due notice to the presidents, to assign staff to audit records of institutions or otherwise verify data. Such audits shall be in response to the Board's instructions or to verify compliance with the Board's policies or applicable laws. The Board's audit committee shall prioritize the commissioner's audits.

**3.8.8.6 Board Policies Properly Executed:** After the Board has adopted a new policy, program, or taken an action, the commissioner shall ensure that it is properly carried out. The commissioner will collaborate with the Council of Presidents, and relevant institutional staff to implement new policies or directives and to periodically follow up on the implementation. Presidents shall cooperate with the commissioner to properly execute the Board's policies and directives.

**3.8.8.7 Statutory Duties:** The commissioner is responsible to ensure that the Board's policies, programs, and strategic plan are properly executed; furnish information about the Utah System of Higher Education and make recommendations regarding that information to the Board, provide state-level leadership in any activity affecting an institution of higher education, and perform other duties assigned by the Board.

**3.8.9 Commissioner's Staff:** The commissioner may appoint and hire a staff of professional, legal, and administrative personnel.

**3.8.9.1 Associate Commissioners:** The associate commissioner for technical education shall support the chair of the Technical Education Committee. The associate commissioner for academic education shall support the chair of the Academic Education Committee.

### **3.8.10. Salaries and Benefits**

**3.8.10.1 Chair and Vice-Chair:** The chair and vice-chair are compensated as members of the Board and shall not receive salaries.

**3.8.10.2 Secretary:** The commissioner shall set the salary of the secretary as a member of staff.

**3.8.10.3 Commissioner:** The Board shall set the salary of the commissioner.

**3.8.10.4 Commissioner's Staff:** The commissioner shall determine salaries, retirement provisions, and other benefits for the staff as described by statute.

**3.8.11 Contracts:** The Board may authorize any officer or officers or agents of the Board, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Board, and such authority may be general or may be confined to specific instances.

### **3.9 Committees**

**3.9.1. Committee Appointments:** The Board shall establish standing committees and such other special committees as the Board or the Board chair may determine to be necessary or appropriate. With the exception of the Executive Committee, the Board chair shall appoint the membership and a chair of all standing and special committees. Each standing committee shall serve concurrent two-year terms with the chair who appointed them.

**3.9.2. Standing Committees:** The Board shall form the following standing committees:

**3.9.2.1** Executive Committee

**3.9.2.2** Technical Education Committee

**3.9.2.3** Academic Education Committee

**3.9.2.4** Student Affairs and Access Committee

**3.9.2.5** Finance and Facilities Committee

**3.9.2.6** Audit Committee

**3.9.3 Special Committees:** In addition to the standing committees, the Board may form other special committees as needed.

**3.9.4 Staff Support:** The commissioner shall provide staffing and support to each standing and special committee.

**3.9.5 Committee Membership and Voting of Board Chair and Vice Chair:** The chair and vice-chair may be appointed to and serve as regular members of one or more standing committees, with full power to vote. The chair and vice-chair shall also be ex officio members of each standing committee to which they are not appointed on a regular basis, but in such ex officio capacity shall be without power to vote.

### **3.9.6 Executive Committee**

**3.9.6.1. Composition:** The Executive Committee shall be comprised of the Board chair, the Board vice-chair(s), the chairs of the technical, academic, student affairs, and finance and facilities standing committees, and one committee member at large appointed by the Board chair.

**3.9.6.2. Authority:** The Executive Committee may meet to address issues, identify areas of concern, set priorities or agenda items, or conduct other business requiring the Board's action during the interim period between Board meetings as provided in this section. The Executive Committee shall report to the Board at the Board's next meeting following an action undertaken.

**3.9.6.3. Routine Matters:** The Board authorizes the Executive Committee to act upon routine matters during the interim between the Board's regular meetings.

**3.9.6.4. Non-routine Matters:** The Executive Committee may not act on non-routine matters except under extraordinary and emergency circumstances.

**3.9.7. Committee Meetings:** Meetings of all committees of the Board may be held upon the call of the committee chair, the Board chair, or at the request of the commissioner.

