



**Utah Board of Higher Education
Mountainland Technical College
Friday, March 25, 2022**

7:30 – 8:50 AM	<p>Board of Trustees Report and Closed Session <u>Location: MTech Lehi Main Campus Bldg., Board Room #231</u></p> <ul style="list-style-type: none"> • Clay Christensen, President • McKay Jensen, Board of Trustees Chair <p>Closed Session</p>	
8:50 – 9:00 AM	Break	
9:00 AM – 12:00 PM	<p>Committee of the Whole <u>Location: MTech, Trades & Technology Bldg., Room 102</u></p>	
9:00 – 9:05 AM	Welcome – Chair Simmons	
9:05 – 11:00 AM	New Leadership Academy Workshop	TAB A
11:00 – 11:10 AM	Break	
11:10 – 12:00 PM	<p>Action Items:</p> <p>SUU Faculty Workload Policy – Board member Arthur Newell Technical Education Scholarship Policy, Funding, and Programs – Jared Haines Policy R119, Board of Higher Education Qualifications – Alison Adams-Perlac Resolution of Appreciation for Dave Schwanke – Board member Church UHEAA Resolution of Appreciation – Board member Church Resolution of Appreciation for Kelle Stephens – Vice Chair Osmond Resolution of Appreciation for Wilford Clyde – Chair Simmons Dixie Tech Interim President – Chair Simmons Resolution to Affirm and Support USHE’s LGBTQ+ Community – Board member Church Consent Calendar</p>	<p>TAB B TAB C TAB D TAB E TAB F TAB G TAB H TAB I TAB J</p>
12:00 PM – 12:50 PM	<p>Lunch <u>Location: MTech Main Campus Bldg., 1st Floor Rotunda</u></p>	
12:50 – 3:55 PM	<p>Information Items: <u>Location: MTech, Trades & Technology Bldg., Room 102</u></p>	
12:50 – 1:30 PM	<p>Workforce/Talent Solutions Healthcare Sector Discussion</p> <p>Greg Bell, President/CEO, Utah Hospital Association Sarah Sherer, Chief Human Resources Officer, University of Utah, Hospitals and Clinics Tiffany Lipscomb, Vice President, Human Resources, Intermountain Healthcare</p>	TAB K

Kevin Allred, Regional Vice President Human Resources, HCA
Mountain Division, including MountainStar Health System
Brenda Bartholomew, Chief Administrative Officer, Gunnison Valley
Hospital
Allison Spangler, President & CEO, Utah Health Care Association

1:30 – 1:45 PM	Student Report	
	<ul style="list-style-type: none"> • Ashley Cahoon – Mountainland Technical College • Tori Hooper – Utah Valley University 	
1:45 – 2:25 PM	Committee Reports – Committee Chairs	TAB L
2:25 – 2:35 PM	Strategic Plan Update – Commissioner Woolstenhulme	
2:35 – 2:50 PM	2022 Legislative Session Report – Spencer Jenkins	TAB M
2:50 – 3:00 PM	Break	
3:00– 3:20 PM	R&R Training – Geoff Landward	TAB N
3:20 – 3:40 PM	Women’s Equality in Utah – Susan Madsen	
3:40 – 3:55 PM	UofU/DSU Partnership – Richard Williams	

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.

Leadership Development through a Lens of Equity, Diversity, and Inclusion

New Leadership Academy Modules for Utah Board of Higher Education (UBHE) and Utah System of Higher Education (USHE) Executive Staff

March

No Pre-Work for March

*Reminder to complete follow up “homework” from February’s session on data.

Friday, March 25th, 2022

- Session Hours: 9:00 – 11:00am (Two Hours – In-Person)
- Location: Mountainland Technical College

Session 3: Making Sense of Leadership and Equity, Diversity, and Inclusion

Speakers:

- *Mark Kamimura-Jiménez, PhD*
Associate Vice Chancellor for Student Affairs
Dean of the Center for Diversity and Inclusion, Washington University in St. Louis
- *John C. Burkhardt, PhD*
Professor Emeritus, Center for the Study of Higher and Postsecondary Education,
University of Michigan
Founding Director, National Forum on Higher Education for the Public Good and New Leadership Academy, University of Michigan

Purpose: NLA emphasizes the need for knowledge, tools, and courage, for leaders who are leading in today’s complex and contested higher education environments. Leading in these contexts requires an understanding of equity, diversity, and inclusion, in addition to a set of useful tools that leaders can employ to support decision-making from a lens of equity. Further, case studies can be used to practice the skills required by leaders in sensemaking and decision-making processes. This session will explore the meaning of equity in higher education, introduce several NLA tools for leaders, and utilize vignettes and small group discussions to apply NLA Tools to real-world case studies in higher education and policymaking.

Knowledge. Tools. Courage.

Curriculum Goals:

- Provide NLA leadership development for equity, diversity, and inclusion as a guiding framework for UBHE members and reinforce USHE’s Equity Lens Framework.
- Provide a foundation for UBHE members to initiate or continue their personal journeys toward critical consciousness and equity-minded leadership. NLA’s curriculum provides leaders with the knowledge, tools, and courage needed to take an active role in improving the system of higher education for all students, especially students from historically marginalized groups.
- What are the expected outcomes? Board members and USHE Executive Staff will be able to demonstrate the following leadership competencies:
 - Acknowledge and understand historical contexts that have led to exclusionary institutions, policies, practices, and everyday behaviors.
 - Recognize the role leadership (including their own) can play in uprooting unequal practices and policies through intentional interventions and everyday behaviors.
 - Understand the unique roles of the different institutions within the USHE system and relate their missions back to quantitative and qualitative student data utilizing a lens of equity.
 - Develop a personal philosophy of leadership that centers equity, diversity, and inclusion.
 - Identify where they are on their own journey toward critical consciousness, and plan for continued progress and reflection on that journey.
 - Apply leadership development principles for equity, diversity, and inclusion to transforming processes, practices, and policies to benefit Utah students.

Knowledge. Tools. Courage.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB B

March 25, 2022

Southern Utah University Revised Faculty Workload Policy (SUU Policy 6.27)

The Academic Education Committee is forwarding an update to Southern Utah University's Faculty Workload Policy (SUU Policy 6.27) for the full Board's consideration. Per Board of Higher Education Policy R485 *Faculty Workload Guidelines*, institutional presidents, faculties, and boards of trustees are responsible for creating faculty workload policies that reflect the institutions' role and mission as outlined in Policy R312 *Utah System of Higher Education and Institutional Missions and Roles*, its student population, and the academic disciplines it offers. In accordance with Policy R485, Southern Utah University's revised Faculty Workload Policy was developed in conjunction with its Office of the Provost, the Dean's Council, the Faculty Senate, and the Office of Institutional Research, underwent a 21-day campus review, and was approved by the SUU Board of Trustees on January 21, 2022. The Academic Education reviewed the policy on February 18, 2022, and is now forwarding it to the Utah Board of Higher Education for final approval.

The committee notes that SUU's proposed new policy does comply with Board Policy R485. That policy outlines principles for determining a reasonable workload of activities that constitute a full-time instructional load for Utah System of Higher Education (USHE) faculty members who are paid with Instructional Education and General Funds. At all degree-granting USHE institutions, faculty are expected to prepare and teach classes, assess student performance in classes, develop course and major curricula, participate in shared academic governance by serving on institutional committees, engage in research and other scholarly activities, and provide public outreach related to their faculty role as appropriate in their surrounding communities. The nature of a full-time instructional load will vary according to the mission and roles of individual USHE institutions, the student populations being served (which may range from remedial education to doctoral supervision), and the particular requirements of academic disciplines. Faculty work as structured through institutional workload policies is codified and reported to the Office of the Commissioner annually.

Among other important updates, SUU's new policy now defines and standardizes faculty work for certain types of instruction, like labs and music instruction, that in the past were calculated on an individual basis; these will now be recognized and reported more consistently. It reflects the expectation from Policy

R485 that faculty at regional universities should engage in 24 instructional credit hours per academic year, along with scholarly work and the committee and other assignments required by shared governance.

Commissioner's Recommendation

The Commissioner recommends the Board approve the changes to SUU Policy 6.27, *Faculty Workload*, effective immediately.

Attachments



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Office of the
PRESIDENT

MEMO

To: David R. Woolstenhulme, Commissioner, Utah System of Higher Education
CC: Julie Hartley, Associate Commissioner of Academic Education
Geoffrey Landward, Deputy Commissioner and General Counsel
From: Mindy Benson, Interim President, Southern Utah University
Date: February 1, 2022
RE: Revised Faculty Workload Policy (SUU Policy #6.27)

Consistent with the Utah System of Higher Education (USHE) policy R485 ([Faculty Workload Guidelines](#)), Southern Utah University (SUU) is submitting for review and approval by the Board of Higher Education a copy of our updated faculty workload policy (SUU Policy #6.27). Enclosed is a revised copy of this policy that was approved by the SUU Board of Trustees on Friday, January 21, 2022.

The revisions to SUU Policy #6.27 are wholesale; the existing policy is being replaced by an entirely new policy. That being said, many passages of the existing policy have been used throughout the new policy. A summary of the revision process and specific changes to this policy are presented below.

The Office of the Provost has worked closely with the Deans' Council, Faculty Senate, and the Office of Institutional Research & Assessment to develop a new workload policy that accurately reflects expectations related to faculty workload with respect to assigned teaching responsibilities. Under the leadership of Dean Jean Boreen, a Faculty Workload Committee developed the bulk of these revisions, which ensure that SUU remains in compliance with USHE workload policy expectations and accurately calculates overload teaching compensation. Finally, these revisions integrate a variety of "exceptions" that have historically been calculated on an individual basis. As a result, this new policy streamlines those calculations and more accurately reflects actual faculty effort when teaching certain types of courses.

After receiving approval from the Deans' Council and the Faculty Senate, revisions to SUU Policy #6.27 proceeded to the President's Council for a "first read" and then followed by a 21-day campus review. Several minor revisions were made based on feedback received. Then, the President's Council conducted a "second read" of this policy and voted to advance the policy revisions to the Board of Trustees for approval. The SUU Board of Trustees approved the revised policy on Friday, January 21, 2022.

Ultimately, we believe these policy revisions will make more transparent the important balance of the following critical considerations: complying with USHE expectations, ensuring accurate

overload teaching compensation, and reflecting actual faculty effort to deliver high quality instruction to SUU students.

In terms of budget implications, we asked Dr. Christian Reiner (Executive Director of Institutional Research & Assessment) to calculate the differential faculty workload based on current practice (with the “exceptions” noted above) and this new policy revision. Based on his analysis, these policy revisions related to workload calculations would not have a significant impact on existing budgets nor would it require significant adjustments to instructional needs.

Importantly, Dr. Reiner has also been in contact with Mr. Brian Shuppy (Senior Assistant Commissioner for Budget and Planning) to ensure SUU’s course codes are aligned with the USHE course code categories that are used for official reporting. Based on feedback received, we do not anticipate that SUU’s revised faculty workload policy will generate any difficulties with respect to compliance or reporting.

According to USHE policy R485 ([Faculty Workload Guidelines](#)), faculty at “metropolitan/regional universities” (including SUU), are expected to complete an average of 24 Instructional Credit Hours (ICH) per academic year (approximately 12 ICH per semester). This ordinarily translates into four (4) three-credit courses per semester. Teaching assignments that include labs, studios, supervised instruction, and other types of instruction will vary slightly from this calculation, as determined by this new policy revision. Revisions to Policy #6.27 will ensure that SUU continues to comply with this USHE expectation.

Beyond compliance with USHE expectations, this policy revision helps to clarify faculty workload calculations in important areas. Key revisions to this policy include updates to the following broad topics: definitions, course types, workload calculations, faculty course preparations, faculty office hours, how student enrollment is determined, and how workload is calculated for variable-credit and cross-listed courses.

In what follows, a summary of specific changes is included according to these broad topics.

- Definitions: updated and clarified definitions for many key terms, including:
 - Credit Hour
 - Contact Hour
 - Course Preparation
 - Instructional Credit Hours
 - New Course Types (see below)
- Course Types: updated and clarified existing course types; introduced and defined six (6) new course types and their associated workload calculations:
 - Applied Music (XAPL)
 - Dissertation/Doctoral Project and Clinical Training Supervision (XPCL)
 - Increased Contact (XINC)
 - Music Ensembles (XENS)
 - Nursing Clinical (XNCL)
 - Teaching Supervision (XTSP)(Note: the addition of the XPCL course type is necessary for implementation of SUU’s new Psy.D. program.)

- Workload Calculations: updated and refined workload calculations for new and existing course types to better reflect the actual effort required to carry out the assigned workload; updated workload calculation tables, including:
 - Table 1: ICH Multiplier was clarified regarding how and when student enrollment is calculated and for which course types that such a multiplier is appropriate;
 - Table 2: ICH Calculation was modified with respect to updated definitions and the 6 new course types; these modifications include adjustments to the formula used to calculate faculty workload.
- Faculty Course Preparations: clarified what is meant by faculty preparations and incorporated all relevant language from Policy 6.35, therefore allowing that policy to be repealed.
- Office Hours: clarified that faculty office hours may be face-to-face or virtual, based on consultation with the Department Chair.
- Student Enrollment: clarified that student enrollment (as a factor in the ICH multiplier of courses in Table 1) is determined by the number of students registered for the course at a specific point in time for a specific purpose (i.e., for the purpose of determining the overall enrollment for the institution vs. enrollment in a course for workload calculations and overload compensation).
- Variable Credit and Cross-Listed Courses: clarified that variable-credit courses use a different ICH calculation; clarified workload calculation for cross-listed courses.

Overall, we believe that revisions to these faculty workload calculations and overall policy will accomplish the following:

- better reflect the effort and expertise of the faculty who must provide instruction in order to ensure students have the support to achieve the learning outcomes associated with different types of courses;
- help to refine and clarify issues related to faculty workload;
- bring about better transparency and equity issues with respect to calculating workload and overload compensation; and
- ensure that SUU continues to support faculty in their work to deliver a high-quality education to our students.

Thank you for considering this revision to SUU Policy #6.27 (Faculty Workload). Please let us know if you have any questions or concerns about the proposed revision and repeal.



POLICY NUMBER: 6.27
SUBJECT: Faculty Workload

I. PURPOSE

This Policy implements Utah State Board of Higher Education Policy R485 *Faculty Workload Guidelines*. It sets out standard workload calculations that reflect different instructional types and provides requirements for adjustments to standard workload calculation. It also provides management and approval procedures for Faculty Workload.

II. REFERENCES

- A. Southern Utah University Policy 5.32 *Part-Time and Temporary Employment*
- B. Southern Utah University Policy 6.0 *Definition of Faculty*
- C. Southern Utah University Policy 6.1 *Faculty Evaluation, Promotion, and Tenure*
- D. Southern Utah University Policy 6.2 *Academic Officers*
- E. Southern Utah University Policy 6.9 *Supplemental and Overload Compensation to Faculty and Academic Administrators*
- F. Southern Utah University Policy 6.28 *Faculty Professional Responsibility*
- G. Utah State Board of Higher Education Policy R312 *Utah System of Higher Education and Institutional Missions and Roles*
- H. Utah State Board of Higher Education Policy R485 *Faculty Workload Guidelines*

III. DEFINITIONS

- A. **Academic Year:** An Academic Year consists of Fall and Spring semesters.
- B. **Credit Hour:** A Credit Hour of work is the equivalent of approximately 50 minutes of class time or 60 minutes of independent study work. A minimum of 45 hours of work by each student is required for each unit of credit.
- C. **Contact Hour:** The time a Faculty Member is required to spend in direct contact with students over the course of a class per week as approved through the curriculum process. For example, a face-to-face, three-credit lecture-based course would meet for approximately 150 minutes per week and result in three (3) Contact Hours.
- D. **Course Preparation:** The amount of effort associated with preparing and delivering instruction for a unique prefix and course number within an Academic Year.
- E. **Cross-listed Course:** A single course that is offered for registration under two (2) or more CRNs (Course Registration Number) with the same instructional type. In most cases, the course content is the same/similar for everyone participating and would be taught at the same time by the same instructor.

- F. **Faculty or Faculty Member:** “Faculty” or “Faculty Member” refers to personnel as defined in University Policy 6.0, as amended from time to time, and incorporated by reference.
- G. **Faculty Workload Plan:** A report that sets out the ICH and related information for each Faculty Member; it is submitted for appropriate approvals, as set out in this Policy.
- H. **Instructional Credit Hours (ICH):** Instructional Credit Hours (ICH) are a measure of faculty effort and are calculated based on the Credit Hours, course type, Contact Hours, and/or student enrollment, as further set out in this Policy.
- I. **Student Credit Hours (SCH):** This is the sum of Credit Hours generated by all enrolled students in a given class.
- J. **USHE:** Utah System of Higher Education.

K. Course Type Definitions and Codes:

1. **Applied Music (XAPL):** Private music lessons requiring one-on-one or small group instruction and training.
2. **Conferences and Workshops (XCON):** Classes that are not part of the regular curriculum and/or are not taught on a full-term or equivalent to a full-term basis.
3. **Dissertation Credit (XDIS):** Faculty supervision of Dissertation Credit (for dissertation chair only).
4. **Dissertation/Doctoral Project and Clinical Training Supervision (XPCL):** Clinical supervision related to the Doctoral Program in Clinical Psychology.
5. **Increased Contact (XINC):** Courses requiring increased Contact Hours but not increased Faculty effort.
6. **Individualized Instruction (XINV):** Classes with no defined clock hours where students register term by term and credits offered may not exceed the published Credit Hour value of an equivalent standard fixed-credit class (e.g., directed readings, independent study/projects).
7. **Laboratory (XLAB):** Separate section laboratory setting course (can be credit or non-credit; four-credit ICH maximum).
8. **Music Ensembles (XENS):** Performance ensemble courses requiring Faculty to present a series of student performances as well as provide instruction.

9. **Nursing Clinical (XNCL):** Direct or indirect supervision of students during clinical/laboratory classes in the nursing program. Faculty Members are responsible for scheduling, coordination, preparation, and supervision of each clinical and/or laboratory session, which may include direct instruction, evaluation, and documentation.
10. **Other (XOTH):** All other instructional activity that generates formal Credit or Contact Hours. To be used in rare circumstances where other course types are not appropriate.
11. **Regular Classes with Incorporated Lab (XLEL):** Standard fixed-credit classes where instruction occurs in a traditional classroom setting as well as in a laboratory setting.
12. **Regular Classes without Lab (XLEC):** Standard fixed-credit classes where instruction occurs in traditional classroom settings or distance education courses and where Credit Hours equal Contact Hours.
13. **Supervised Instruction (XSUP):** Faculty supervision at remote sites that generate Student Credit Hours (e.g., internships, clinicals, cooperative education, and practica).
14. **Teaching Supervision (XTSP):** Faculty supervision of student teaching fieldwork experience.
15. **Thesis Credit (XTHE):** Faculty supervision of thesis credit (for thesis chair only).

IV. POLICY

A. Workload Expectation for Full-Time Faculty

1. **Workload Requirement:** The institutional teaching workload for University full-time Faculty shall be an average of 24 ICH each year or 12 ICH each semester for tenured or tenure-track Faculty and 30 ICH each year or 15 ICH each semester for non-tenure-track Faculty.
2. The University expectation is no more than 15 unique ICH of Course Preparation per Faculty Member per Academic Year. Exceptions to this Policy may be made by Department Chairs in consultation with the affected Faculty Member and with the approval of the College/School Dean. Justification for such an exception may include, but is not limited to, Faculty expertise/qualifications and/or the instructional needs of the department.
3. **Other Expectations of full-time Faculty:** The standard teaching workload includes all course types, course delivery modalities, and Course Preparations. Faculty Members are also expected to assume other professional responsibilities such as

advising/mentoring students, maintaining a minimum of five (5) publicly posted office hours per week, performing campus and public service, and engaging in scholarly and creative activities. Office hours may be face-to-face or virtual based on consultation with the Department Chair. Annual service on campus committees or workgroups (e.g., standing committees, ad hoc committees or workgroups, etc.) or off-campus committees (e.g., boards, professional organizations, etc.) is expected as part of the basic workload of a Faculty Member.

B. ICH Calculations per Course Type

1. ICH shall be calculated following the methodology set forth by USHE for calculating Faculty Workload for state reporting.

Table 1: ICH Multiplier

Student Enrollment¹	ICH Multiplier
1 - 59	1
60 - 100	1.2
101 - 150	1.4
151 - 200	1.6
201 or more	1.8

¹ Student enrollment is determined by the number of students registered for the course at a specific point in time for a given purpose (e.g., Faculty Workload report or compensation).

Table 2: ICH Calculation

Course Type²	Calculation Source	ICH Calculation
XLEC	USHE	Credit Hours × ICH Multiplier
XLEL	USHE	$((\text{Credit Hours} + \text{Contact Hours})/2) \times \text{ICH Multiplier}$
XLAB	USHE	$((\text{Credit Hours} + \text{Contact Hours})/2) \times \text{ICH Multiplier}$
XINC	SUU	Credit Hours
XSUP	USHE	SCH/20

XINV	USHE	SCH/10
XENS	SUU	Contact Hours
XAPL	SUU	SCH/3
XTSP	SUU	SCH/5
XTHE	USHE	SCH/6
XDIS	USHE	SCH/3
XCON	SUU	Credit Hours × ICH Multiplier
XOTH	SUU	SCH/15
XPCL	SUU	SCH/3
XNCL	SUU	$((\text{Credit Hours} + \text{Contact Hours})/2) \times \text{ICH Multiplier}$

² Variable-credit courses will use SCH/enrollment rather than course Credit Hours.

- C. Exceptions to ICH Calculations: On very rare occasions, situations may arise that require exceptions to ICH calculations. Such exceptions will require the approval of the Department Chair, the Dean, and the Provost, after consultation with the Faculty Member. Justifications may include, but are not limited to, the type of course and accreditation requirements.
- D. Team Teaching: For team teaching by Faculty Members or administrators with academic rank, teaching one (1) or more classes shall receive a percentage of ICH proportionate to the assignment (e.g., two instructors equally sharing the teaching load would each receive 50% of the ICH towards their workload).
- E. Cross-listed Courses: ICH for a Cross-listed Course is computed as a single course.
- F. Process and Responsibilities for Managing Workload
1. Department Chairs shall assign teaching activities for each Faculty Member after consultation with the Faculty Member. The workload associated with the activities shall comply with this Policy and any additional procedures, criteria, and calculations set forth at the College/School level by the Dean. Department Chairs may decide on the appropriate number of Course Preparations as part of the Faculty Members' other expectations and consider the same in managing workload; the number of Course Preparations will vary across and among departments. Each Faculty Workload Plan is subject to approval by the Dean.
 2. The Department Chair shall assign Faculty Members to committees, after consultation with the Faculty Members. The assignment is subject to

approval by the Dean.

3. Deans may implement College/School-level criteria and procedures to supplement, but not conflict with, this Policy that impact workload calculations, subject to the Provost's approval.
4. Each Dean will submit annual Faculty Workload Plans for all Faculty Members in their College/School to the Provost's Office by the second Friday of April of each year for review and approval for the following Academic Year.

G. Reassignment Time

1. Academic Administrators: For any instructional workload assigned to an academic administrator, that administrator shall receive ICH counted as their workload commensurate with the scope of the activity.
 - a. The administrative workload for a Department Chair is considered the equivalent of six (6) ICH of reassigned time per semester.
 - b. Administrative workload for Associate Department Chairs and Graduate Program Directors is the equivalent of three (3) ICH of reassigned time per semester.
2. Faculty Senate Leadership
 - a. The President of the Faculty Senate receives the equivalent of six (6) ICH of reassigned time per semester. The Vice President of the Faculty Senate (President-Elect) receives the equivalent of three (3) ICH of reassigned time per semester. This reduction must be coordinated by the Faculty Senate President and the Faculty Senate Vice-President with their respective Department Chair, their Dean, and with the Provost.
3. Faculty
 - a. The primary responsibility for Faculty Members is teaching. The Department Chair, along with the others in the approval chain, shall consider this primary teaching role when considering reassigning a Faculty Member from a teaching assignment.
 - b. Upon the approval of the Department Chair, the Dean, and the Provost, and after consultation with the Faculty Member, the Department Chair may reassign the Faculty Member from their normal workload to complete special duties and studies for the University, department, or program. Such activities may include, but are not limited to, teacher licensing, accreditation, university leadership assignments, curriculum development, research, studies, program assessments, and other relevant activities.
 - c. In the rare event that the reassignment impacts the Faculty Member's ability to meet promotion and tenure (P&T) criteria, a written record of the reassignment stipulating any exceptions or waivers to P&T criteria, signed by the Provost, Dean, Department Chair, and Faculty Mentor Team will be provided to the Faculty Member prior to the reassignment. The applicable

Faculty Member shall have responsibility for clarifying any impact prior to the reassignment.

H. Instructional Overloads

1. A Department Chair may make a request for Instructional Overload assignment for a full-time Faculty Member, after consultation with the Faculty Member. The request for Instructional Overload is subject to the approval process for instructional overload budget approvals outlined in SUU Policy 6.9.
2. A Faculty Member or administrator with academic rank, in a semester when they are under contract, shall teach no more than six (6) ICH as an Instructional Overload. This includes, but is not limited to, associated laboratory classes and/or courses offered through self-support.
3. During a semester when a Faculty Member is not under contract, their teaching workload will total no more than 18 ICH.
4. Overloads for Faculty Members on reassignment, overloads for Faculty Members on sabbatical leave, and/or any exceptions to these maximum ICH are subject to the approval of the Provost.

V. RELEVANT FORMS/LINKS

N/A

VI. QUESTIONS/RESPONSIBLE OFFICE

The responsible office for this policy is the Provost/Vice President for Academic Affairs. For questions about this policy, contact the Office of the Provost.

VII. POLICY ADOPTION AND AMENDMENT DATES

Date Approved: June 15, 2001

Amended: May 6, 2011; May 4, 2012; May 3, 2013; January 21, 2014; January 21, 2022



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB C

March 25, 2022

Approval of Technical Education Scholarship Policy, Funding, and Program Eligibility

Board action is required to:

1. Repeal [Technical College Policy 208 \(Technical College Scholarship\)](#);
2. Revise [Policy R622 \(Career and Technical Education Scholarship Program\)](#) to combine the two scholarship programs and reflect statutory revisions provided in [Senate Bill 136 \(2021 Legislative General Session\)](#);
3. Establish funding levels for the distribution of scholarship funds to eligible institutions; and
4. Designate programs that will be eligible for scholarship awards.

Statutory Changes

The *Technical College Scholarship* was launched under the Utah System of Technical Colleges (UTech) with [House Bill 437](#) in the 2018 Legislative General Session for the eight technical colleges. It was targeted exclusively to students up to one year after high school graduation. The \$800,000 appropriation was distributed to the institutions based on secondary student membership hours. After consultation with the Department of Workforce Service (DWS), the Board designated for eligibility certificate programs that led to jobs with high employer demand and high wages, or that had significant industry importance.

The *Career and Technical Education (CTE) scholarship* was initiated the following year under USHE with [Senate Bill 136 \(2019\)](#) for the three degree-granting institutions that were serving technical college roles. It was not limited to recent high school graduates but was available for any postsecondary student who enrolled in an eligible non-credit CTE certificate program. The \$300,000 appropriation was distributed based on non-credit CTE student headcount. As with the Technical College scholarship, the Board designated eligible programs after DWS consultation.

Following the 2020 merger of UTech and USHE, [Senate Bill 136 \(2021\)](#) combined the two scholarship programs into a single *Technical Education Scholarship*, inclusive of all eleven USHE technical education institutions. It is not limited to recent high school graduates, but available for any postsecondary student. References to non-credit CTE programs were removed, and the scholarship applies to “technical education” certificates as defined in the merger statute. The ongoing funds were combined into a single \$1,100,000 appropriation, with distribution to be determined by the Board. The Board is to continue designating eligible programs.

Policy Revisions

The Technical Education Committee on February 18, 2022, recommended the Board approve the draft of R622 shown in **Attachment 1**. (An additional change shown in section R622-7.1 was since recommended by USHE legal counsel. Attachment 3 shows all recommended changes from the current policy.) The draft reflects statutory changes, provides for funding distribution and eligible program designation, and makes technical clarifications.

Funding Distribution

The statute provides for the Board to determine the distribution of funding. The policy draft proposes in section R622-7.1 that the Board establish an on-going funding level for each institution, with any future adjustments to be considered in the annual legislative budget recommendation process. The funding model shown in **Attachment 2** was recommended by the Technical Education Committee, and would set initial funding based on previous allocations, last year's full-time-equivalent enrollment in postsecondary technical education, and institutions funded at similar levels.

Eligible Program Designation

The statute and the policy draft (R622-9) call for the Board to consult with the Department of Workforce Services every two years, and then to designate for scholarship eligibility programs that prepare for occupations that have *high employer demand and high wages*, or that have *significant industry importance*.

Programs with High Employer Demand and High Wages: DWS labor market data provides four- and five-star ratings for all jobs that have high demand and high wages. USHE Institutional Research has mapped all four- and five-star jobs to national CIP codes (Classification of Instructional Programs) for the USHE “high-yield” performance funding attainment goals. The Technical Education Committee recommended that the Board designate all of the “high yield” technical education programs as eligible for the scholarship.

Other Programs with Significant Industry Importance: The Technical Education Committee also recommended that the Board consider designating *other* technical education programs submitted by institutions with significant industry importance for eligibility. The following additional programs which do not appear on the “high-yield” 4-5 star program have been submitted as having significant industry importance for scholarship eligibility at all offering institutions:

- Composite Materials Technology
- Dental Assisting
- Meat Services
- Medical Assistant
- Non-Destructive Testing
- Nurse Assistant

- Pharmacy Technician

Commissioner's Recommendation

The Commissioner recommends that the Board consider the revisions to Policy R622, "Technical Education Scholarship Program," the funding distribution, and the eligible programs provided herein for approval or modification. The Commissioner further recommends that the Board repeal Technical College Policy 208, "Technical College Scholarship".

Attachments

R622, Technical Education Scholarship Program ¹

R622-1. Purpose: To provide procedures for administration of the Technical Education Scholarship Program, which will provide financial assistance to students pursuing technical education in high demand industries.

R622-2. References

- 2.1. Utah Code § [53B-1-101.5](#), Definitions
- 2.2. Utah Code § [53B-8-115](#), Technical Education Scholarships
- 2.3. Utah Code § [53B-16-101](#), Establishment of Institutional Roles and General Courses of Study
- 2.4. Board Policy [R623](#), Free Application for Federal Student Aid

R622-3. Definitions.

- 3.1. "**Eligible Institution**" means a higher education institution with a technical education role as specified in Utah Code subsection 53B-16-101(1)(b)(iv).
- 3.2. "**High Demand Program**" means a technical education program that is offered by an eligible institution, leads to a certificate, and is designated by the board as such in accordance with subsection 9.
- 3.3. "**Technical Education**" is defined by Utah Code subsection 53B-1-101.5(8).

R622-4. General Scholarship Administration

- 4.1 **Scholarship Award:** an eligible institution may award a scholarship to an individual who: (a) is enrolled in, or intends to enroll in, a high demand program; and (b) completes a Free Application for Federal Student Aid as required by Board Policy R623.

¹ Adopted May 17, 2019; [amended March 25, 2022](#)

4.1.1. An eligible institution may award a scholarship for an amount of money up to the total cost of tuition, fees, and required textbooks for the high demand program in which the scholarship recipient is enrolled or intends to enroll.

4.1.2. An eligible institution may award a scholarship to a scholarship recipient for up to -three academic years.

4.2. Application Procedures. An eligible institution shall develop a simple, accessible application process, and will set application deadlines that accommodate both full-time and half-time students.

4.3. Prioritization for Underserved Populations. An eligible institution shall establish criteria to identify underserved populations and to assess if an applicant is a member of an underserved population. In accordance with federal and state law, institutions shall prioritize scholarship awards for applicants who are members of an underserved population.

R622-5. Continuing Eligibility. After providing a recipient notice and an opportunity to respond, an institution may rescind a recipient's scholarship if it determines the recipient has not met the following requirements:

5.1. Maintaining satisfactory academic progress toward the completion of the recipient's high demand program in accordance with the institution's policies; and

5.2. Being enrolled at least half-time as determined by the institution.

5.3. Deferment. A recipient may seek deferment of an award in accordance with applicable deferral policies at the eligible institution.

R622-6 Transfers. If a recipient who has maintained the continuing eligibility specified in section R622-5 transfers to the same high-demand program at another eligible institution, upon

request of the recipient, the institution to which the recipient is transferring shall facilitate an award for the balance of the program.

R622-7 Award Funds.

7.1 Distribution of Award Funds to Institutions. The Board will establish an ongoing funding amount for each eligible institution, which shall be distributed prior to each fiscal year, and which may be adjusted based on information and data provided to the Board, subject to legislative appropriation.

~~The Board will distribute appropriated funds to eligible institutions prior to each fiscal year as follows:~~

~~7.1.1. An on-going funding level shall be established for each eligible institution.~~

~~7.1.2. Adjustments to an institution's funding level shall be considered in the Board's annual legislative budget recommendation process.~~

7.2 Fund Restrictions: Technical education scholarship funds are restricted to expenditure for technical education scholarships and may not be moved or spent on any other program.

7.3 Unused/Carryover Funds: Each eligible institution is encouraged to annually utilize all technical education scholarship funds for qualified students. Surplus funds (e.g., fund balance or net assets) shall be retained in the scholarship fund and carried over from one fiscal year to the next.

R622-8 Reporting.

8.1. As specified by the Office of the Commissioner, each institution shall provide, as part of an annual institutional financial aid file submission by February 28 of each year, data pertaining to applications, awards, program enrollments, utilization, funding, and/or other technical education scholarship information for the most recently-completed fiscal year.

8.2. The Office of the Commissioner may, at any time, request additional documentation or data related to the Technical Education Scholarship Program and may review or formally audit an institution's documentation and compliance with this policy.

R622-9 Designation of High Demand Programs: Every other year, after consulting with the Department of Workforce Services, the Board shall designate, as high demand programs, technical education programs at each eligible institution that prepare individuals to work in jobs in Utah that have: (a) high employer demand and high median hourly wages based on labor market data; or (b) significant industry importance.

UPDATED DRAFT 2/16/2022

TECHNICAL EDUCATION SCHOLARSHIP FUNDING LEVELS Based on FY21 Technical Education FTE and Previous Funding

	1/2 Equal Split	FY 2021 Postsecondary Tech Ed FTE	% of Total FTE	Share of Funding Based on FTE	Total Split + FTE	Previous Funding Avg (4 yrs)	Composite (Avg: Prev & FTE)	Rounded	Leveled
Bridgerland	\$ 50,000	781	14.2%	\$ 78,200	\$ 128,200	127,675	127,938	\$ 128,000	\$ 128,000
Davis	\$ 50,000	1,097	20.0%	\$ 109,800	\$ 159,800	126,550	143,175	\$ 143,000	\$ 147,000
Dixie	\$ 50,000	402	7.3%	\$ 40,300	\$ 90,300	62,350	76,325	\$ 76,000	\$ 70,000
Mountainland	\$ 50,000	1,065	19.4%	\$ 106,600	\$ 156,600	149,000	152,800	\$ 153,000	\$ 147,000
Ogden-Weber	\$ 50,000	910	16.6%	\$ 91,000	\$ 141,000	112,150	126,575	\$ 127,000	\$ 128,000
Salt Lake Com. Col.	\$ 50,000	156	2.8%	\$ 15,600	\$ 65,600	123,333	94,466	\$ 94,000	\$ 90,000
Snow College	\$ 50,000	271	4.9%	\$ 27,100	\$ 77,100	63,712	70,406	\$ 70,000	\$ 70,000
Southwest	\$ 50,000	187	3.4%	\$ 18,700	\$ 68,700	67,300	68,000	\$ 68,000	\$ 70,000
Tooele	\$ 50,000	216	3.9%	\$ 21,600	\$ 71,600	56,350	63,975	\$ 64,000	\$ 70,000
Uintah Basin	\$ 50,000	183	3.3%	\$ 18,400	\$ 68,400	98,625	83,513	\$ 84,000	\$ 90,000
Utah State Univ.	\$ 50,000	227	4.1%	\$ 22,700	\$ 72,700	112,956	92,828	\$ 93,000	\$ 90,000
Totals:	\$ 550,000	5,496	100.0%	\$ 550,000	\$ 1,100,000	1,100,000	1,100,000	1,100,000	\$ 1,100,000

R622, ~~Career and~~ Technical Education Scholarship Program ¹

R622-1. Purpose: To provide procedures for administration of the ~~Career and~~ Technical Education Scholarship Program, which will provide financial assistance to students pursuing ~~career and~~ technical education in high demand industries.

R622-2. References

~~2.1. Utah Code Section 53B-8-114 (Scholarships for Career and Technical Education—Scholarship requirements—Rulemaking)~~

~~2.2. Utah Code Section 53B-16-209 (Community Colleges)~~

~~2.3. Utah Code Section 53B-18-1201 (USU Eastern)~~

~~2.4. Utah Code Section 53B-18-301 (Area Education Centers)~~

[2.1. Utah Code § 53B-1-101.5, Definitions](#)

[2.2. Utah Code § 53B-8-115, Technical Education Scholarships](#)

[2.3. Utah Code § 53B-16-101, Establishment of Institutional Roles and General Courses of Study](#)

[2.4. Board Policy R623, Free Application for Federal Student Aid](#)

R622-3. Definitions.

3.1. "Eligible Institution" means [a higher education institution with a technical education role as specified in Utah Code subsection 53B-16-101\(1\)\(b\)\(iv\)](#). ~~Salt Lake Community College's School of Applied Technology established in Utah Code Section 53B-16-209, Snow College, Utah State University Eastern established in Section Utah Code Section 53B-18-1201, or the Utah State University area education center located at or near Moab described in Utah Code Section 53B-18-301.~~

¹ Adopted May 17, 2019; [amended March 25, 2022](#)

3.2. "High Demand Program" means a ~~non-credit career and~~ technical education program that is offered by an eligible institution, leads to a certificate, and is designated by the board as such in accordance with ~~S~~subsection 9-1.