### **3.10 Advisory Councils**

**3.10.1 Industry Advisory Council:** The Board shall establish an Industry Advisory Council that shall inform the committee for technical education; the committee for academic education; and the State Board of Education. The Industry Advisory Council shall include representation from (a) employers; (b) kindergarten through grade 12 representatives; (c) degree-granting institution faculty; and (d) technical college faculty.

**3.10.2 Council of Presidents:** The Board shall establish a Council of Presidents comprised of the presidents from each of the institutions and the commissioner. The commissioner shall serve as Council of Presidents chair.

**3.10.3 Campus Safety and Equity Advisory Council:** The Board shall establish a Campus Safety and Equity Advisory Council composed of a student from every USHE institutions to advise the Board on issues related to student safety and equity.

**3.10.4 Other Advisory Councils:** The Board may establish other advisory committees or councils as needed.

**3.10.5** All matters requiring Board determination shall be addressed in a properly convened meeting of the Board or Executive Committee.

**3.11 Electronic Meetings:** The Board and the Executive Committee may convene and conduct an electronic meeting in accordance with Section 52-4-207 of the Open and Public Meetings Act. The members of those committees who participate by electronic communication may be counted in the quorum that is necessary to conduct and transact the Board's business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the Board.

### **3.12 Public Information**

**3.12.1 Official Pronouncements:** The Board chair is the only member of the Board authorized to make official pronouncements for the Board, and then only as authorized by the Board. The commissioner as executive officer of the Board is authorized to speak for the Board and the Utah System of Higher Education with respect to any policy matters that have received the approval of the Board, and on administrative matters.

**3.12.2 Releases and General Information:** The commissioner or designee may issue news releases, general information and other communications regarding administration of the system of higher education, provided the releases are consistent with Board policies and directives.

### **3.13 Conflict of Interest**

**3.13.1** A potential conflict of interest is any direct and immediate interest or relationship, including financial interest exceeding \$2,000, with persons or businesses regulated by or directly affected by decisions of the Board, or persons or organizations which may present requests or issues before the Board. The interest of a spouse or other members of the immediate family/household or the interest of any other person which is constructively controlled by the member is included.

**3.13.2** Board members shall disclose potential conflicts of interest, in a signed written document provided by the Commissioner’s Office. In the event the Board is taking action that involves issues with which a Board member has a potential conflict, the Board member shall orally disclose the conflict during a regularly scheduled public meeting and abstain from participating in discussion or voting on the issue.

**3.13.3** Board members are subject to the Ethics Act, Utah Code 67-16-7. The Commissioner’s Office will provide training materials to Board members that explain the obligations of the Ethics Act. Board members are also encouraged to seek counsel from the Board’s general counsel or the Attorney General’s office if there is any potential doubt as to the applicability of this section or the Ethics Act.

**3.14 Amendment of Bylaws:** The Board may amend these bylaws at any regular meeting, provided that copies of any proposed amendments shall be submitted in writing to each member and to the commissioner at least seven days before the meeting at which they are to be proposed for vote.



## R120, Board of Higher Education Bylaws<sup>1</sup>

**R609-1 Purpose:** To provide bylaws for the Board of Higher Education that will govern how the Board administers the Utah System of Higher Education and conducts regular Board business.

### R-609-2 References

- 2.1 [Title 53B, Chapter 1, Section 403, Committees](#)
- 2.2 [Title 53B, Chapter 1, Section 404, Membership of the Board](#)
- 2.3 [Title 53B, Chapter 1, Section 501, Initial Board Membership](#)

### R609-3 Bylaws

**3.1 Offices:** The principal office of the Board shall be located at the Utah Board of Higher Education Building, The Gateway, 60 South 400 West, Salt Lake City, Utah. The Board may have such other offices as the Board may designate or as the business of the Board may from time to time require.

**3.2 General Powers:** Under 53B-1-402, the Board is vested with the power to govern the Utah System of Higher Education. The Board shall address all issues requiring its action in a properly convened meeting. The Board may adopt rules and regulations to govern the conduct of its meetings, to manage the Board and to manage and supervise the Utah System of Higher Education, in accordance with these bylaws and the laws of this State.