3.3. "Technical Education" is defined by Utah Code subsection 53B-1-101.5(8).

R622-4. General Scholarship Administration

4.1 Scholarship Award: an eligible institution may award a scholarship to an individual who: (a) is enrolled in, or intends to enroll in, a high demand program; and (b) completes a Free Application for Federal Student Aid as required by Board Policy R623.

4.1.1. An eligible institution may award a scholarship for an amount of money up to the total cost of tuition, fees, and required textbooks for the high demand program in which the scholarship recipient is enrolled or intends to enroll.

4.1.2. An eligible institution may award a scholarship to a scholarship recipient for up to ~~two~~ three academic years.

~~**4.1.3.** An eligible institution may cancel a scholarship if the scholarship recipient does not:~~

~~**4.1.3.1.** maintain enrollment in the eligible institution on at least a half time basis, as determined by the eligible institution; or~~

~~**4.1.3.2.** make satisfactory progress toward the completion of a certificate.~~

4.2. Application Procedures. An eligible institution shall develop a simple, accessible application process, and will set application deadlines that accommodate both full-time and ~~part~~ half-time students.

4.3. Prioritization for Underserved Populations. An eligible institution shall establish criteria to identify underserved populations and to assess if an applicant

is a member of an underserved population. In accordance with federal and state law, I institutions shall prioritize scholarship awards for applicants who are members of an underserved population ~~in accordance with their criteria. Institutions shall provide the criteria and prioritization methodology to the Board.~~

R622-5. Continuing Eligibility. After providing a recipient notice and an opportunity to respond, an institution may rescind a recipient's scholarship if it determines the recipient has not met the following requirements:

- 5.1. ~~Award recipients must m~~Maintaining satisfactory academic progress toward the completion of the recipient's high demand program in accordance with ~~their the~~ institution's' policies; and
- 5.2. ~~Recipients must b~~Being enrolled at least half-time as determined by the institution.
- 5.3. **Deferment.** A recipient may seek deferment of an award in accordance with applicable deferral policies at the eligible institution.

~~**R622-6 Transfers. of Award Funds 6.1.** Recipients who are transferring to another eligible institution are responsible to inform the financial aid office at the institution to which they are transferring that they are an award recipient. The financial aid offices at the respective institutions shall coordinate the transfer of any scholarship funds and information. The receiving institution will verify the transferring student's ongoing eligibility in accordance with this policy and make any adjustments in a recipient's award. If a recipient who has maintained the continuing eligibility specified in section R622-5 transfers to the same high-demand program at another eligible institution, upon request of the recipient, the institution to which the recipient is transferring shall facilitate an award for the balance of the program.~~

R622-7 Award Funds.

- 7.1 **Distribution of Award Funds to Institutions.** The Board will establish an ongoing funding amount for each eligible institution, which shall be distributed prior to each fiscal year, and which may be adjusted based on information and data provided to the Board, subject to legislative appropriation.

- ~~7.1. The Board will annually distribute available funds to eligible institutions in accordance with the following formula:~~
- ~~7.1.1. Fifty percent of each year's appropriation will be divided and evenly distributed to Utah State University, Snow College, and the Salt Lake Community College's School of Applied Technology.~~
 - ~~7.1.2. Remaining funds will be distributed proportionally to the total rolling three year average of students enrolled in non-credit CTE courses at each eligible institution.~~

7.2 **Fund Restrictions:** Technical education scholarship funds are restricted to expenditure for technical education scholarships and may not be moved or spent on any other program.

7.3 **Unused/Carryover Funds:** Each eligible institution is encouraged to annually utilize all technical education scholarship funds for qualified students. Surplus funds (e.g., fund balance or net assets) shall be retained in the scholarship fund and carried over from one fiscal year to the next.

R622-8 Reporting.

- 8.1.** As specified by the Office of the Commissioner, each institution shall provide, as part of an annual institutional financial aid file submission by February 28 of each year, data pertaining to applications, awards, program enrollments, utilization, funding, and/or other technical education scholarship information for the most recently-completed fiscal year. ~~On or before September 30 each year, eligible institutions shall report to the Board of Regents the following:~~
- ~~8.1.1. The name and student identification of all recipients to whom the institution awarded scholarship funds the prior academic year.~~
 - ~~8.1.2. The scholarship amount each recipient received, including additional amounts from other sources.~~
 - ~~8.1.3. The programs in which scholarship recipients enrolled.~~
 - ~~8.1.4. Evidence that award recipients are eligible to receive scholarship awards.~~
- 8.2.** The ~~Board of Regents~~Office of the Commissioner may, at any time, request additional documentation or data related to the ~~Career and~~ Technical Education

Scholarship Program and may review or formally audit an institution's [documentation and](#) compliance with this policy.

R622-9 ~~Determination~~ [Designation](#) of High Demand Programs: [Every other year, after consulting with the Department of Workforce Services, the Board shall designate, as high demand programs, technical education programs at each eligible institution that prepare individuals to work in jobs in Utah that have: \(a\) high employer demand and high median hourly wages based on labor market data; or \(b\) significant industry importance.](#)

~~9.1. — Every other year, after consulting with their regional Department of Workforce Services representatives, the eligible institutions will identify non-credit career and technical education programs that prepare individuals to work in jobs that in Utah have high employer demand and high median hourly wages, or significant industry importance. The institutions shall submit the selected programs to the Board for consideration and final approval.~~

R622, Technical Education Scholarship Program ¹

R622-1. Purpose: To provide procedures for administration of the Technical Education Scholarship Program, which will provide financial assistance to students pursuing technical education in high demand industries.

R622-2. References

- 2.1. Utah Code § [53B-1-101.5](#), Definitions
- 2.2. Utah Code § [53B-8-115](#), Technical Education Scholarships
- 2.3. Utah Code § [53B-16-101](#), Establishment of Institutional Roles and General Courses of Study
- 2.4. Board Policy [R623](#), Free Application for Federal Student Aid

R622-3. Definitions.

- 3.1. **"Eligible Institution"** means a higher education institution with a technical education role as specified in Utah Code subsection 53B-16-101(1)(b)(iv).
- 3.2. **"High Demand Program"** means a technical education program that is offered by an eligible institution, leads to a certificate, and is designated by the board as such in accordance with subsection 9.
- 3.3. **"Technical Education"** is defined by Utah Code subsection 53B-1-101.5(8).

R622-4. General Scholarship Administration

- 4.1 **Scholarship Award:** an eligible institution may award a scholarship to an individual who: (a) is enrolled in, or intends to enroll in, a high demand program;

¹ *Adopted May 17, 2019; amended March 25, 2022*

and (b) completes a Free Application for Federal Student Aid as required by Board Policy R623.

4.1.1. An eligible institution may award a scholarship for an amount of money up to the total cost of tuition, fees, and required textbooks for the high demand program in which the scholarship recipient is enrolled or intends to enroll.

4.1.2. An eligible institution may award a scholarship to a scholarship recipient for up to three academic years.

4.2. Application Procedures. An eligible institution shall develop a simple, accessible application process, and will set application deadlines that accommodate both full-time and half-time students.

4.3. Prioritization for Underserved Populations. An eligible institution shall establish criteria to identify underserved populations and to assess if an applicant is a member of an underserved population. In accordance with federal and state law, institutions shall prioritize scholarship awards for applicants who are members of an underserved population.

R622-5. Continuing Eligibility. After providing a recipient notice and an opportunity to respond, an institution may rescind a recipient's scholarship if it determines the recipient has not met the following requirements:

5.1. Maintaining satisfactory academic progress toward the completion of the recipient's high demand program in accordance with the institution's policies; and

5.2. Being enrolled at least half-time as determined by the institution.

5.3. Deferment. A recipient may seek deferment of an award in accordance with applicable deferral policies at the eligible institution.

R622-6 Transfers. If a recipient who has maintained the continuing eligibility specified in section R622-5 transfers to the same high-demand program at another eligible institution, upon

request of the recipient, the institution to which the recipient is transferring shall facilitate an award for the balance of the program.

R622-7 Award Funds.

- 7.1 Distribution of Award Funds to Institutions.** The Board will establish an ongoing funding amount for each eligible institution, which shall be distributed prior to each fiscal year, and which may be adjusted based on information and data provided to the Board, subject to legislative appropriation.
- 7.2 Fund Restrictions:** Technical education scholarship funds are restricted to expenditure for technical education scholarships and may not be moved or spent on any other program.
- 7.3 Unused/Carryover Funds:** Each eligible institution is encouraged to annually utilize all technical education scholarship funds for qualified students. Surplus funds (e.g., fund balance or net assets) shall be retained in the scholarship fund and carried over from one fiscal year to the next.

R622-8 Reporting.

- 8.1.** As specified by the Office of the Commissioner, each institution shall provide, as part of an annual institutional financial aid file submission by February 28 of each year, data pertaining to applications, awards, program enrollments, utilization, funding, and/or other technical education scholarship information for the most recently-completed fiscal year.
- 8.2.** The Office of the Commissioner may, at any time, request additional documentation or data related to the Technical Education Scholarship Program and may review or formally audit an institution's documentation and compliance with this policy.

R622-9 Designation of High Demand Programs: Every other year, after consulting with the Department of Workforce Services, the Board shall designate, as high demand programs, technical education programs at each eligible institution that prepare individuals to work in jobs

in Utah that have: (a) high employer demand and high median hourly wages based on labor market data; or (b) significant industry importance.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB D

March 25, 2022

Policy R119, *Board of Higher Education Qualifications*

Proposed Board Policy 119 outlines the composition of the Board and qualifications for membership including those that are required by statute, and those developed by the Executive Committee in consultation with the Governor's Office. The policy also provides a membership preference for individuals who can commit up to 10 hours per month to Board service.

The proposed policy has been reviewed and approved by the Governor's Office.

Executive Committee Recommendation

The Executive Committee reviewed the proposed policy in its January 2022 meeting and has requested the policy go to the full Board for consideration with a recommendation that the Board adopt the revisions effective immediately.

Commissioner's Recommendation

The Commissioner recommends the Board adopt R119, *Board of Higher Education Qualifications*.

Attachment

R119, Board of Higher Education Qualifications¹

R119-1 Purpose: To establish qualifications for appointment to the Board of Higher Education.

R-119-2 References

2.1 Utah Code § 53B-1-405, Board Member Qualifications

R119-3 Board Member Qualifications: In accordance with Utah Code section 53B-1-405, the Board shall be made up of members with collective expertise and knowledge in the areas of business, industry, technical education, general education, and advanced education and research in finance, accounting, auditing, law, facilities, real estate, educational delivery models, workforce development, economic development, K-12 education, higher education, educational quality assessments, and financial aid. The Board shall also have members with collective experience working in inclusion, diversity, and equity, and with underrepresented students, first-generation college students, and underserved communities. Additionally, the Board shall include members who are first generation college students and/or have been members of a Board of Trustees.

R119-4 Board Composition: Nominees shall be sought from non-traditional and diverse backgrounds, areas of expertise, and representative geography. Board members shall be appointed, and the Board composed, in a manner to reflect balanced and varied representation of the above-listed factors.

R119-5 Time Commitment: Preference may be given to individuals who, along with being well-qualified, can devote up to 10 hours per month to Board service.

¹ Adopted XXX



RESOLUTION OF APPRECIATION

David S. Schwanke

WHEREAS, David S. Schwanke has served as the Executive Director and Interim Executive Director of the Utah Higher Education Assistance Authority (UHEAA), since 2020; and

WHEREAS, he has served the students of Utah as part of UHEAA with his industry knowledge and expertise since 1995; and

WHEREAS, David Schwanke has given more than 25 years of dedicated service to UHEAA, including as the Associate Executive Director for Accounting and Finance from 1995 to 2016, Deputy Executive Director from 2016 to 2020, and Executive Director from 2020 to 2022; and

WHEREAS, Mr. Schwanke has successfully led the organization through several transformations and has continued to bring educational opportunities to students through low-cost loans and excellent community outreach; and

WHEREAS, Mr. Schwanke has served with distinction as a steward over UHEAA and acted as an ambassador guiding students through the financing of their educational pursuits; and

WHEREAS, David Schwanke acted as a mediator for UHEAA and supported the transition to provide scholarship opportunity for students in Utah; and

WHEREAS, prior to his tenure at UHEAA, he worked as a senior auditor at Deloitte & Touche and he received his master's degree in accounting and finance from Utah State University; and

WHEREAS, he is a certified public accountant and a member of the Utah Association of Certified Public Accountants and American Institute of Certified Public Accountants; and

WHEREAS, Mr. Schwanke has served as chair on the board of the Education Finance Council.

BE IT THEREFORE RESOLVED that the members of the UHEAA Board of Directors by unanimous action taken March 10, 2022, joined by the Commissioner of Higher Education and the entire staff of UHEAA, express sincere appreciation to Mr. Schwanke, his commitment to higher education and to Utah, and his fastidious leadership of and dedicated service at UHEAA.

Dated this 10th Day of March 2022.

Lisa Michele Church, Chair
UHEAA Board of Directors

Dave R. Woolstenhulme, Commissioner
Utah System of Higher Education

Richard K. Ellis, Executive Director
my529 Utah's Education Savings Plan

Michael Nemelka, Senior Director for Operations
Utah Higher Education Assistance Authority

RESOLUTION OF APPRECIATION

WHEREAS, 45 years ago, the Utah Higher Education Assistance Authority was established by the Utah Legislature; and

WHEREAS, since its formation, UHEAA has supported students and their families to plan, prepare, and pay for college through its public service mission; and

WHEREAS, the organization has achieved an exceptional reputation in financial markets and top financial ratings; and

WHEREAS, hundreds of qualified UHEAA employees have assisted Utahns with their loan repayments over the years as a stable source for student loans and financial aid; and

WHEREAS, UHEAA invested more than \$7 million in its outreach efforts, including free paying-for-college seminars and workshops, Free Application for Federal Student Aid completion events, and the creation of educational online and print materials that offered guidance to parents, counselors, and more than 20,000 students in navigating their paying for college questions; and

WHEREAS, the organization also committed to fund \$6 million to the Utah College Advising Corps, which serves high school students in their journey from high school to college, assisting with things like college applications, entrance examinations, scholarships and financial aid, and more; and

WHEREAS, UHEAA has issued and provided loan guarantees to more than 2 million students of over \$6.8 billion; and

WHEREAS, more than \$12 million was provided through the UHEAA Grant Program, which reduced the cost of education for more than 13,000 Utah students; and

WHEREAS, UHEAA incentivized on-time repayment and reduced Utah student education loan borrowing costs by \$257 million on 700,000 Utah student loans through its innovative borrower benefit programs; and

WHEREAS, nearly 11,000 borrowers with defaulted loans totaling more than \$133 million were given a second chance through loan rehabilitation; and

WHEREAS, as a result of UHEAA's important work, the State has now established the Higher Education Student Success Endowment to provide scholarships and grants and fund other student success initiatives to ensure that Utah students will reach their educational pursuits for decades to come;

NOW, THEREFORE, BE IT RESOLVED, that the Utah Board of Higher Education and the Commissioner of Higher Education and his entire staff, hereby express sincere appreciation to all those who have served UHEAA, its Board of Directors, and especially its Executive Director, David S. Schwanke, and former Executive Director, David A. Feitz for the role they have played in guiding Utah students through the financing of their education.

Dated this 25th day of March 2022.

Lisa Michele Church, Chair
UHEAA Board of Directors



Harris H. Simmons, Chair
Utah Board of Higher Education

RESOLUTION OF APPRECIATION

WHEREAS, President Kelle Stephens has served as the 2nd President of Dixie Technical College since 2012; and

WHEREAS, under her leadership, Dixie Technical College has grown to offer twenty new accredited degree programs in state-of-the-art facilities,

WHEREAS, President Stephens has prioritized student success with strong community partnerships, secured legislative fundraising, and committed to transforming Dixie Tech as an educational leader on Tech Ridge in St. George; and

WHEREAS, she gave more than three decades of dedicated service to Dixie Technical College, including as the Custom Fit Training Director from 1992 to 2010, Vice President of Instruction from 2010 to 2012, and President of Dixie Technical College from 2012 to 2022; and

WHEREAS, under President Stephens' leadership, Dixie Technical College significantly increased student success by transitioning from an open-entry/open-exit flexible education model to a cohort-based structured learning model; and

WHEREAS, during her tenure, graduation rates have increased by 20%, as twenty technical programs were added to the preexisting six, and each program has adopted an Occupational Advisory Committee comprised of employers who review curriculum and teaching methods; and

WHEREAS, while Dixie Technical College's certificate-seeking membership hours have grown 90% in the last four fiscal years, President Stephens has driven student success with a 78% graduation rate, a 94% completion rate, a 96% placement rate, and a 100% licensure rate; and

WHEREAS, since the inauguration of President Stephens, financial support, including donor contributions, and legislative funding for the technical college has expanded to new horizons with generous legislative funding, and donations from the community to build a three-story permanent main campus; and

WHEREAS, thousands of students in Washington County and the State of Utah have had their lives changed by the education they received at Dixie Technical College; and

WHEREAS, she holds a bachelor's degree from Brigham Young University and a master's degree in social sciences from Utah State University; and

WHEREAS, during her time at Dixie Technical College, President Stephens guided the college in extraordinary development and growth—increasing the local, county, and state prominence of the college by fostering necessary partnerships; and

WHEREAS, the Utah Board of Higher Education recognizes President Stephens for her dedication to and exemplary service at Dixie Technical College over thirty years;

THEREFORE, BE IT RESOLVED, that the Utah Board of Higher Education, joined by the Commissioner of Higher Education and his staff, and institution presidents, faculty, staff, and students who have worked with Kelle Stephens, hereby extend sincere expressions of appreciation and respect, and wish her and her husband and their children and grandchildren the best in their future endeavors.

Dated this 25th day of March 2022.

*Harris H. Simmons, Chair
Utah Board of Higher Education*



*Dave R. Woolstenhulme
Commissioner of Higher Education*



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB I

March 25, 2022

Resolution to Affirm and Support USHE's LGBTQ+ Community

On February 18, 2022, the Student Affairs Committee took action to forward the *Resolution to Affirm and Support USHE's LGBTQ+ Community* to the full Board for consideration.

From a [2021 National Survey on LGBTQ Youth](#), “75% of LGBTQ youth reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime.” This lived experience contributes to feelings of isolation, hopelessness, and stress, impacting a student’s well-being and ability to persist and succeed in higher education. In adopting this resolution, the Board commits to working in partnership with USHE’s institutions to encourage and sustain spaces of inclusion, belonging, and thriving.

The LGBTQ+ resolution is in line with Board efforts [to advance equitable systemic change](#) and the [Equity Lens Framework](#), which commits USHE and its 16 institutions to “setting the groundwork for clear accountability, allowing all efforts to be focused on closing opportunity gaps for marginalized populations.”

The LGBTQ+ resolution commits to working in partnership with the 16 institutions to create benchmarks of best practice and guidelines to better support LGBTQ+ student success while celebrating the vast current and past efforts and initiatives of USHE institutions in support of the LGBTQ+ community.

Commissioner’s Recommendation

The Commissioner recommends the Utah Board of Higher Education approve the *Resolution to Affirm and Support USHE's LGBTQ+ Community*, and direct his office to report back to the Student Affairs Committee on progress in meeting the next steps outlined in the resolution on a regular basis.

Attachment

Resolution to Affirm and Support USHE's LGBTQ+ Community

Whereas, the Utah Board of Higher Education and all 16 Utah System of Higher Education (USHE) institutions welcome, affirm, and actively seek to support current and prospective students, faculty, and staff of all gender identities, sexual orientations, and expressions of identity and/or orientation; and

Whereas, the Board celebrates all efforts, past and present, undertaken by each of the individual 16 USHE institutions to support LGBTQ+ students, including creating resource centers, collaborating with community groups, providing mental health support, supporting student-run LGBTQ+ clubs and organizations, creating inclusive restrooms, improving correct/preferred/chosen name and pronoun processes, collecting data, organizing a USHE LGBTQ+ Program Coordinator Coalition, and more; and

Whereas, the Board acknowledges the resilience and courage of LGBTQ+ youth and young adults as they often experience higher rates of stress, depression, anxiety, isolation, difficulty with schoolwork, and suicidal ideation due to experiences of discrimination on the basis of sexual orientation and/or gender identity¹; and

Whereas, the Board recognizes that, as an often underrepresented and underserved population, LGBTQ+ students in the state of Utah face many unique challenges impacting their success and quality of life within higher education, and the Board's responsibility to support systemic efforts to improve the LGBTQ+ student experience; and

Whereas, the Board recognizes the intersectional identities within the LGBTQ+ community, including Queer and Trans People of Color (QTPOC), undocumented LGBTQ+ "UndocuQueer" individuals, LGBTQ+ veterans and active military individuals, disabled LGBTQ+ individuals, and countless others. The Board commits to better understanding and addressing gaps that exist in meeting the needs of each of these students; and

Whereas, the Utah Board of Higher Education acknowledges the need to stay informed and aware of the lived experiences of LGBTQ+ students and understands the importance of increasing USHE's systemic ability to capture data and information related to this student population to inform decisions and interventions; and

Whereas, in 2020, the Utah Board of Higher Education adopted an Equity Lens Framework to guide the Board "in their implementation of strategies, initiatives, policymaking, and more", and the Board is committed to each part of the Framework as it relates to students of diverse and intersectional gender identities, expressions and sexual orientations; and

Whereas, institutional Senior Student Affairs Officers, student leaders, and others across USHE have expressed a desire for increased Board guidance, governance, and support as all 16 institutions continue to advocate, help, lift, and support Utah's LGBTQ+ student population;

¹ *Jed Foundation Proud and Thriving Report and Framework: Supporting the Mental Health of LGBTQ+ High School, College, and University Students*, p. 13 (available at <https://jedfoundation.org/wp-content/uploads/2021/10/Proud-Thriving-Report-and-Framework-10.2021.pdf>; <https://www.thetrevorproject.org/survey-2021/>)

Therefore, the Utah Board of Higher Education resolves to advance sustainable and systemic efforts within the Utah System of Higher Education by:

1. Developing USHE LGBTQ+ best practices to inform the System and institutions on how to best support and facilitate the success of LGBTQ+ students. The Commissioner's Office will develop the best practices in partnership with: the USHE LGBTQ+ Program Coordinator Coalition, which is dedicated to and involved in institutional efforts related to LGBTQ+ students; the Utah Student Association including technical college students; Institutional student-led LGBTQ+ clubs and organizations; the USHE Campus Safety and Equity Advisory Council; local and state community groups; the Consortium of Higher Education LGBT Resource Professionals; and others to ensure the USHE LGBTQ+ best practices are meaningful, impactful, and support Utah LGBTQ+ students' ability to succeed and experience higher quality of life during their time at a USHE institution. The USHE LGBTQ+ best practices will be developed by December 2022 and may include best practices and guidelines to address:
 - a. Institutional data collection on LGBTQ+ members of campus communities;
 - b. Considerations for increasing accessible gender-inclusive restroom facilities;
 - c. Faculty, staff, and administration training and advocacy programs/procedures;
 - d. LGBTQ+ inclusive policy development, implementation, and sustainability;
 - e. Name and gender marker update processes and policies, including correct/preferred/chosen name and pronouns, and ID cards;
 - f. Campus safety, mental health, and physical health & wellbeing specific to LGBTQ+ students; and
 - g. General best practices for supporting LGBTQ+ student success and sense of belonging.
2. Directing the Commissioner's Office to better understand current USHE institutional LGBTQ+ student data collection practices and, if necessary, work in collaboration with the 16 USHE institutions to develop guidelines in support of more inclusive and uniform data collection. The Commissioner's Office will also provide central support and guidance to USHE institutions for their data collection efforts.
3. Advocating for increased mental health support, services, and resources, including the staffing and physical space required to meet the unique needs of LGBTQ+ students experiencing disproportional rates of suicidal ideation, depression, anxiety, and other mental health challenges.²
4. Supporting and encouraging USHE institutions' efforts to become a "Premier Campus" under the Campus Pride Index³.
5. Pursuing collaborative relationships with other USHE institutions, local and state community groups, and advocacy organizations—such as, but not limited to, Encircle, Utah Pride Center, Equality Utah, and others—to explore meaningful partnerships, resource sharing, and long-term support plans to ensure student success prior to enrollment and success beyond completion.

Dated this 25 day of March 2022.

Harris H. Simmons, Chair
Utah Board of Higher Education



Dave R. Woolstenhulme
Commissioner of Higher Education

² The Trevor Project National Survey on LGBTQ Youth Mental Health 2021 (available at <https://www.thetrevorproject.org/survey-2021/>); Jed Foundation Proud and Thriving Report and Framework: Supporting the Mental Health of LGBTQ+ High School, College, and University Students, p. 13 (available at <https://jedfoundation.org/wp-content/uploads/2021/10/Proud-Thriving-Report-and-Framework-10.2021.pdf>)

³ <https://campusprideindex.org/search/index>)



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB J

March 25, 2022

General Consent Calendar

A. MINUTES

1. Minutes from the Board meetings – (Attachment)

B. FINANCE AND FACILITIES

1. Utah State University Land Swap – (Attachment)

C. TECHNICAL EDUCATION

1. Transition of Clock-Hour to Credit-Hour Programs – (Attachment)

D. ACADEMIC EDUCATION

E. PROGRAM NOTIFICATIONS

ACTION:

3-Year Reports:

1. Dixie State University – Bachelor of Music in Performance
2. Dixie State University – Bachelor of Fine Arts in Studio Art
3. Dixie State University – Bachelor of Sciences in Information Systems and Analytics
4. Dixie State University – Master of Accountancy

5-Year Reports:

5. Weber State University – Department of English
6. Weber State University – Department of Health Sciences
7. Weber State University – Management Information Systems programs
8. Weber State University – Department of Mathematics

7-Year Reports:

9. University of Utah – Department of Neurobiology
10. University of Utah – Department of Pharmacotherapy

INFORMATION:

New Program:

1. University of Utah – Bachelor of Sciences in Software Development
2. University of Utah – Master of Sciences in Cybersecurity Management
3. Dixie State University – Bachelor of Arts in American Sign Language Interpreting
4. Dixie State University – Associate of Science in American Sign Language
5. Dixie State University – Associate of Sciences in Biotechnology
6. Dixie State University – Associate of Applied Sciences in Biotechnology

NOTIFICATION:

New Program:

1. Southern Utah University – Minor in Entrepreneurship
2. Utah Valley University – Certificate of Proficiency in Organizational Leadership and Change
3. Utah State University – Certificate of Proficiency in Additive Manufacturing
4. Utah State University – Certificate of Proficiency in Drafting Design
5. Utah State University – Certificate of Welding Technology
6. Utah State University – Minor in Environmental Planning
7. Utah State University – Post-Baccalaureate Certificate in Advanced Practice in Dietetics
8. Utah State University – Certificate of Completion in Ornamental Horticulture
9. Utah State University – Certificate of Proficiency in Leadership and Diplomacy
10. Utah Valley University – Minor in Writing for Entertainment Media
11. Weber State University – Certificate of Proficiency in Paraeducator
12. Weber State University – Certificate of Proficiency in Sustainable Land Use Planning

New Emphasis:

13. Southern Utah University – Master of Music in Music Technology – Film Music Technology Emphasis (Online)
14. Southern Utah University – Master of Music in Music Technology – Game Audio Technology Emphasis (Online)

Name Change:

15. Southern Utah University – Bachelor of Arts/Bachelor of Sciences in Communication – New Media, Branding, and Message Design Emphasis
16. Southern Utah University – Minor in Library/Media to School Library
17. Utah State University – Bachelor of Arts/Bachelor of Sciences in Management – Operations Management Emphasis to Management – Operations and Supply Chain Management Emphasis
18. Utah State University – Minor in Operations Management to Operations and Supply Chain Management

Discontinuance:

19. Utah Valley University – Bachelor of Sciences in Entrepreneurship
20. Utah Valley University – Bachelor of Arts/Bachelor of Sciences Integrated Studies Emphases
21. Weber State University – Minor in Fashion Merchandising

Program Restructure:

22. Utah State University – Master of Arts/Master of Science in English
23. Utah State University – Aggies Elevated-Integrated College and Community Studies

New Institute:

24. Utah State University – Transforming Communities Institute

New Center:

25. Utah State University – Analytics Solutions Center

26. Weber State University – Wasatch Writing Center

F. GRANT PROPOSALS

1. University of Utah – DHHS National Institutes of Health; “CYPHER”; \$2,581,540. Principal Investigator, Julio Cesar Facelli.
2. University of Utah – NIH National Eye Institute; “Blair NIH Brian U01 Oct 2021”; \$6,430,421. Principal Investigator, Steven M Blair.
3. University of Utah – DHHS National Institutes of Health; “KATZR01-Cardiac Mutant”; \$2,673,775. Principal Investigator, Rajeswary Ghosh.
4. University of Utah – NIH National Institute on Aging; “Stephens R01 Resub Nov 2021”; \$3,780,370. Principal Investigator, Mei Yee Koh.
5. University of Utah – DHHS National Institutes of Health; “The Impact of Low Vision”; \$3,397,351. Principal Investigator, Sarah Hope Creem-Regehr.
6. University of Utah – NIH National Cancer Institute; “Hashibe_R01_Resub_11.05.2021”; \$4,005,378. Principal Investigator, Mia Hashibe.
7. University of Utah – NIH National Cancer Institute; “New Insights Into Disparities”; \$3,803,160. Principal Investigator, Nicola J Camp.
8. University of Utah – DHHS National Institutes of Health; “R01 Resub Lands Cycle Insulin”; \$2,942,650. Principal Investigator, Katsuhiko Funai.
9. University of Utah – DHHS National Institutes of Health; “R01Resub-Procoagulant Stroke”; \$2,906,369. Principal Investigator, Robert A Campbell.
10. University of Utah – NIH National Cancer Institute; “Gertz_R01_Resub-11.05.2021”; \$2,866,351. Principal Investigator, Jason Gertz.
11. University of Utah – DHHS National Institutes of Health; “PA20-185 Resub Aromolaran”; \$2,309,795. Principal Investigator, Ademuyi Aromolaran.
12. University of Utah – DHHS National Institutes; “R01 Resub Hypoglycemia”; \$2,077,361. Principal Investigator, Sarah Franklin.
13. University of Utah – DHHS National Institutes of Health; “U54 First Okuyemi 9.24.21”; \$15,613,251. Principal Investigator, Kolawole Okuyemi.
14. University of Utah – University of Wisconsin-Madison; “Zielinski Wisconsin Sub 11/21”; \$5,642,212. Principal Investigator, Brandon Anthony Zielinski.
15. University of Utah – DHHS National Institutes of Health; “U24 RFA-CA-21-015 DEL FIOL”; \$4,697,885. Principal Investigator, Guilherme Del Fiol.
16. University of Utah – NIH National Inst Child Hlth & Human Dev; “VICI Renewal 2021”; \$3,620,802. Principal Investigator, Erin Witter Rothwell.
17. University of Utah – National Multiple Sclerosis Society; “Casper NMSS Renewal Nov 2021”; \$3,499,411. Principal Investigator, Theron Charles Casper.
18. University of Utah – NIH National Heart Lung & Blood Inst; “Ischemic Renal Disease”; \$3,416,975. Principal Investigator, Tianxin Yang.
19. University of Utah – DHHS National Institutes of Health; “EPHB2”; \$3,187,250. Principal Investigator, Yufeng Huang.
20. University of Utah – DHHS National Institutes of Health; “ClarkR01 Renewal”; \$3,085,988. Principal Investigator, Nathan Clark.
21. University of Utah – NIH National Inst Arthrit Muscoskel Skin Dis; “Resub B4 After Ankle Fusion”; \$2,755,140. Principal Investigator, Andrew Edward Anderson.

22. University of Utah – NIH National Heart Lung & Blood Inst; “Adipose-Derived SPRR”; \$2,674,130. Principal Investigator, Tianxin Yang.
23. University of Utah – NIH National Heart Lung & Blood Inst; “Vascular Pathophysiology”; \$2,508,644. Principal Investigator, David Wray.
24. University of Utah – DHHS National Institutes of Health; “Resub JD”; \$2,252,57. Principal Investigator, Justin Dean Smith.
25. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “SAWANT_R01 Resubmission”; \$2,128,475. Principal Investigator, Punam Adhik Pokam.
26. University of Utah – DHHS National Institutes of Health; “MRI Methods for CAD”; \$2,117,340. Principal Investigator, Ganeshsharma AdluruVenkata Raja.
27. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “Add Contract_Wilcox_2022”; \$23,634,848. Principal Investigator, Karen S Wilson.
28. University of Utah – National Science Foundation; “TA Operations 2021”; \$3,240,477. Principal Investigator, Charles Jui.
29. University of Utah – National Science Foundation; “CSSI Anthroscape Resubmit”; \$2,076,228. Principal Investigator, Brian Frank Coddling.
30. University of Utah -DHHS National Institutes of Health; “MORE JITAI R01”; \$3,701,575. Principal Investigator, Eric L Garland.
31. University of Utah – DHHS National Institutes of Health; “MORE CLBP R01”; \$3,493,938. Principal Investigator, Eric L Garland.
32. University of Utah – NIH National Heart Lung & Blood Inst; “SACHSE/DRAKOS NIH R01 2021”; \$3,790,226. Principal Investigator, Frank Sachse.
33. University of Utah – DHHS National Institutes of Health; “PA-20-185 Shaw Dodsall MPI”; \$2,997,602. Principal Investigator, Robin Mark Shaw.
34. University of Utah – DHHS National Institutes of Health; “R01 PA-20-185 Chaudhuri”; \$2,534,978. Principal Investigator, Dipayan Chaudhuri.
35. University of Utah – DHHS National Institutes of Health; “PA-20-185 MPI Bettini Evavold”; \$3,875,577. Principal Investigator, Maria Bettini.
36. University of Utah – NIH National Heart Lung & Blood Inst; “Identify Biomarkers Covid-19”; \$3,778,152. Principal Investigator, Theodore G Liou.
37. University of Utah – NIH National Inst Child Hlth & Human Dev; “Lawrence R01 Transf Nov 2022”; \$2,90,340. Principal Investigator, Shelley Melissa Lawrence.
38. University of Utah – DHHS National Institutes of Health; “Uo1, SCALE-UP 2”; \$2,289,077. Principal Investigator, Guilherme Del Fiol.
39. University of Utah – New York University; “PASC Phase 2 – COVID”; \$9,537,734. Principal Investigator, Rachel Hess.
40. University of Utah – NYU Langone Medical Center; “PASC Phase 2”; \$2,590,885. Principal Investigator, Torri Derback Metz.
41. Utah State University – National Institutes of Health; “Influence of cellular senescence on reproduction ovarian function and health”; \$3,654,922. Principal Investigator, Jeffrey Mason.
42. Utah State University – Air Force – General; “Hybrid Space Architecture Testbed Mission Operations Center”; \$11,512,302. Principal Investigator, Ryan Beus.
43. Utah State University – Misc Federal Sponsors; “Lando Engineering Change Proposal”; \$6,742,298. Principal Investigator, Jack Felici.
44. Utah State University – Misc Federal Sponsors; “Lando Engineering Change Proposal”; \$5,755,266. Principal Investigator, Jack Felici.
45. Utah State University – BlackSky Global LLC; “High Resolution Electro-Optical Payloads Initial Flight Units”; \$6,247,796. Principal Investigator, Curtis Bingham.
46. Utah State University – Missile Defense Agency; “Future Operationally Resilient Ground Evolution Open Repository and Code Escrow”; \$3,754,155. Principal Investigator, Nathan White.

47. Utah State University – Missile Defense Agency; “Space Defense Agency Operations & Management Fiscal Year 22-Fiscal Year 24 follow on”; \$4,842,775. Principal Investigator, Jason Smesny.
48. Utah State University – Missile Defense Agency; “CubeSat Networked Communications Experiment”; \$4,739,806. Principal Investigator, Chris Cannon.
49. Utah State University – Air Force Materiel Command; “Advanced Synthetix Aperture Radar System 2C and Senior Year Electro-optical Reconnaissance System 2C Sensor Management”; \$2,2014,770. Principal Investigator, Shane Jenkins.
50. Utah State University – Utah Gov. Office – Utah Commission on Volunteers; “AmeriCorps 2023”; \$3,277,480. Principal Investigator, Sean D Damitz.
51. Utah State University – Oregon State University; “Bll: ForSlte: advancing a phytobiome model of tree performance and forest resilience”; \$2,042,804. Principal Investigator, James A Lutz.
52. Utah State University – NASA Goddard Space Flight Center; “The Space Dynamics Laboratory will build the Advanced Mesospheric Temperature Mapper (AMTM) for the Atmospheric Waves Experiment (AWE). AWE is a low-risk, space-weather mission that uses proven technologies for observing gravity waves from ground stations and aircraft.”; \$4,242,866. Principal Investigator, Burt Lamborn.
53. Utah State University – Missile Defense Agency; “As a member of the Ground-Based Midcourse Defense (GMD) Technical Direction Agent (TDA) Team, the Space Dynamics Laboratory (SDL) will provide subject matter expertise in technical areas being assessed within the scope of the TDA Team and SDL's University Affiliated Research Center (UARC) core competencies.” \$46,105,882. Principal Investigator, Jason Cluche.
54. Utah State University – Missile Defense Agency; “Space Dynamics Laboratory (SDL), a University Affiliated Research Center (UARC), will provide the following services under this new task order: 1) provide lidar system sustainment, support and maintenance, including, but not limited to, support for existing Dugway Proving Ground (DPG) lidar referee systems, DPG lidar systems under development/upgrade, and lidar-related support/calibration sub-systems and processes; 2) continue design upgrade efforts for the DPG Differential Scattering/ Differential Absorption Lidar (DISC/DIAL) System; 3) continue design/development efforts for the DPG Multi-wavelength Lidar (MWL) System; 4) maintain the LidarView software package, and 5) upgrade DPG eye-safe lidar systems.”; \$10,547,946. Principal Investigator, Kori Moore.
55. Utah Valley University – National Science Foundation; “Pro-STEM Scholarship program”; \$1,500,000. Principal Investigator, Joshua Lothringer.