**3.3 Board Members.** The Board shall consist of 18 members who are residents of the state and appointed by the governor with the advice and consent of the Senate. Two of the members shall be student members, one individual who is enrolled in a certificate program at a technical college at the time of the appointment one individual who is a fully matriculated student enrolled in a degree-granting institution. Except as provided in 53B-1-501, the Governor shall appoint Board members to six-year staggered terms, each of which begins on July 1 of the year of appointment. The Governor shall appoint student members to a one-year term. Each member shall hold office until his or her successor has been chosen and qualified.

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<sup>1</sup> Adopted June 17, 1970; amended July 28, 1970, September 11, 1970, January 20, 1971, July 27, 1971, December 20, 1973, July 22, 1975, July 14, 1980, August 31, 1981, October 11, 1985, September 12, 1986, August 6, 1987, December 16, 1988 and Bylaws February 24, 1989, June 18, 1993, May 31, 2002, September 11, 2003, March 30, 2012, March 29, 2013, March 30, 2018, and November 19, 2021.

**3.3.1 Oath of Office:** A member shall take the official oath of office before entering upon the duties of office. The oath shall be filed with the Division of Archives and Records Services.

**3.3.2 Simultaneous Service on Institutions' Boards of Trustees:** An individual may not serve simultaneously on the Board and on an institution's board of trustees.

**3.3.3 Consecutive Terms:** Unless otherwise provided in 53B-1-501, the Governor may appoint a member to a second consecutive full term without a recommendation from the nominating committee. Members who filled the unexpired term that resulted from the vacancy of a member may be appointed to serve up to one consecutive full term thereafter. Student members may not serve more than one full term.

**3.3.4 Vacancies:** A vacancy in the Board occurring before the expiration of a member's full term shall be immediately filled through the nomination and appointment processes described in 53B-1-404 and 406. An individual appointed to fill a vacancy shall be appointed to serve for the remainder of the unexpired term.

**3.3.5 Removal of Board Members:** The governor may remove a member of the board for cause after consulting with the president of the Senate.

**3.3.6 Resignation:** A member of the Board may resign at any time by giving written notice to the Board's chair or secretary. Unless otherwise specified in the notice, the resignation shall take effect upon receipt.

**3.3.7 Compensation:** A member of the Board shall receive a daily salary for each calendar day that the member attends a Board or Committee meeting as provided by statute. A member may also receive per diem and travel expenses as allowed by Section 53B-1-404(15).

**3.4 Regular Meetings:** The Board shall meet regularly at a time and place it shall determine. The Board may also meet, in full or executive session, at the request of the chair, the commissioner, or at least six members of the Board.

**3.4.1 Special Meetings:** The Board may convene a special meeting, in full or executive session, when called by the Board chair, the commissioner, or by request of six Board members. The chair or commissioner may designate the location or method for holding any special meeting.

### **3.5 Notice**

**3.5.1 Notice to Members of Board:** The Board secretary shall notify Board members and institutional presidents of the time and place of regular meetings of the Board at least seven days prior to the meeting, together with an agenda explaining the nature of the business to be acted upon. The Board secretary may provide shorter notice for special meetings.

**3.5.2 Notice to the Public:** The Board and Executive Committee—when taking action on behalf of the Board in accordance with Section 3.9.6—shall give public notice of their meetings as required by Section 52-4-202 of the Open and Public Meetings Act.

**3.6 Quorum:** The Board must have a quorum to take action. A quorum consists of 10 members. A quorum of any committee of the Board shall consist of a majority of its members. If less than a quorum is present at the time and place for any such meeting called, the Board or committee meeting may be adjourned without further notice.

### **3.7 Conducting Board Business**

**3.7.1 Agenda and Regular Order of Business:** The Board chair and the commissioner shall set the agenda for Board meetings in consultation with the Executive Committee. The official agenda shall constitute the principal business at regular meetings of the Board.