G. AWARDS

1. University of Utah – NIH Office of the Director; “Stanford Echo UG3/UH3 APR 2016”; \$2,612,275. Principal Investigator, Joseph Stanford.
2. University of Utah – Regenxbio Inc; “Atmosphere”; \$2,157,380. Principal Investigator, Paul S Bernstein.
3. Utah State University – Utah System of Higher Education; “Deep Technology Talent Initiative I3SC 2021 – Proposal from the Intermountain Intelligence, Industry, and Security Consortium to Advance and Secure Utah’s Deep Technology Sector”; \$2,377,950. Principal Investigator, Jeannie L Johnson.
4. Utah State University – Air Force Research Laboratory; “Broadhead”; \$2,023,681. Principal Investigator, Amy Secrist.
5. Utah State University – Misc Federal Sponsors; “Laserbreak”; \$3,008,759. Principal Investigator, Matt Cupal.
6. Utah State University – Utah Dpt of Hum. Scs. – Child and Family Services; “Title IV E Child Welfare Training Project FY22-Fy26”; \$3,629,725. Principal Investigator, Derrik R Tollefson.

7. Utah State University – NASA Jet Propulsion Laboratory; “Near Earth Object Surveyor”; \$2,000,000. Principal Investigator, Brent Carlsen.
8. Utah State University – Misc Federal Sponsors; “Yellowstone”; \$2,302,486. Principal Investigator, Jim Perry.



**Utah System of Higher Education
Salt Lake Community College
Friday, January 14, 2022**

**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
Patricia Jones
Crystal Maggelet
Tanner Marcum
Arthur E. Newell
Shawn Newell
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
Rachelle Ackley, Program Support Specialist, Talent Ready Utah
Alison Adams-Perlac, Associate General Counsel
Kymber Crosby, Student Intern
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
Vic Hockett, Director, Talent Ready Utah
Malissa Jones, Office Manager
Spencer Jenkins, Chief Student Affairs Officer
Lais Martinez, Assistant Commissioner for Equity, Diversity, and Inclusion
Carrie Mayne, Chief Economist
Peter Reed, Program Manager, Talent Ready Utah
Juliette Tennert, Chief Financial Officer
Scott Wyatt, Senior Executive Director of Online Education
Kim Ziebarth, Associate Commissioner of Technical Education

Institutional Presidents Present

Chad Campbell, Bridgerland Technical College
Clay Christensen, Mountainland Technical College
Paul Hacking, Tooele Technical College
Taylor R. Randall, University of Utah
Darin Brush, Davis Technical College
Kelle Stephens, Dixie Technical College
Astrid Tuminez, Utah Valley University

Jim Taggart, Ogden-Weber Technical College
Brad J. Cook, Snow College
Brennan Wood, Southwest Technical College
Noelle Cockett, Utah State University
Brad L. Mortensen, Weber State University
Mindy Benson, Southern Utah University (interim)
Richard Williams, Dixie State University

Salt Lake Community College Trustees

Coralie Ashton Alder
Sunny Washington

Other Guests

Derek Adams, Chief Technology Officer, BrainStorm
Bradley Buchanan, Senior Enterprise Account Executive - Education, Adobe
Erin Casale, Head of Education Customer Success, Qualtrics
Will Clive, Chief People Officer, Pluralsight
Dave Cowley, Vice President for Business and Finance, Utah State University
Marvin Dodge, Vice President for Finance and Administrative Services, Southern Utah University
Christian Gardner, Board of Trustees Chair, University of Utah
Michael Good, Senior Vice President for Health Sciences, University of Utah
Nancy Hanks, Assistant to the President, Utah State University
Carson Howell, Vice President of Finance and Administrative Services, Snow College
Sebastian Medina, Salt Lake Community College student
Val Peterson, Vice President for Administration/Strategic Relations, Utah Valley University
Sabah Sial, University of Utah student
Todd Taylor, Senior Strategic Development Management for Higher Education, Adobe
Martell Teasley, Interim Senior Vice President for Academic Affairs, University of Utah
Jeff West, Vice President for Finance and Administration/CFO, Salt Lake Community College

Vice-Chair Osmond called the meeting to order at 7:30 a.m.

Closed Session

Board member Shawn Newell 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; Vice-Chair Barnes seconded the motion and the motion was passed.

Committee of the Whole

Vice-Chair Osmond called the Committee of the Whole meeting to order at 9:10 a.m.

Student Update

Sebastian Medina provided student updates from Salt Lake Community College and Sabah Sial from the University of Utah. Sebastian asked Board members to help people understand that it is never too late to go back to school. Board member Marcum and President Randall recognized Sabah as a Rhodes Scholar. Sabah asked Board members to help students connect with opportunities and encourage them to go for them. This was an information item only; no action was taken.

President Kelle Stephens Retirement

Vice-Chair Osmond acknowledged President Kelle Stephens and announced her retirement. This was an information item only; no action was taken.

Student Affair Committee Report

Board member Church provided a report from the December 2021 Student Affairs Committee Meeting. They discussed dream centers on campuses and LGBTQ issues across Utah. Board member Marcum presented findings from the Student Safety and Equity Commission. Board member Church and Kris Coles have visited campuses to talk to admissions directors. In February, they will travel to the technical colleges to ask about their admissions issues. Another item in their committee is food security and addressing students' basic needs. They had a food insecurity survey done, and Board member Church will present full results of the survey at the next meeting. Vice-Chair Barnes asked if period products were included in the food insecurity piece. Board member Marcum stated that Utah Student Associations presidents identified period products as a priority to focus on this year. Conversations are happening between students and administrations to know what is possible. Vice-Chair Osmond highlighted the New Leadership Academy Orientation that was held the day prior. He encouraged Board members to keep an open mind during the experience. This was an information item only; no action was taken.

Board Transfer Council Updates

Vice-Chair Barnes gave a report of the Board Transfer Council, which is comprised of Board members, presidents, staff, and individuals from various campuses. Their first priority was to update the Electronic Transfer Guide. They began to design direct transfer to the top transfer majors. This would ensure students who completed an associate degree would be able to complete a bachelor's degree with an additional 62 credits. They now have 12 majors where this is happening. The Council identified the next two priorities: financial aid for transfer students and reverse credit transfer. This was an information item only; no action was taken.

Finance and Facilities Report

Chair Clyde reviewed four action items from the Finance and Facilities Committee that will be discussed later in the agenda. The Committee discussed the Voice of the Customer Report from Cicero. They also reviewed the Earn to Learn presentation, which will be discussed further at the March meeting. Juliette Tennert will study the Earn to Learn and come back to the Committee with a recommendation. They also reviewed Performance Funding Allocations, the Space Utilization Report, the Annual Report on Institutional Revenue Bond Indebtedness, the Annual Financial Statements of the Commissioner's Office, and the revenue bond results the University of Utah released. This was an information item only; no action was taken.

Strategic Plan Update

Melanie Heath provided an update on the strategic plan with the Board. She introduced the red light green light dashboard on the website. President Tuminez asked if they would have an opportunity to discuss items with no information or at risk. Melanie responded that she would welcome those questions during the committee meetings. This was an information item only; no action was taken.

Legislative Session Update

Spencer Jenkins gave a brief update on some of the legislative items they'll work on. Vice-Chair Osmond asked when the presidents would be called into the Higher Education Committee. Commissioner Woolstenhulme ensured the schedule would be sent to the presidents and the Board once it was finalized. Vice-Chair Barnes, Board member Jones and President Randall expressed interest in a Higher Ed Day on the Hill event this year. It had not been previously scheduled, but the USHE staff will look into having one during the 2022 session. This was an information item only; no action was taken.

Vet School at USU

President Noelle Cockett presented the proposal to add a vet school at Utah State University to the Board. This was an information item only; no action was taken.

Equity, Diversity and Inclusion Policy Review

Alison Adams-Perlac provided an Equity, Diversity, and Inclusion Policy review. Alison and Assistant Commissioner Laís Martinez have teamed up together to work with the group. They hope to share guidelines with the institutions for them to consider. Recommendations for edits will go through the subcommittees for the Board's review. This was an information item only; no action was taken.

Title IX Discussion

Board member Church led a Title IX discussion with the Board. She iterated that Title IX issues and campus safety is very important to them. They have tried hard to listen to the concerns of students, presidents, and leaders on this issue and noted that every parent and family should feel confident sending their students to our institutions in Utah. The Board and system intend to support Title IX officers as much as possible to get new regulations implemented. Hiring associate general counsel Alison Adams-Perlac is a great step in the right direction. The Student Affairs Committee will be holding more hearings on this issue and hearing from Title IX officers on what we can do statewide. Board member Church asked if there are things that can be done systemically to standardized complaint procedures, complaint documentation, and investigation standards of victims bill of rights. She questioned if there was a potential for some shared services. Commissioner Woolstenhulme proposed bringing in outside experts to review what we are currently doing at our institutions and identify ways to standardize. Presidents Randall and Cockett expressed support of this proposal. Vice-Chair Osmond asked if this topic warrants a separate taskforce. Board member Church said they are willing to take care of this within the Student Affairs Committee. President Huftalin is noticing on campus that with Title IX changes that are frequent in presidential administrations, often the complaints don't rise to the level of the federal definition, but they are problematic behaviors. Staffing, salaries, and a system-wide approach would be very helpful. Vice-Chair Barnes addressed that diving deeper into athletics department culture is important. This was an information item only; no action was taken.

UHealth Presentation

Dr. Mike Good, Senior Vice President for Health Sciences, Executive Dean of the Spencer Fox Eccles School of Medicine at the University of Utah and CEO, University of Utah Health, provided an overview of the UHealth system with the Board members. Board member Clyde asked what their overall budget is for a year. Dr. Good noted it is around \$4.5 billion. Commissioner Woolstenhulme expressed appreciation for Dr. Good and his contributions. Board member Jones stated that the work of our research institutions should be noted in our marketing. This was an information item only; no action was taken.

Board Statewide Online Education Task Force Report

The Statewide Online Education Task Force met for the first time on January 10, 2022. There is more debate that needs to be done within the group. They will come back at the next Board meeting to report. **Board member Mike Angus made a motion for the Commissioner and task force to proceed with the USHE Online Concept Study from the Cicero Group. Board member Church seconded the motion and the motion passed.**

Revisions to R120 and R141

Alison Adams-Perlac reviewed revisions to R120 and R141 policies with the Board. President Tuminez requested a sentence be added to listen closely to presidents that would complement 3.13. On 4.1 Evaluation Report, she suggested adding a phrase noting input from university presidents should be solicited for the evaluation. Vice-Chair Barnes supported President Tuminez's addition. The presidents will provide the wording to add to the policy. **Board member Church made a motion to adopt the revisions to R120, Board of Higher Education Bylaws, and R141, Functions of the Commissioner of Higher Education, with the recommendation of strengthening the wording relating to the relationship between the Commissioner and the presidents. Vice-Chair Barnes seconded the motion and the motion passed.**

UVU State Funded Building Project Revision

Board member Clyde summarized the UVU State Funded Building Project Revision. **Board member Clyde made a motion to approve the project revisions for the Utah Valley University Engineering Building. Board member Shawn Newell seconded the motion and the motion passed.**

UofU Tuition Increase

Board member Clyde introduced President Taylor Randall. President Randall reviewed the University of Utah tuition increase for the Online and Professional MBA Program. The average national price for these programs is \$81k, and the University of Utah's program is \$59k. The proposal is to increase to \$62k, a 4% increase to be able to fund the additional services that have hit the market. University of Utah Board of Trustees Chair Christian Gardner was present on the Zoom to endorse the action item. **Board member Arthur Newell made the motion to approve the 4% tuition increase for the Professional Online and MBA Programs at the David Eccles School of Business, to go into effect immediately for the Spring 2022 semester. Board member Angus seconded the motion and the motion passed.**

SUU Non-State Funded Project

Board member Clyde reviewed the SUU Non-State Funded Project. Interim President Benson noted it is a great opportunity to expand the campus footprint and to be able to provide quality housing. Board member Bailey asked if it would be used for scholarship housing. Interim President Benson said it would not be available for students at this time due to the repayment of the bond. **Vice-Chair Barnes made a motion to grant approval to Southern Utah University to seek legislative authorization to issue revenue bonds for the acquisition of "The Cottages at Shakespeare Lane" apartment complex and adjoining home. Board member Bailey seconded the motion and the motion passed.**

Snow College Long-term Lease for Richfield Housing

Board member Clyde summarized the Snow College Long-term Lease for Richfield Housing. President Brad Cook and Vice President Carson Howell were present to endorse the action item. **Board member**

Jones made a motion to approve the long-term lease for housing in Richfield, with terms as presented. Board member Anderson seconded the motion and the motion passed.

Consent Calendar

Board member Church made a motion to approve the consent calendar; Board member Datta seconded the motion and the motion passed.

Silicon Slopes Workforce/Talent Solutions Discussion

Commissioner Woolstenhulme welcomed colleagues from Talent Ready Utah. Vic Hockett introduced his team from Talent Ready Utah, Rachele Ackley and Peter Reed. He introduced the industry partners, Derek Adams from Brainstorm, Todd Taylor from Adobe, Bradley Buchanan from Adobe, Erin Casale from Qualtrics, and Will Clive from Pluralsight. The industry partners then reported on their workforce concerns. Chair Simmons asked what value they place on liberal education experience for students in the humanities, arts, English, etc. They expressed the reality that there is such a lack of talent that that is not a priority. Board member Hall asked what institutions are producing students that have requisite skills and is there anything of value coming out of online academic providers. They said online providers are producing valuable talent, and locally UVU has produced the best talent due to their business and entrepreneurial centers. Board member Hall then asked what precisely would they have the Board add or improve upon relative to the higher ed strategy. They recommended getting companies more involved with higher ed and provide more practical experience. Board member Jones asked if they had the authority as part of USHE, what is one thing they would do today to address the deficits. They would give equal and exclusive access to those technologies to everyone. Board member Church acknowledged that there is a huge equity issue if it's digital literacy and experiences they need. Vice-Chair Osmond asked why the IT industry is not interested in talent coming out of technical colleges. The industry partners said it might be a question of awareness and relationships more than anything. This was an information item only; no action was taken.

Motion to Adjourn

Vice-Chair Barnes made a motion to adjourn; Vice-Chair Osmond seconded the motion and the motion passed.

The meeting adjourned at 3:30 p.m.

Geoffrey Landward, Secretary

Date Approved:



**Utah System of Higher Education
Virtual Meeting
Wednesday, February 2, 2022**

**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
Stacey K. Bettridge
Lisa Michele Church
Wilford Clyde
Sanchaita Datta
Alan Hall
Patricia Jones
Tanner Marcum
Arthur E. Newell
Shawn Newell
Valirie Serawop
Scott Theurer

Board Members Absent

Jera L. Bailey
Crystal Maggelet

Office of the Commissioner

Dave R. Woolstenhulme, Commissioner of Higher Education
Geoffrey Landward, Deputy Commissioner and General Counsel
Brynn Fronk, Executive Assistant to the Utah Board of Higher Education
Spencer Jenkins, Chief Student Affairs Officer
Malissa Jones, Office Manager
Juliette Tennert, Chief Financial Officer

Other Guests

Robin Burr, Chief Facilities Officer, University of Utah
Mark Harlan, Athletics Director, University of Utah
Jason Perry, Vice President for Government Relations, University of Utah
Val Peterson, Vice President for Administration & Strategic Relations, Utah Valley University
Taylor Randall, President, University of Utah
Natalie Tippetts, Special Assistant to the Vice President, University of Utah
Frank Young, Associate Vice President for Facilities Planning, Utah Valley University

Committee of the Whole

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

Non-State Funded Building Requests

Utah Valley University

Val Peterson presented Utah Valley University's Champion Building and Lehi Campus North Building requests with the Board members. **Vice-Chair Barnes made the motion to approve the proposed UVU projects for legislative action. Board member Datta seconded the motion and the motion passed.**

University of Utah

President Taylor Randall introduced the University of Utah's project. Mark Harlan and Robin Burr reviewed the New Football Indoor Facility project request with Board members. **Board member Arthur Newell made a motion to approve the Football Indoor Facility at the University of Utah. Board member Datta seconded the motion and the motion passed.**

Legislative Update

Commissioner Woolstenhulme and Spencer Jenkins provided a legislative update to the Board members.

Vice-Chair Barnes made a motion to adjourn. Board member Shawn Newell seconded the motion and the motion passed.

The meeting adjourned at 8:15 a.m.

Geoffrey Landward, Secretary

Date Approved:



**Utah System of Higher Education
New Leadership Academy Virtual Workshop
Wednesday, February 16, 2022**

**COMMITTEE OF THE WHOLE
MINUTES**

Board Members Present

Harris H. Simmons, Chair
Nina R. Barnes, Vice-Chair
Jessellie B. Anderson
Stacey K. Bettridge
Lisa Michele Church
Wilford Clyde
Alan Hall
Crystal Maggelet
Tanner Marcum
Shawn Newell
Valirie Serawop
Scott Theurer

Board Members Absent

Mike Angus
Jera L. Bailey
Sanchaita Datta
Patricia Jones
Aaron Osmond, Vice-Chair
Arthur E. Newell

Office of the Commissioner

Dave R. Woolstenhulme, Commissioner of Higher Education
Geoffrey Landward, Deputy Commissioner and General Counsel
Taylor Adams, Associate Commissioner for Strategic Initiatives
Alison Adams-Perlac, Associate General Counsel
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 and Access
Malissa Jones, Office Manager
Lais Martinez, Assistant Commissioner for Equity, Diversity and Inclusion
Carrie Mayne, Chief Economist
Juliette Tennert, Chief Financial Officer
Kim Ziebarth, Associate Commissioner of Technical Education

Other Guests

Amy Fulton, Director, New Leadership Academy
Ilana Israel, Program Manager, New Leadership Academy
Christopher J. Nellum, Executive Director, The Education Trust-West

Committee of the Whole

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

New Leadership Academy Virtual Workshop Minutes

Wednesday, February 16, 2022

2

Chair Simmons introduced Amy Fulton, Director of the New Leadership Academy. Amy introduced presenter Christopher J. Nellum, Executive Director of The Education Trust-West. Christopher provided data and equity training to the Board and members of the USHE staff.

The meeting adjourned at 10:30 a.m.

Geoffrey Landward, Secretary

Date Approved:



UTAH SYSTEM OF
HIGHER EDUCATION

AMENDED 3/24/22 MEMORANDUM

March 25, 2022

Transition of Clock-Hour to Credit-Hour Programs

As part of the strategic plan, the Utah Board of Higher Education (Board) 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 following a prescribed schedule.

Technical colleges submitted applications for the first designated group of programs to the Office of the Commissioner. Following approval, the Office of the Commissioner will submit the applications to the COE for approval. ~~This program group is not financial aid eligible and does not require approval from the U.S. Department of Education.~~

By submitting applications through the Office of the Commissioner, 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

Programs transitioning from clock-hours to credit.

College	Alias	Program	Clock-hour length	Proposed Credit-Hours	Delivery Method*
Davis	Cosmetology/Barbering	Cosmetology	1600	39	H
Davis	Dental Assisting	Dental Assistant	945	25	H
Davis	Hair Design	Hair Designer	1200	27	H
Davis	Medical Assistant	Medical Assistant	1100	34	H
Davis	Surgical Technology	Surgical Technology	1685	45	H
Davis	Cybersecurity	Information Technology	660	22	H
Davis	Cybersecurity	Cybersecurity	1080	36	H
Davis	Medical Office	Medical Office Administration	975	32	H
Davis	Software Development	Software Development	930	31	H
Davis	Web and Graphic Design	Web and Graphic Design	900	30	H
Dixie	Medical Assistant	Medical Assisting	900	23	T
Dixie	Cybersecurity	Information Technology	900	28	T
Dixie	Software Development	App Development	1000	32	T
Dixie	Web and Graphic Design	Digital Media Design	1000	31	T
Mountainland	Cosmetology/Barbering	Cosmetology	1600	45	H
Mountainland	Dental Assisting	Dental Assisting	750	22	H
Mountainland	Hair Design	Hair Design	1200	36	H
Mountainland	Medical Assistant	Medical Assistant	900	28	H
Mountainland	Surgical Technology	Surgical Technology	1314	29	T
Mountainland	Cybersecurity	Information Technology: Support Technician	690	23	H
Mountainland	Medical Office	Medical Billing	645	21	H
Mountainland	Medical Office	Medical Coding	720	24	H
Mountainland	Medical Office	Medical Billing and Coding	1323	44	H
Mountainland	Web and Graphic Design	Digital Marketing & Analytics	600	20	H
Mountainland	Web and Graphic Design	Digital Media	630	21	H
Mountainland	Web and Graphic Design	Mobile Development	900	27	H
Mountainland	Web and Graphic Design	Web Programming and Development	903	27	H
Mountainland	Radiology Practical Technician	Radiography Technology	1600	42	H
Ogden-Weber	Cosmetology/Barbering	Barbering	1000	28	TH
Ogden-Weber	Cosmetology/Barbering	Cosmetology	1600	49	TH
Ogden-Weber	Dental Assisting	Dental Assisting	1100	28	TH
Ogden-Weber	Medical Assistant	Medical Assisting	1050	29	TH
Ogden-Weber	Cybersecurity	Information Technology Systems	960	32	TH
Ogden-Weber	Medical Office	Medical Office Specialist	400	11	TH
Ogden-Weber	Medical Office	Medical Scribe	450	11	TH
Ogden-Weber	Medical Office	Medical Coding & Billing Specialist	920	28	TH
Ogden-Weber	Software Development	Software Development	720	24	TH
Ogden-Weber	Software Development	Software Technology	720	24	TH
Ogden-Weber	Web and Graphic Design	Web and Graphic Design	1140	38	TH
Southwest	Medical Assistant	Medical Clinical Assistant	960	28	TH
Southwest	Cybersecurity	Information Technology	615	19	TH
Southwest	Software Development	Coding Boot Camp	160	4	TH
Southwest	Software Development	Software Development	600	19	TH
Tooele	Cosmetology/Barbering	Barbering	1000	33	T
Tooele	Cosmetology/Barbering	Cosmetology/Barbering	1600	53	T
Tooele	Medical Assistant	Clinical Medical Assistant	910	24	T

Tooele	Cybersecurity	Cybersecurity Pro	600	20	T
Tooele	Cybersecurity	IT and Security Technician	900	30	T
Tooele	Law Enforcement	Special Function Officer (SFO)	242	8	T
Tooele	Software Development	Software Development	1000	32	T
Uintah Basin	Medical Assistant	Medical Assistant	940	29	TH
Uintah Basin	Surgical Technology	Surgical Technician	900	24	TH
Uintah Basin	Cybersecurity	IT Support Technician	510	17	TH
Uintah Basin	Cybersecurity	Network Technician	780	26	TH
Uintah Basin	Cybersecurity	Security Technician	1050	35	TH

*Delivery Method

T – Traditional

H - Hybrid



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

March 25, 2022

Transition of Clock-Hour to Credit-Hour Programs

As part of the strategic plan, the Utah Board of Higher Education (Board) 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:

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- 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 following a prescribed schedule.

Technical colleges submitted applications for the first designated group of programs to the Office of the Commissioner. Following approval, the Office of the Commissioner will submit the applications to the COE for approval. This program group is not financial aid eligible and does not require approval from the U.S. Department of Education.

By submitting applications through the Office of the Commissioner, 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.

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Davis	Cybersecurity	Cybersecurity	1080	36	H
Davis	Medical Office	Medical Office Administration	975	32	H
Davis	Software Development	Software Development	930	31	H
Davis	Web and Graphic Design	Web and Graphic Design	900	30	H
Dixie	Medical Assistant	Medical Assisting	900	23	T
Dixie	Cybersecurity	Information Technology	900	28	T
Dixie	Software Development	App Development	1000	32	T
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Mountainland	Medical Office	Medical Coding	720	24	H
Mountainland	Medical Office	Medical Billing and Coding	1323	44	H
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Mountainland	Web and Graphic Design	Digital Media	630	21	H
Mountainland	Web and Graphic Design	Mobile Development	900	27	H
Mountainland	Web and Graphic Design	Web Programming and Development	903	27	H
Mountainland	Radiology Practical Technician	Radiography Technology	1600	42	H
Ogden-Weber	Cosmetology/Barbering	Barbering	1000	28	TH
Ogden-Weber	Cosmetology/Barbering	Cosmetology	1600	49	TH
Ogden-Weber	Dental Assisting	Dental Assisting	1100	28	TH
Ogden-Weber	Medical Assistant	Medical Assisting	1050	29	TH
Ogden-Weber	Cybersecurity	Information Technology Systems	960	32	TH
Ogden-Weber	Medical Office	Medical Office Specialist	400	11	TH
Ogden-Weber	Medical Office	Medical Scribe	450	11	TH
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Uintah Basin	Cybersecurity	IT Support Technician	510	17	TH
Uintah Basin	Cybersecurity	Network Technician	780	26	TH
Uintah Basin	Cybersecurity	Security Technician	1050	35	TH

*Delivery Method

T – Traditional

H - Hybrid



**Utah System of Higher Education
Salt Lake Community College
Friday, January 14, 2022**

**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
Patricia Jones
Crystal Maggelet
Tanner Marcum
Arthur E. Newell
Shawn Newell
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
Rachelle Ackley, Program Support Specialist, Talent Ready Utah
Alison Adams-Perlac, Associate General Counsel
Kymber Crosby, Student Intern
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
Vic Hockett, Director, Talent Ready Utah
Malissa Jones, Office Manager
Spencer Jenkins, Chief Student Affairs Officer
Lais Martinez, Assistant Commissioner for Equity, Diversity, and Inclusion
Carrie Mayne, Chief Economist
Peter Reed, Program Manager, Talent Ready Utah
Juliette Tennert, Chief Financial Officer
Scott Wyatt, Senior Executive Director of Online Education
Kim Ziebarth, Associate Commissioner of Technical Education

Institutional Presidents Present

Chad Campbell, Bridgerland Technical College
Clay Christensen, Mountainland Technical College
Paul Hacking, Tooele Technical College
Taylor R. Randall, University of Utah
Darin Brush, Davis Technical College
Kelle Stephens, Dixie Technical College
Astrid Tuminez, Utah Valley University

Jim Taggart, Ogden-Weber Technical College
Brad J. Cook, Snow College
Brennan Wood, Southwest Technical College
Noelle Cockett, Utah State University
Brad L. Mortensen, Weber State University
Mindy Benson, Southern Utah University (interim)
Richard Williams, Dixie State University

Salt Lake Community College Trustees

Coralie Ashton Alder
Sunny Washington

Other Guests

Derek Adams, Chief Technology Officer, BrainStorm
Bradley Buchanan, Senior Enterprise Account Executive - Education, Adobe
Erin Casale, Head of Education Customer Success, Qualtrics
Will Clive, Chief People Officer, Pluralsight
Dave Cowley, Vice President for Business and Finance, Utah State University
Marvin Dodge, Vice President for Finance and Administrative Services, Southern Utah University
Christian Gardner, Board of Trustees Chair, University of Utah
Michael Good, Senior Vice President for Health Sciences, University of Utah
Nancy Hanks, Assistant to the President, Utah State University
Carson Howell, Vice President of Finance and Administrative Services, Snow College
Sebastian Medina, Salt Lake Community College student
Val Peterson, Vice President for Administration/Strategic Relations, Utah Valley University
Sabah Sial, University of Utah student
Todd Taylor, Senior Strategic Development Management for Higher Education, Adobe
Martell Teasley, Interim Senior Vice President for Academic Affairs, University of Utah
Jeff West, Vice President for Finance and Administration/CFO, Salt Lake Community College

Vice-Chair Osmond called the meeting to order at 7:30 a.m.

Closed Session

Board member Shawn Newell 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; Vice-Chair Barnes seconded the motion and the motion was passed.

Committee of the Whole

Vice-Chair Osmond called the Committee of the Whole meeting to order at 9:10 a.m.

Student Update

Sebastian Medina provided student updates from Salt Lake Community College and Sabah Sial from the University of Utah. Sebastian asked Board members to help people understand that it is never too late to go back to school. Board member Marcum and President Randall recognized Sabah as a Rhodes Scholar. Sabah asked Board members to help students connect with opportunities and encourage them to go for them. This was an information item only; no action was taken.

President Kelle Stephens Retirement

Vice-Chair Osmond acknowledged President Kelle Stephens and announced her retirement. This was an information item only; no action was taken.

Student Affair Committee Report

Board member Church provided a report from the December 2021 Student Affairs Committee Meeting. They discussed dream centers on campuses and LGBTQ issues across Utah. Board member Marcum presented findings from the Student Safety and Equity Commission. Board member Church and Kris Coles have visited campuses to talk to admissions directors. In February, they will travel to the technical colleges to ask about their admissions issues. Another item in their committee is food security and addressing students' basic needs. They had a food insecurity survey done, and Board member Church will present full results of the survey at the next meeting. Vice-Chair Barnes asked if period products were included in the food insecurity piece. Board member Marcum stated that Utah Student Associations presidents identified period products as a priority to focus on this year. Conversations are happening between students and administrations to know what is possible. Vice-Chair Osmond highlighted the New Leadership Academy Orientation that was held the day prior. He encouraged Board members to keep an open mind during the experience. This was an information item only; no action was taken.

Board Transfer Council Updates

Vice-Chair Barnes gave a report of the Board Transfer Council, which is comprised of Board members, presidents, staff, and individuals from various campuses. Their first priority was to update the Electronic Transfer Guide. They began to design direct transfer to the top transfer majors. This would ensure students who completed an associate degree would be able to complete a bachelor's degree with an additional 62 credits. They now have 12 majors where this is happening. The Council identified the next two priorities: financial aid for transfer students and reverse credit transfer. This was an information item only; no action was taken.

Finance and Facilities Report

Chair Clyde reviewed four action items from the Finance and Facilities Committee that will be discussed later in the agenda. The Committee discussed the Voice of the Customer Report from Cicero. They also reviewed the Earn to Learn presentation, which will be discussed further at the March meeting. Juliette Tennert will study the Earn to Learn and come back to the Committee with a recommendation. They also reviewed Performance Funding Allocations, the Space Utilization Report, the Annual Report on Institutional Revenue Bond Indebtedness, the Annual Financial Statements of the Commissioner's Office, and the revenue bond results the University of Utah released. This was an information item only; no action was taken.

Strategic Plan Update

Melanie Heath provided an update on the strategic plan with the Board. She introduced the red light green light dashboard on the website. President Tuminez asked if they would have an opportunity to discuss items with no information or at risk. Melanie responded that she would welcome those questions during the committee meetings. This was an information item only; no action was taken.

Legislative Session Update

Spencer Jenkins gave a brief update on some of the legislative items they'll work on. Vice-Chair Osmond asked when the presidents would be called into the Higher Education Committee. Commissioner Woolstenhulme ensured the schedule would be sent to the presidents and the Board once it was finalized. Vice-Chair Barnes, Board member Jones and President Randall expressed interest in a Higher Ed Day on the Hill event this year. It had not been previously scheduled, but the USHE staff will look into having one during the 2022 session. This was an information item only; no action was taken.

Vet School at USU

President Noelle Cockett presented the proposal to add a vet school at Utah State University to the Board. This was an information item only; no action was taken.

Equity, Diversity and Inclusion Policy Review

Alison Adams-Perlac provided an Equity, Diversity, and Inclusion Policy review. Alison and Assistant Commissioner Laís Martinez have teamed up together to work with the group. They hope to share guidelines with the institutions for them to consider. Recommendations for edits will go through the subcommittees for the Board's review. This was an information item only; no action was taken.

Title IX Discussion

Board member Church led a Title IX discussion with the Board. She iterated that Title IX issues and campus safety is very important to them. They have tried hard to listen to the concerns of students, presidents, and leaders on this issue and noted that every parent and family should feel confident sending their students to our institutions in Utah. The Board and system intend to support Title IX officers as much as possible to get new regulations implemented. Hiring associate general counsel Alison Adams-Perlac is a great step in the right direction. The Student Affairs Committee will be holding more hearings on this issue and hearing from Title IX officers on what we can do statewide. Board member Church asked if there are things that can be done systemically to standardized complaint procedures, complaint documentation, and investigation standards of victims bill of rights. She questioned if there was a potential for some shared services. Commissioner Woolstenhulme proposed bringing in outside experts to review what we are currently doing at our institutions and identify ways to standardize. Presidents Randall and Cockett expressed support of this proposal. Vice-Chair Osmond asked if this topic warrants a separate taskforce. Board member Church said they are willing to take care of this within the Student Affairs Committee. President Huftalin is noticing on campus that with Title IX changes that are frequent in presidential administrations, often the complaints don't rise to the level of the federal definition, but they are problematic behaviors. Staffing, salaries, and a system-wide approach would be very helpful. Vice-Chair Barnes addressed that diving deeper into athletics department culture is important. This was an information item only; no action was taken.

UHealth Presentation

Dr. Mike Good, Senior Vice President for Health Sciences, Executive Dean of the Spencer Fox Eccles School of Medicine at the University of Utah and CEO, University of Utah Health, provided an overview of the UHealth system with the Board members. Board member Clyde asked what their overall budget is for a year. Dr. Good noted it is around \$4.5 billion. Commissioner Woolstenhulme expressed appreciation for Dr. Good and his contributions. Board member Jones stated that the work of our research institutions should be noted in our marketing. This was an information item only; no action was taken.

Board Statewide Online Education Task Force Report

The Statewide Online Education Task Force met for the first time on January 10, 2022. There is more debate that needs to be done within the group. They will come back at the next Board meeting to report. **Board member Mike Angus made a motion for the Commissioner and task force to proceed with the USHE Online Concept Study from the Cicero Group. Board member Church seconded the motion and the motion passed.**

Revisions to R120 and R141

Alison Adams-Perlac reviewed revisions to R120 and R141 policies with the Board. President Tuminez requested a sentence be added to listen closely to presidents that would complement 3.13. On 4.1 Evaluation Report, she suggested adding a phrase noting input from university presidents should be solicited for the evaluation. Vice-Chair Barnes supported President Tuminez's addition. The presidents will provide the wording to add to the policy. **Board member Church made a motion to adopt the revisions to R120, Board of Higher Education Bylaws, and R141, Functions of the Commissioner of Higher Education, with the recommendation of strengthening the wording relating to the relationship between the Commissioner and the presidents. Vice-Chair Barnes seconded the motion and the motion passed.**

UVU State Funded Building Project Revision

Board member Clyde summarized the UVU State Funded Building Project Revision. **Board member Clyde made a motion to approve the project revisions for the Utah Valley University Engineering Building. Board member Shawn Newell seconded the motion and the motion passed.**

UofU Tuition Increase

Board member Clyde introduced President Taylor Randall. President Randall reviewed the University of Utah tuition increase for the Online and Professional MBA Program. The average national price for these programs is \$81k, and the University of Utah's program is \$59k. The proposal is to increase to \$62k, a 4% increase to be able to fund the additional services that have hit the market. University of Utah Board of Trustees Chair Christian Gardner was present on the Zoom to endorse the action item. **Board member Arthur Newell made the motion to approve the 4% tuition increase for the Professional Online and MBA Programs at the David Eccles School of Business, to go into effect immediately for the Spring 2022 semester. Board member Angus seconded the motion and the motion passed.**

SUU Non-State Funded Project

Board member Clyde reviewed the SUU Non-State Funded Project. Interim President Benson noted it is a great opportunity to expand the campus footprint and to be able to provide quality housing. Board member Bailey asked if it would be used for scholarship housing. Interim President Benson said it would not be available for students at this time due to the repayment of the bond. **Vice-Chair Barnes made a motion to grant approval to Southern Utah University to seek legislative authorization to issue revenue bonds for the acquisition of "The Cottages at Shakespeare Lane" apartment complex and adjoining home. Board member Bailey seconded the motion and the motion passed.**

Snow College Long-term Lease for Richfield Housing

Board member Clyde summarized the Snow College Long-term Lease for Richfield Housing. President Brad Cook and Vice President Carson Howell were present to endorse the action item. **Board member**

Jones made a motion to approve the long-term lease for housing in Richfield, with terms as presented. Board member Anderson seconded the motion and the motion passed.

Consent Calendar

Board member Church made a motion to approve the consent calendar; Board member Datta seconded the motion and the motion passed.

Silicon Slopes Workforce/Talent Solutions Discussion

Commissioner Woolstenhulme welcomed colleagues from Talent Ready Utah. Vic Hockett introduced his team from Talent Ready Utah, Rachele Ackley and Peter Reed. He introduced the industry partners, Derek Adams from Brainstorm, Todd Taylor from Adobe, Bradley Buchanan from Adobe, Erin Casale from Qualtrics, and Will Clive from Pluralsight. The industry partners then reported on their workforce concerns. Chair Simmons asked what value they place on literal education experience for students in the humanities, arts, English, etc. They expressed the reality that there is such a lack of talent that that is not a priority. Board member Hall asked what institutions are producing students that have requisite skills and is there anything of value coming out of online academic providers. They said online providers are producing valuable talent, and locally UVU has produced the best talent due to their business and entrepreneurial centers. Board member Hall then asked what precisely would they have the Board add or improve upon relative to the higher ed strategy. They recommended getting companies more involved with higher ed and provide more practical experience. Board member Jones asked if they had the authority as part of USHE, what is one thing they would do today to address the deficits. They would give equal and exclusive access to those technologies to everyone. Board member Church acknowledged that there is a huge equity issue if it's digital literacy and experiences they need. Vice-Chair Osmond asked why the IT industry is not interested in talent coming out of technical colleges. The industry partners said it might be a question of awareness and relationships more than anything. This was an information item only; no action was taken.

Motion to Adjourn

Vice-Chair Barnes made a motion to adjourn; Vice-Chair Osmond seconded the motion and the motion passed.

The meeting adjourned at 3:30 p.m.