**3.7.2 Categories of Agenda Items:** The Board's business shall be listed in the agenda within the following categories:

**3.7.2.1 Action Items:** Items that are recommended for action and that require full discussion by the Board.

**3.7.2.2 Consent Calendar:** Items that are recommended for action and that have been fully discussed by a committee and do not require discussion by the full Board.

**3.7.2.3 Information Items:** Items that are not recommended for action, but are for information, such as presentation of institutional reports by heads of institutions and other items for informational purposes.

**3.7.3 Consent Calendar:** The Board may act on items in the Consent Calendar by voting on items either as a group or as items individually. Any item listed upon the Consent Calendar may, by majority vote of the Board, be transferred to the Action Items at the same or a subsequent meeting and made be subject to full discussion and deliberation.

**3.7.4 Rules of Procedure:** The Board and its committees shall follow Robert's Rules of Order in conducting all meetings.

**3.7.5 Open and Public Meetings Act:** The Board shall conduct its meetings in compliance with the Open and Public Meetings Act. If the Executive Committee intends to take action on behalf of the Board in accordance with Section 3.9.6, it shall conduct its meeting in compliance with the Open and Public Meetings Act.

### **3.7.6 Voting**

**3.7.6.1 Recording of Votes:** Any member so requesting shall have her or his vote recorded in the minutes, or on request of any member the vote of each member shall be recorded.

**3.7.6.2 Proxy Voting:** Proxy voting shall not be permitted at meetings of the Board or the meetings of its committees.

## **3.8 Board Officers and Staff**

**3.8.1** The officers of the Board shall be a chair, a vice-chair or vice-chairs, and a secretary. The Board's staff shall be the commissioner of higher education, an associate commissioner of academic education, an associate commissioner of technical education and other staff as the commissioner deems necessary.

### **3.8.2 Appointment, Election and Term of Office**

**3.8.2.1 Chair and Vice-Chair(s):** The Board shall elect a chair and up to two vice-chairs from among its members at its May/June meeting in each even numbered year. Beginning on the date of election, the chair and vice-chair(s) shall serve concurrently for two years and until their successors are chosen and qualified. A member may not serve more than two terms as chair.

**3.8.2.2 Secretary:** The Board shall appoint a full-time employee from the commissioner's staff to serve as secretary at the Board's discretion.

**3.8.2.3 Commissioner:** Upon approval by the governor and with the advice and consent of the Senate, the Board shall appoint a commissioner of higher education. The commissioner shall serve at the Board's pleasure.

**3.8.2.4 Associate Commissioners:** The commissioner shall appoint, subject to approval by the Board, an associate commissioner of technical education and an associate commissioner of academic education. The commissioner may also appoint, without the

Board's approval, other associate commissioners as needed. The associate commissioners shall serve at the commissioner's pleasure.

### **3.8.3 Removal of Board Officers or Commissioner**

**3.8.3.1 Chair and Vice-Chair:** The Board may remove a chair or vice-chair of the Board for cause.

**3.8.3.2 Commissioner:** The Board may terminate the commissioner. The Governor may terminate the commissioner, after consultation with the Board.

**3.8.4 Vacancies:** The Board may fill a vacancy in any Board office because of death, resignation, removal, disqualification or otherwise, according to the requirements of statutes and these bylaws, for the unexpired portion of the term.

**3.8.5 Chair:** The chair shall preside at all meetings of the Board and shall have such other duties, powers and responsibilities as directed by the Board or by these bylaws. In the absence of such specifications, the chair shall have the powers and authority and shall perform and discharge the duties of similar officers serving organizations with similar purposes and objectives as the Board.

**3.8.6 Vice-Chair(s):** The vice-chair(s) shall act as chair in the absence or disability of the chair and shall have such other duties, powers and responsibilities as the Board or chair may assign. In the event the office of chair becomes vacant, a vice-chair shall act as interim chair until the next regular meeting, at which time the Board shall elect a new chair to serve the balance of the unexpired term. If the office of vice-chair is similarly vacated, the Board shall elect a new vice-chair from among its members at the next regular meeting.

**3.8.7 Secretary:** The secretary shall make a record and maintain a record of all Board meetings and shall perform such other duties as the Board may direct.