Geoffrey Landward, Secretary

Date Approved:



**Utah System of Higher Education
Virtual Meeting
Wednesday, February 2, 2022**

**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
Stacey K. Bettridge
Lisa Michele Church
Wilford Clyde
Sanchaita Datta
Alan Hall
Patricia Jones
Tanner Marcum
Arthur E. Newell
Shawn Newell
Valirie Serawop
Scott Theurer

Board Members Absent

Jera L. Bailey
Crystal Maggelet

Office of the Commissioner

Dave R. Woolstenhulme, Commissioner of Higher Education
Geoffrey Landward, Deputy Commissioner and General Counsel
Brynn Fronk, Executive Assistant to the Utah Board of Higher Education
Spencer Jenkins, Chief Student Affairs Officer
Malissa Jones, Office Manager
Juliette Tennert, Chief Financial Officer

Other Guests

Robin Burr, Chief Facilities Officer, University of Utah
Mark Harlan, Athletics Director, University of Utah
Jason Perry, Vice President for Government Relations, University of Utah
Val Peterson, Vice President for Administration & Strategic Relations, Utah Valley University
Taylor Randall, President, University of Utah
Natalie Tippetts, Special Assistant to the Vice President, University of Utah
Frank Young, Associate Vice President for Facilities Planning, Utah Valley University

Committee of the Whole

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

Non-State Funded Building Requests

Utah Valley University

Val Peterson presented Utah Valley University's Champion Building and Lehi Campus North Building requests with the Board members. **Vice-Chair Barnes made the motion to approve the proposed UVU projects for legislative action. Board member Datta seconded the motion and the motion passed.**

University of Utah

President Taylor Randall introduced the University of Utah's project. Mark Harlan and Robin Burr reviewed the New Football Indoor Facility project request with Board members. **Board member Arthur Newell made a motion to approve the Football Indoor Facility at the University of Utah. Board member Datta seconded the motion and the motion passed.**

Legislative Update

Commissioner Woolstenhulme and Spencer Jenkins provided a legislative update to the Board members.

Vice-Chair Barnes made a motion to adjourn. Board member Shawn Newell seconded the motion and the motion passed.

The meeting adjourned at 8:15 a.m.

Geoffrey Landward, Secretary

Date Approved:



**Utah System of Higher Education
New Leadership Academy Virtual Workshop
Wednesday, February 16, 2022**

**COMMITTEE OF THE WHOLE
MINUTES**

Board Members Present

Harris H. Simmons, Chair
Nina R. Barnes, Vice-Chair
Jessellie B. Anderson
Stacey K. Bettridge
Lisa Michele Church
Wilford Clyde
Alan Hall
Crystal Maggelet
Tanner Marcum
Shawn Newell
Valirie Serawop
Scott Theurer

Board Members Absent

Mike Angus
Jera L. Bailey
Sanchaita Datta
Patricia Jones
Aaron Osmond, Vice-Chair
Arthur E. Newell

Office of the Commissioner

Dave R. Woolstenhulme, Commissioner of Higher Education
Geoffrey Landward, Deputy Commissioner and General Counsel
Taylor Adams, Associate Commissioner for Strategic Initiatives
Alison Adams-Perlac, Associate General Counsel
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 and Access
Malissa Jones, Office Manager
Lais Martinez, Assistant Commissioner for Equity, Diversity and Inclusion
Carrie Mayne, Chief Economist
Juliette Tennert, Chief Financial Officer
Kim Ziebarth, Associate Commissioner of Technical Education

Other Guests

Amy Fulton, Director, New Leadership Academy
Ilana Israel, Program Manager, New Leadership Academy
Christopher J. Nellum, Executive Director, The Education Trust-West

Committee of the Whole

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

New Leadership Academy Virtual Workshop Minutes

Wednesday, February 16, 2022

2

Chair Simmons introduced Amy Fulton, Director of the New Leadership Academy. Amy introduced presenter Christopher J. Nellum, Executive Director of The Education Trust-West. Christopher provided data and equity training to the Board and members of the USHE staff.

The meeting adjourned at 10:30 a.m.

Geoffrey Landward, Secretary

Date Approved:



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

March 25, 2022

Transition of Clock-Hour to Credit-Hour Programs

As part of the strategic plan, the Utah Board of Higher Education (Board) 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 following a prescribed schedule.

Technical colleges submitted applications for the first designated group of programs to the Office of the Commissioner. Following approval, the Office of the Commissioner will submit the applications to the COE for approval. This program group is not financial aid eligible and does not require approval from the U.S. Department of Education.

By submitting applications through the Office of the Commissioner, 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

Programs transitioning from clock-hours to credit.

College	Alias	Program	Clock-hour length	Proposed Credit-Hours	Delivery Method*
Davis	Cosmetology/Barbering	Cosmetology	1600	39	H
Davis	Dental Assisting	Dental Assistant	945	25	H
Davis	Hair Design	Hair Designer	1200	27	H
Davis	Medical Assistant	Medical Assistant	1100	34	H
Davis	Surgical Technology	Surgical Technology	1685	45	H
Davis	Cybersecurity	Information Technology	660	22	H
Davis	Cybersecurity	Cybersecurity	1080	36	H
Davis	Medical Office	Medical Office Administration	975	32	H
Davis	Software Development	Software Development	930	31	H
Davis	Web and Graphic Design	Web and Graphic Design	900	30	H
Dixie	Medical Assistant	Medical Assisting	900	23	T
Dixie	Cybersecurity	Information Technology	900	28	T
Dixie	Software Development	App Development	1000	32	T
Dixie	Web and Graphic Design	Digital Media Design	1000	31	T
Mountainland	Cosmetology/Barbering	Cosmetology	1600	45	H
Mountainland	Dental Assisting	Dental Assisting	750	22	H
Mountainland	Hair Design	Hair Design	1200	36	H
Mountainland	Medical Assistant	Medical Assistant	900	28	H
Mountainland	Surgical Technology	Surgical Technology	1314	29	T
Mountainland	Cybersecurity	Information Technology: Support Technician	690	23	H
Mountainland	Medical Office	Medical Billing	645	21	H
Mountainland	Medical Office	Medical Coding	720	24	H
Mountainland	Medical Office	Medical Billing and Coding	1323	44	H
Mountainland	Web and Graphic Design	Digital Marketing & Analytics	600	20	H
Mountainland	Web and Graphic Design	Digital Media	630	21	H
Mountainland	Web and Graphic Design	Mobile Development	900	27	H
Mountainland	Web and Graphic Design	Web Programming and Development	903	27	H
Mountainland	Radiology Practical Technician	Radiography Technology	1600	42	H
Ogden-Weber	Cosmetology/Barbering	Barbering	1000	28	TH
Ogden-Weber	Cosmetology/Barbering	Cosmetology	1600	49	TH
Ogden-Weber	Dental Assisting	Dental Assisting	1100	28	TH
Ogden-Weber	Medical Assistant	Medical Assisting	1050	29	TH
Ogden-Weber	Cybersecurity	Information Technology Systems	960	32	TH
Ogden-Weber	Medical Office	Medical Office Specialist	400	11	TH
Ogden-Weber	Medical Office	Medical Scribe	450	11	TH
Ogden-Weber	Medical Office	Medical Coding & Billing Specialist	920	28	TH
Ogden-Weber	Software Development	Software Development	720	24	TH
Ogden-Weber	Software Development	Software Technology	720	24	TH
Ogden-Weber	Web and Graphic Design	Web and Graphic Design	1140	38	TH
Southwest	Medical Assistant	Medical Clinical Assistant	960	28	TH
Southwest	Cybersecurity	Information Technology	615	19	TH
Southwest	Software Development	Coding Boot Camp	160	4	TH
Southwest	Software Development	Software Development	600	19	TH
Tooele	Cosmetology/Barbering	Barbering	1000	33	T
Tooele	Cosmetology/Barbering	Cosmetology/Barbering	1600	53	T
Tooele	Medical Assistant	Clinical Medical Assistant	910	24	T

Tooele	Cybersecurity	Cybersecurity Pro	600	20	T
Tooele	Cybersecurity	IT and Security Technician	900	30	T
Tooele	Law Enforcement	Special Function Officer (SFO)	242	8	T
Tooele	Software Development	Software Development	1000	32	T
Uintah Basin	Medical Assistant	Medical Assistant	940	29	TH
Uintah Basin	Surgical Technology	Surgical Technician	900	24	TH
Uintah Basin	Cybersecurity	IT Support Technician	510	17	TH
Uintah Basin	Cybersecurity	Network Technician	780	26	TH
Uintah Basin	Cybersecurity	Security Technician	1050	35	TH

*Delivery Method

T – Traditional

H - Hybrid



March 25, 2022

USHE Educational Programs Leading to Healthcare Professions

Within the Utah System of Higher Education (USHE), there are 459 instructional programs with federal Classification of Instruction Program (CIP) Codes indicating preparation for health-related professions. The healthcare programs offered at all 16 USHE institutions cover a broad range of fields.

Technical colleges offer 71 certificate programs:

	Bridgerland	Davis	Dixie	Mountainland	Ogden-Weber	Southwest	Tooele	Uintah Basin	USU	SLCC	Snow
Animal Sciences	X										
Biotechnology			X								
Central Sterile Technician				X							
Dental Assisting	X	X		X	X						
Home Health Aide		X									
Medical Assistant	X	X	X	X	X	X	X	X	X	X	
Medical Lab Assistant										X	
Medical Lab Technician									X		
Medical Office		X		X	X					X	
Nurse Assistant	X	X	X	X	X	X	X	X	X	X	X
Pharmacy Technician	X	X	X	X	X	X		X	X		
Phlebotomy	X	X	X	X		X	X		X		
Practical Nursing	X	X	X	X	X	X	X	X	X		
Radiology Practical Technician				X							
Surgical Technology		X		X				X	X		

Nursing programs are offered at all USHE institutions and range from Certified Nurse Assistant and Licensed Practical Nursing certificate programs at technical colleges, through ASN and BSN Registered Nursing degrees, to master's and doctoral degrees in nursing at degree-granting institutions. Nursing will be discussed in detail in this brief.

Growth in Healthcare-Related Awards and USHE-Trained Professionals

The Number of USHE-trained healthcare professionals has grown significantly over the past eight years.

Comparison of Healthcare Credentials Awarded by USHE Institutions, 2013 and 2021 (USHE Completions Dashboard, 2022)

Year	Certificates	Associate Degrees	Bachelor's Degrees
2013	4068	1,366	1,879
2021	4176	1,756	2,292
Difference	+108	+390	+413

Healthcare Degrees Earned, 2021 (USHE Completions Dashboard, 2022)

Institution	Associate Degrees	Bachelor's Degrees
USU	81	403
WSU	793	878
SUU	0	77
Snow	168	0
DSU	57	362
UVU	112	233
SLCC	545	0
UU	0	339
USHE Total	1,756	2,292

Healthcare Undergraduate Certificates Earned, 2021 (USHE Completions Dashboard, 2022)

Institution	# of Certificates Awarded
Bridgerland	442
Davis	768
DSU	151
Dixie Tech	260
Mountainland	1,210
Ogden-Weber	263
SLCC	134
Snow	221
Southwest	238
Tooele	70
Uintah	240
USU	60
UVU	66
WSU	53
USHE Total	4,176

Nursing Professions in Utah

Employment Demand for Nurses, Job Satisfaction, and Retention

Utah is in the 50th percentile for U.S. measures of nurses per 1,000 people. The national average is 12.06 nurses per 1,000 people compared to 10.57 nurses per 1,000 people in Utah. (*Nurse Journal*, November 21, 2021). Compared to other states in the west, Utah is also in the middle in regards to demand for nurses in hospitals.

<u>State</u>	<u>% Growth</u>
Colorado	51%
Arizona	50%
Texas	49%
Utah	47%
Alaska	45%
Idaho	44%
Nevada	41%
New Mexico	40%
California	40%
Wyoming	37%

In 2015, Utah nurses were reporting increasing pressures on-the-job. These included:

1. Increased mental stress;
2. Fear of injury from moving patients who weigh more than they did a decade ago, and fear of violent reactions from patients;
3. Patient load for hospital nurses in Utah had doubled in the past 20 years;
4. Nurses also reported an experience-complexity gap, as senior nurses were leaving the profession, causing a gap in the number of experienced nurses who could train incoming nurses and provide clinical supervisions for student nurses (UMEC, *Nursing Education in Utah*, 2015; *Deseret News*, February 28, 2021).

At the time of the 2015 survey, Utah was already experiencing a 15% nursing turnover rate each year and had higher rates of nurses leaving the profession than was the national norm (UMEC 2019, *Nursing Capacity in USHE Institutions*). The Utah Medical Education Council estimated that Utah would need to hire between 819-1,131 nurses annually to meet expected demand (UMEC, *RN Employment Demand*, 2020).

The problems identified in 2015 were compounded by the increased demands that the Coronavirus Pandemic placed on nurses. Today, Utah ranks very low in national surveys taken of hospital nurses and job satisfaction. Rankings are made in regards to friendliness and compassion of hospital supervisors to working parent-nurses, opportunities for professional development, acknowledgement of hard work, salary, overtime compensation, tuition reimbursement, nurse perception of state and local government taking measures to curb pandemic's spread (WalletHub Survey, May 5, 2021):

<u>State</u>	<u>National Rank</u>
Arizona	1 st
Nevada	3 rd
Wyoming	4 th
New Mexico	5 th
Montana	6 th
Oregon	7 th
Idaho	14 th
California	16 th
Colorado	24 th
Utah	45 th

Utah also ranks last in the western states for median salaries for hospital nurses (U.S. Bureau of Labor Statistics, March 1, 2022):

<u>State</u>	<u>RN Median Wage</u>
California	\$101,000
Alaska	\$86,220
Nevada	\$85,400
Texas	\$85,000
Wyoming	\$84,400
New Mexico	\$80,290
Arizona	\$74,260
Idaho	\$72,000
Colorado	\$70,880
Utah	\$67,140

USHE’s Nursing Faculty Major Committee notes that nurses often choose to leave hospital settings because they can make more in private practice or working for insurance companies, where they also benefit from more predictable work schedules. They also note many students leave the state or commute out-of-state for better paying jobs.

These patterns contribute to high turnover rates for Utah nurses. In the second quarter of 2020 alone, 3,100 nurses left the job in Utah (Associated Press report, May 18, 2021). The Utah Department of Workforce Services estimates that the nursing workforce in Utah will need to grow the nursing workforce by 4% per year between 2018-2028 (DWS, Occupation Information Data Viewer, July 6, 2021).

USHE Efforts to Help Meet Demand for Trained Nurses

At the same time that demand for nurses and nursing turnover are increasing, the educational expectations for nurses have also been growing. In 2015, insurance underwriters, professional hospital associations, nursing associations, and healthcare-focused organizations like The Robert Wood Johnson Foundation set a goal that by 2020, 80% of the nurses working in American hospitals would hold BSN degrees (UMEC 2019, Nursing Capacity in USHE Institutions). Hospital administrators notified USHE institutions that they would only be hiring BSN-degreed nurses to work in their hospitals beginning in 2016 (UMEC 2019, Nursing Capacity in USHE Institutions).

In the subsequent years, some states, like Massachusetts, California, and New Jersey, have met target goals for nurses with bachelor’s degrees. As of 2021, however, 55% of nurses in Utah hospitals held associate degrees (RN certified) and 45% had completed BSN degrees (Occupational Employment and Wages, RN-and BSN-Degreed Nurses, U.S. Bureau of Labor Statistics, May 2021 Data, Accessed March 2, 2022).

USHE institutions have been expanding their nursing programs over the last 14 years to try to meet these increasing demands for numbers of trained nurses and educational levels. A key component of those efforts is reflected in the increase in nursing program faculty.

Growth in USHE Nursing Faculty (USHE Data Book, 2022 and UMEC, Nursing Education in Utah, statistics, 2022)		
	Degree-granting nursing faculty	Total USHE nursing faculty
2007	191	241
2021	463	791
Increase	242%	328%

System Unification: Efforts to Streamline LPN to RN Opportunities

Another key area of emphasis was identified following the merger of the technical colleges and degree-granting institutions into one system. The Commissioner’s office has been working with nursing programs to try to streamline the ability of students completing LPN coursework and licensure at technical colleges to apply to multiple ASN programs at USHE degree-granting institutions. There are several factors involved in these efforts:

1. LPN licensure used to be required prior to applying to RN programs, but as those programs have increased in complexity, the LPN has become less central to an RN pathway than it was before. Three degree-granting institutions have LPN Bridge programs designed for students who have already earned and LPN license, particularly students from technical colleges.
2. Pre-requisite requirements: RN programs require all prospective students to complete a series of general education and other coursework, such as biology, chemistry, math, and English prior to applying for admission to the nursing program. Although there are many similarities between these pre-requisite requirements across degree-granting institutions, they are not identical. Technical colleges do not offer those general education courses, but they can provide some of the nursing-specific pre-requisites, such as Introduction to Nursing, that are similar within LPN and RN programs. As is the case with the degree-granting general education prerequisites, LPN program requirements vary from one technical college to another, so students’ ability to meet degree pre-requisite requirements varies even between colleges feeding into the same degree program. Students trying to meet the pre-requisites at one institution may have to start over if they are denied admission into a degree program and want to apply to a different institution.
3. Competition. RN programs are highly competitive, with 85 more applicants than seats available in the ASN programs (25% above capacity) and 396 more applicants than available seats in BSN programs (double their capacity).

To address these issues, a new Nursing Faculty Major Committee is working with Commissioner’s Office staff to coordinate nursing program across the system. The Nursing Majors Committee is co-chaired by two nursing department chairs, one from an LPN program at a technical college and one from a degree program. The committee includes representatives from all of the USHE nursing programs. Its primary work includes:

1. Identifying target goals for aligning prerequisites as much as possible between LPN programs and between USHE degree granting institutions to provide more opportunities for students to apply to multiple nursing degree programs in case they are not accepted at the institution where they

began their coursework. The nursing pathways are currently about 60% aligned, but the major committee is identifying areas where they could align better. Once the departments reach consensus on pre-requisite alignments, if the agreed upon changes to any given program are substantial, that institution will need to reapply for nursing program accreditation. This process would likely take up to two years.

2. Despite the competitive nature of the nursing degree programs and the fact that there were 85 more applicants to ASN degree programs than available seats, during Fall 2021, there were 13 seats in ASN programs that went unfilled. This was likely due to students being admitted to more than one program or to life events preventing them from enrolling as planned. The Nursing Major Committee is exploring ways to expand wait list possibilities to ensure that every seat is claimed.

Considerations for Nursing Program Expansion

In 2022, UMEC reports that all USHE institutional nursing programs are at capacity. Participants in the Nursing Faculty Majors Committee report that all USHE BSN programs are currently overenrolled:

BSN programs with more students than their official capacity (Nursing Major Committee Reports)	
SUU	+4 extra students
UU	+7 extra students
USU	+6 extra students
DSU	+4 extra students
WSU	+11 extra students
UVU	+3 extra students

Without expanded capacity in USHE programs and better retention of hospital nurses, it will be difficult for the state to keep up with demand.