### **3.8.8 Commissioner**

**3.8.8.1 Chief Executive Officer:** The commissioner shall act as the Board's chief executive officer and, subject to the control of the Board, shall supervise and control all of the business and affairs of the Board. The commissioner may enter into contracts or execute and deliver instruments that do not exceed \$100,000 on behalf of the Board without Board approval. For contracts or instruments that exceed \$100,000, the commissioner shall first obtain Board approval.

**3.8.8.2 Commissioner Interprets Board Policy:** The commissioner shall be responsible for interpreting the Board's policies.

**3.8.8.3 Advocacy:** The commissioner is authorized to advocate on behalf of the Board before the governor, the legislature, and other officials and governmental entities.

**3.8.8.4 Commissioner Represents Board:** In order to ensure that there is effective follow through in implementing the Board's action, the commissioner shall work with system's institutions on the Board's behalf to ensure they effectively implement the Board's policies, directives, strategies and goals.

**3.8.8.5 Information, Reports, Audits:** The commissioner is empowered to require information and reports from the institutions. The commissioner has the authority, after giving due notice to the presidents, to assign staff to audit records of institutions or otherwise verify data. Such audits shall be in response to the Board's instructions or to verify compliance with the Board's policies or applicable laws. The Board's audit committee shall prioritize the commissioner's audits.

**3.8.8.6 Board Policies Properly Executed:** After the Board has adopted a new policy, program, or taken an action, the commissioner shall ensure that it is properly carried out. The commissioner will collaborate with the Council of Presidents, and relevant institutional staff to implement new policies or directives and to periodically follow up on the implementation. Presidents shall cooperate with the commissioner to properly execute the Board's policies and directives.

**3.8.8.7 Statutory Duties:** The commissioner is responsible to ensure that the Board's policies, programs, and strategic plan are properly executed; furnish information about the Utah System of Higher Education and make recommendations regarding that information to the Board, provide state-level leadership in any activity affecting an institution of higher education, and perform other duties assigned by the Board.

**3.8.9 Commissioner's Staff:** The commissioner may appoint and hire a staff of professional, legal, and administrative personnel.

**3.8.9.1 Associate Commissioners:** The associate commissioner for technical education shall support the chair of the Technical Education Committee. The associate commissioner for academic education shall support the chair of the Academic Education Committee.

### **3.8.10. Salaries and Benefits**

**3.8.10.1 Chair and Vice-Chair:** The chair and vice-chair are compensated as members of the Board and shall not receive salaries.

**3.8.10.2 Secretary:** The commissioner shall set the salary of the secretary as a member of staff.

**3.8.10.3 Commissioner:** The Board shall set the salary of the commissioner.

**3.8.10.4 Commissioner's Staff:** The commissioner shall determine salaries, retirement provisions, and other benefits for the staff as described by statute.

**3.8.11 Contracts:** The Board may authorize any officer or officers or agents of the Board, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Board, and such authority may be general or may be confined to specific instances.

### **3.9 Committees**

**3.9.1. Committee Appointments:** The Board shall establish standing committees and such other special committees as the Board or the Board chair may determine to be necessary or appropriate. With the exception of the Executive Committee, the Board chair shall appoint the membership and a chair of all standing and special committees. Each standing committee shall serve concurrent two-year terms with the chair who appointed them.

**3.9.2. Standing Committees:** The Board shall form the following standing committees:

**3.9.2.1** Executive Committee

**3.9.2.2** Technical Education Committee

**3.9.2.3** Academic Education Committee

**3.9.2.4** Student Affairs and Access Committee

**3.9.2.5** Finance and Facilities Committee

**3.9.2.6** Audit Committee

**3.9.3 Special Committees:** In addition to the standing committees, the Board may form other special committees as needed.

**3.9.4 Staff Support:** The commissioner shall provide staffing and support to each standing and special committee.

**3.9.5 Committee Membership and Voting of Board Chair and Vice Chair:** The chair and vice-chair may be appointed to and serve as regular members of one or more standing committees, with full power to vote. The chair and vice-chair shall also be ex officio members of each standing committee to which they are not appointed on a regular basis, but in such ex officio capacity shall be without power to vote.

### **3.9.6 Executive Committee**

**3.9.6.1. Composition:** The Executive Committee shall be comprised of the Board chair, the Board vice-chair(s), the chairs of the technical, academic, student affairs, and finance and facilities standing committees, and one committee member at large appointed by the Board chair.

**3.9.6.2. Authority:** The Executive Committee may meet to address issues, identify areas of concern, set priorities or agenda items, or conduct other business requiring the Board's action during the interim period between Board meetings as provided in this section. The Executive Committee shall report to the Board at the Board's next meeting following an action undertaken.

**3.9.6.3. Routine Matters:** The Board authorizes the Executive Committee to act upon routine matters during the interim between the Board's regular meetings.

**3.9.6.4. Non-routine Matters:** The Executive Committee may not act on non-routine matters except under extraordinary and emergency circumstances.

**3.9.7. Committee Meetings:** Meetings of all committees of the Board may be held upon the call of the committee chair, the Board chair, or at the request of the commissioner.

### **3.10 Advisory Councils**

**3.10.1 Industry Advisory Council:** The Board shall establish an Industry Advisory Council that shall inform the committee for technical education; the committee for academic education; and the State Board of Education. The Industry Advisory Council shall include representation from (a) employers; (b) kindergarten through grade 12 representatives; (c) degree-granting institution faculty; and (d) technical college faculty.



**3.10.2 Council of Presidents:** The Board shall establish a Council of Presidents comprised of the presidents from each of the institutions and the commissioner. The commissioner shall serve as Council of Presidents chair.

**3.10.3 Campus Safety and Equity Advisory Council:** The Board shall establish a Campus Safety and Equity Advisory Council composed of a student from every USHE institutions to advise the Board on issues related to student safety and equity.

**3.10.4 Other Advisory Councils:** The Board may establish other advisory committees or councils as needed.

**3.10.5** All matters requiring Board determination shall be addressed in a properly convened meeting of the Board or Executive Committee.

**3.11 Electronic Meetings:** The Board and the Executive Committee may convene and conduct an electronic meeting in accordance with Section 52-4-207 of the Open and Public Meetings Act. The members of those committees who participate by electronic communication may be counted in the quorum that is necessary to conduct and transact the Board's business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the Board.

### **3.12 Public Information**

**3.12.1 Official Pronouncements:** The Board chair is the only member of the Board authorized to make official pronouncements for the Board, and then only as authorized by the Board. The commissioner as executive officer of the Board is authorized to speak for the Board and the Utah System of Higher Education with respect to any policy matters that have received the approval of the Board, and on administrative matters.

**3.12.2 Releases and General Information:** The commissioner or designee may issue news releases, general information and other communications regarding administration of the system of higher education, provided the releases are consistent with Board policies and directives.

### **3.13 Conflict of Interest**

**3.13.1** A potential conflict of interest is any direct and immediate interest or relationship, including financial interest exceeding \$2,000, with persons or businesses regulated by or directly affected by decisions of the Board, or persons or organizations which may present requests or issues before the Board. The interest of a spouse or other members of the immediate family/household or the interest of any other person which is constructively controlled by the member is included.

**3.13.2** Board members shall disclose potential conflicts of interest, in a signed written document provided by the Commissioner's Office. In the event the Board is taking action that involves issues with which a Board member has a potential conflict, the Board member shall orally disclose the conflict during a regularly scheduled public meeting and abstain from participating in discussion or voting on the issue.

**3.13.3** Board members are subject to the Ethics Act, Utah Code 67-16-7. The Commissioner's Office will provide training materials to Board members that explain the obligations of the Ethics Act. Board members are also encouraged to seek counsel from the Board's general counsel or the Attorney General's office if there is any potential doubt as to the applicability of this section or the Ethics Act.

**3.14 Amendment of Bylaws:** The Board may amend these bylaws at any regular meeting, provided that copies of any proposed amendments shall be submitted in writing to each member and to the commissioner at least seven days before the meeting at which they are to be proposed for vote.