However, UMEC has identified the following as significant challenges to the ability to expand capacity in USHE nursing programs:

1. Lack of clinical placement opportunities in hospitals and other sites. This is a factor outside the control of the institutions themselves, and is ranked as their primary pinch point. The Utah Hospital Association is aware of this difficult, but they face capacity issues for providing clinical supervision for students given the experience gap noted above.
2. Faculty retention (affected by the ability to earn competitive salaries and the ability to keep student loads manageable). Faculty can always make more in private practice than they can teaching or working in hospitals.
3. Lack of physical space to expand programs on campus. USHE institutions also help meet critical workforce demands for radiology techs, surgical assistants, medical assistants, phlebotomy technicians, pharmacy technicians, emergency medical technicians, medical billing technicians, etc. Each of these programs also require lab space and healthcare education staff (Source: UMEC, Nursing Education in Utah, statistics, 2022).

In 2022, the Utah Legislature allocated \$2 million of ongoing money to make possible a new grant program to try to help institutions expand their capacity in surgical tech, Certified Nurse Assistant, Licensed Practice Nurse, and associate degree Registered Nursing programs. The grants will be available beginning in the Fall of 2023 and will be managed by the Commissioner's Office.

Commissioner's Recommendation

This is an information item only; no action required.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB L

March 25, 2022

Academic Education Committee Report

The Academic Education Committee met on February 18, 2022, under the leadership of Committee Chair Arthur Newell.

Action Items

1. The committee addressed one action item, a proposed revision to SUU's Faculty Workload Policy (SUU Policy #6.27), and it is forwarding the policy to the full Board for consideration and approval.

Discussion Items

1. Vice Chair Nina Barnes provided the committee with an update on the most recent work of the Board Transfer Council. The council has also met once subsequent to the February committee meeting. Key actions stemming from the council's work are the development of a systemwide direct transfer lower-division degree requirement agreements in 18 majors.
2. Associate Commissioner Julie Hartley gave a short overview of the Board's strategic plan and the status of priorities assigned to the Academic Education Committee.
<https://ushe.edu/board/strategic-plan/>
3. Board member Tanner Marcum reminded committee members of the Utah Conference on Undergraduate Research, scheduled in-person and livestreaming on February 25 at Dixie State University. He noted the importance of undergraduate student research to the generation of new knowledge and to help students gain applicable skills for their future careers. He encouraged Board support for students' research and the conferences that allow them to share it.
4. The committee reserved the bulk of the meeting for a follow-up discussion of the January Board conversation with representatives from Silicon Slopes. It invited faculty and administrators from programs mentioned by Silicon Slopes participants to share more detailed information about their programs. Those invitees represented Utah Valley University's Computer Science and Information Systems & Technology Departments and its College of Engineering and Technology;

the School of Business at SLCC; and the University of Utah's School of Computing, School of Business, Department of Entertainment Arts Engineering, and Lassonde Studios. Representatives from all degree-granting institutions also participated in the conversation.

Key takeaways were:

- Embed digital literacy across the curriculum, including the ability to carefully evaluate sources of information along with training in the use of key software tools pertinent to particular disciplines.
- Encourage student participation in applied research, capstone projects, and other high impact practices that provide them with first hand-experience with the type of work they will do in their careers; explore partnerships with industry to provide paid internships; and create assessments of prior learning for workplace experiences pertinent to students' majors. These types of work-based and applied projects can occur during multiple points within a degree program.
- Help students reflect their skills and projects in resumes, electronic portfolios, and other formats such as GitHub, as appropriate to their disciplines and career pathways.
- Ensure ongoing updates to general education programs such as the work currently underway by the General Education Task Force, to reflect essential 21st century skills such as analytic thinking and innovation; active learning strategies; complex problem solving; critical thinking and analysis; creativity, originality, and initiative; leadership and social influence; technology use, monitoring, and control; technology design and programming; resilience, stress tolerance, and flexibility; reasoning, problem solving, and ideation.
- Participants also recognized the importance of university technology research programs for generating new tools and sparking new businesses and industries and noted the need for both applied and research programs in a well-rounded system of higher education.

Recommendations

This is information only; no action required.



March 25, 2022

Technical Education Committee Report

During its meeting on February 18, 2022, the Technical Education Committee held discussions on the following topics:

Ogden Weber Technical Partnership

President Taggart discussed the Ogden-Weber Technical College partnership with Ogden City School District. Data shows that if a high school student has access to Career and Technical Education (CTE) during high school, they are more likely to graduate, go on to post-secondary education, and complete on time. Working with Ogden School District over the last five years, they've had a strategic plan initiative to increase their on-time high school graduation completion rate. Those students coming to Ogden-Weber Technical College are more likely to graduate on time, and those completing a certificate while in high school are 99% likely to graduate on time. Ogden School District requested to send even more students to the technical college. There were challenges with transportation; students were losing 1.5 hours out of their day in travel. Ogden-Weber Technical College acquired a building and five acres of land. Ogden City School District approached Ogden-Weber Technical College, proposing to spend \$5M to remodel the building where students can attend high school and the technical college to complete their requirements for high school and a technical certificate in one location.

Equity, Diversity, and Inclusion (EDI) Efforts

A few of the institutions gave updates on their EDI efforts and shared some of their best practices. A couple of the presidents suggested to the committee that students in poverty, disabled students, and previously incarcerated students be included in the underserved groups.

Credit Transition Update

The institutions will submit the last of their fourth round of clock-hour to credit-hour applications as required by the accrediting body for every program. They are due March 1 and will be presented to the Board in March 2022. Once approved, they will be submitted to the accrediting body for approval with a sample publication from each institution. The implementation period begins July 1. Although institutions are required to implement within 180 days, the body has granted the ability to apply for an extension if needed.

Tooele and Bridgerland are not participating in the transition at this time. They both have accreditation reaffirmations this fall which means the institutions go into an accreditation moratorium where no changes can be made. They will be on hold until they complete their reaffirmations, and then they will begin the transition initiative.

- **Financial Aid:** The task force met with representatives from the U.S. Department of Education to understand what would be required for this transition. The task force is studying department rules and working with financial aid directors to clarify guidance.
- **Student Services:** Kim Ziebarth met with technical education student services officers to answer questions and the NorthStar team to discuss software development needs. Critical features will be available July 1.
- **Tuition & Fees:** USHE has a new hire that will be working on required changes to tuition and fees.

Program Alignment Update

The program alignment orientation for faculty selected to represent each program has been broken down into seven groups. The remaining six groups have had their initial meeting, and several program committees are progressing towards their goals faster than the timeline allows.

There will be about 60-70 unique programs, with 23 offered by only one institution and about half of the total being regulated by a third party.

Information from these groups will be brought to instructional officers and, once approved, will be brought to the Board. Once the Board approves, we will bring it back to the institutions so that the work can begin.

Salt Lake Community College (SLCC) Update

Jennifer Saunders highlighted some of the work being done at SLCC. The School of Applied Technology at SLCC is moving towards branding itself at Salt Lake Technical College. The new college will retain its close relationship with the School of Technical Specialties.

SLCC is currently working towards transitioning the first year of numerous credit/degree programs to technical education, resulting in more internal articulation agreements. The Institutional Pathways Initiative compliments and complicates system-level work, but they are working through these as statewide curriculum alignment work moves forward.

Phased transition work includes some programs from workforce development/continuing education as well as first year of CTE degrees to Technical Education. Institutional work, in addition to system-level program alignment work, is well underway. Having a technical college within a degree-granting institution has dynamics that include: Faculty shared leadership model, faculty tenure, academic freedom

discourse, curricular review and approval processes, accreditation – Northwest Commission on Colleges and Universities (NWCCU), and different student management systems.

Secondary Articulation Agreements

Secondary student enrollment makes up 31% of the total student population. Many secondary students who enroll in technical college programs have already completed some CTE coursework at their high school.

The acceptance of this course work begins with developing articulation agreements and looking for equivalencies. Honoring these agreements by awarding high school credit for completed coursework saves students time, expediting their path to completion, increasing completion rates, and saving tuition dollars.

Each year, instructional officers from each institution work with faculty to develop articulation agreements. Faculty review courses defined by the Utah State Board of Education to determine equivalency. The articulation agreements have been updated with 300 transferable courses, and were provided to the committee as part of the meeting materials.

Technical Education Scholarship Policy

The committee discussed the Technical Education Scholarship policy and the proposed changes made to the policy to reflect statutory provisions provided in SB136. Part of these policy changes included the formula for funding distribution, which calculates each institution's share of last year's FTE in technical education programs modified with the previous three years of funding. The institutions can also ask for additional funding in the annual budget request process. The statute also calls for the Board to consult with the Department of Workforce Services and then designate programs that prepare for occupations with high employer demand and high wages or have significant industry importance, as "high demand" programs for scholarship eligibility.

The committee would like to designate the following as "high demand" programs for Technical College Scholarship eligibility:

- All technical education programs leading to four- and five-star jobs, as identified by USHE Institutional Research for performance-funding goals; and
- Other technical education programs with significant industry importance shall be submitted by institutions and approved by the Board.

The committee voted to move this item to the full Board for approval.

Industry Advisory Council Update

Industry Advisory Council was set up after the merge of technical college and degree-granting institutions as required by statute. In October, the seven industries participated in the first meeting to discuss

workforce issues. They were asked to talk about USHE's strategic plan and how their efforts fit with USHE's. A broad discussion ensued, including the below topics:

- Workforce Scarcity: Difficulty finding talent that is needed within different specialties, getting students and employees in the door
- Awareness: How do we help parents and students become aware of occupations important to industry?
- Workforce Demand and Conditions: How do we handle work-based learning?
- Career and Education Pathways: How do we integrate things across industries and between levels of professions?
- Supporting Industry: How do we support industries?
- Challenges for Education
- Responsiveness/Innovation
- Industry Advisory Council Role

Debrief Silicon Slopes Workforce/Talent Solutions

In January, Talent Ready Utah arranged for a panel of representatives from the technology sector to talk to the Board of Higher Education about industry challenges, and opportunities as the private sector connect to and works with higher education students and faculty.

The committee discussed key takeaways and was concerned with the gap between what students are learning and the knowledge of industry on the quality that our institutions provide. The main issues discussed were:

- Education and industry working in parallel on this issue but are not working together.
- Industry is unaware of what we do and what we offer.
- How can we get internships alongside certificates?

Mountainland Technical College shared that they have hired some industry professionals to team teach with their instructors. This has helped keep the information current and also helped industry see what the students were learning and working on. Many students have been hired before they finished their program. This may not be possible in areas where there are not a lot of local industry professionals.

Recommendations

This is information only; no action required.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB L

March 25, 2022

Student Affairs Committee Report

The following is a summary of the Student Affairs Committee meeting on February 18, 2022:

Food Insecurity on USHE Campuses (TAB A)

The committee heard an [update on results from the food security survey](#), which was done through a partnership with the Weber State University Center for Community Engaged Learning and the Center for Health Outcomes and Population Equity (HOPE) at the University of Utah Huntsman Cancer Institute.

Key takeaways:

- 39% of USHE students are food insecure, with 21% experiencing very low food security.
- Latinx students are more likely to be food insecure (49%).
- Rural students were more likely to report food insecurity (44.5%) compared to urban students (37%).
- Technical college students are more likely to report food insecurity (47%) than degree-seeking students (38%).
- Over half of food-insecure students skipped a meal or went hungry if they did not have enough food.

Alex Cragun with Utahns Against Hunger [presented findings](#) from the Student Pantry Workgroup as well as advocacy options spanning federal, state, and institutional supports. Institutions attending the committee meeting shared existing strategies to tackle food insecurity, such as food pantries, food gleaning, addressing food waste, and community vouchers.

Period Products in USHE Institutions (TAB B)

Student body presidents from DSU, USU, SUU, and others [read a letter addressed to the Board](#) requesting that period products be provided free-of-charge at all higher education institutions. Several institutional presidents and senior staff were present at the meeting and indicated they were already offering free period products or were in the process of doing so.

Utah College Advising Corps (UCAC) Expansion Update (TAB C)

Tanner Telford, UCAC regional coordinator, and Mackenzie Ahanonu, UCAC adviser from East High School, joined the committee to share their experience on the ground with the program. Below is progress on the UCAC expansion thus far:

Start: 2020-21

1 regional coordinator overseeing
13 advisers serving
13 high schools in
5 school districts

Phase I: 2021-22

6 regional coordinators overseeing
48 advisers serving
51 high schools in
21 school districts

Phase II: 2022-23

6 regional coordinators overseeing
60 advisers serving
86 high schools in
35 school districts

The UCAC program set the following program-wide goals for high schools with a college access adviser:

1. FAFSA Completion: **43%** will complete the FAFSA, an overall increase of 5%
2. College Applications: **77%** will submit at least one college application
3. 1:1 Meetings: **73%** will have a 1:1 meeting with an access adviser
4. Family Engagement: **30%** of parents and families will have a meaningful interaction with an access adviser
5. FAFSA Assistance: **42%** will receive assistance and support with the FAFSA completion process

As of January 31, 2022, UCAC is over halfway to meeting the above program goals for the school year.

Title IX Coordination and Collaboration (TAB D)

Alison Adams-Perlac, associate general counsel, provided an update on systemwide Title IX coordination:

- USHE and the Title IX coordinators currently meet monthly, and the Title IX coordinators have been sharing ideas through that meeting about how USHE can best support their work.
- USHE created a shared communication channel and a form bank to allow Title IX coordinators to share forms, templates, and communications.
- USHE is also working to connect with Utah's law schools to explore pathways for law students to complete internships in Title IX offices across the state to help support the investigation, process advising, and decision-making roles. Initial meetings between USHE and Utah law schools are scheduled for March 2022. Additionally, USHE is working to ensure that job openings in these offices are advertised to students whose professional interests align with this work.
- USHE is also researching training options and exploring ideas related to institutions partnering for increased training and investigation support.

Campus Safety and Equity Advisory Council (CSEAC) (TAB E)

Board members Marcum and Serawop discussed student feedback from the February 18, 2022, CSEAC meeting, which included a discussion on institutional communication and support around student financial aid. More detailed feedback is attached.

Since its creation in 2021, the Campus Safety and Equity Advisory Council (CSEAC) has served as a student-led advisory group on important topics related to campus safety and equity within Utah's public higher education system. Council members are awarded a \$1,000 stipend for the semester of their service.

Resolution to Affirm and Support USHE's LGBTQ+ Community (TAB F)

Board Member Marcum and Peter Moosman, coordinator of Salt Lake Community College's Gender & Sexuality Student Resource Center, presented the proposed Resolution to Affirm and Support USHE's LGBTQ+ Community. The resolution directs the Commissioner's office to work with institutions in creating benchmarks of best practice and guidelines to better support LGBTQ+ student success.

ACTION: The Student Affairs Committee approved the draft resolution to be forwarded to the full Board for consideration.

Attachment

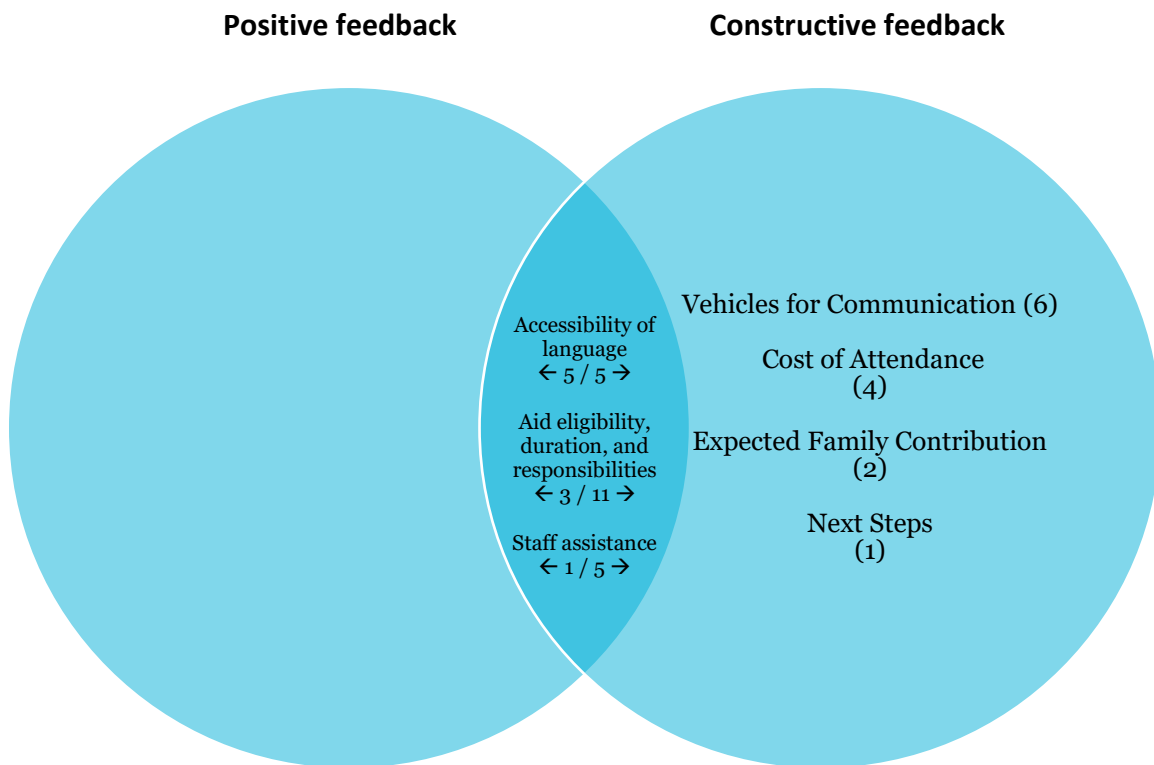
Campus Safety and Equity Advisory Council (CSEAC) – Student Feedback on Financial Aid Equity and Institutional Financial Aid Messaging and Support

Overview

CSEAC met on February 18, 2022, and had a robust discussion on financial aid equity and institutional financial aid messaging and support. Prior to the meeting, council members were asked to reflect on their own experience, review their financial aid award letter in advance, and come prepared for a discussion including topics such as institutional communications on financial aid awards, clarity or lack of clarity about types of aid offered and expectations around that aid, and understandings around subsequent actions needed to accept/decline financial aid.

Feedback

Categories and examples of feedback are outlined in the table below, with the number of students who gave that feedback in parenthesis. Overall feedback is summarized below:



Positive feedback	
Category	Examples
Accessibility of language (5)	My financial aid award letter made sense (5)
Aid eligibility, duration, and responsibilities (3)	I understand what I had to do to keep my scholarship/financial aid (3)
Staff assistance (1)	I was able to get the help I needed from financial aid staff (1)

Constructive feedback	
Category	Examples
Aid eligibility, duration, and responsibilities (11)	I want clarification about scholarship stackability (3)
	I want clarification about conditions for maintaining scholarship eligibility (1)
	I want clarification about how long my scholarship will last (1)
	There should be a way to help undocumented students more easily identify which scholarships they are eligible for (1)
	I want clarification about what types of aid pay for summer semester (1)
	There should be clearer distinction/less conflation of loans vs. gift aid (1)
	I want more clarification about how Federal Work-Study is awarded (1)
	I want more clarification about the difference between subsidized and unsubsidized loans (1)
	Financial aid award letters should define aid types clearly in the letter itself instead of linking out or communicating through pop-up boxes (1)
Vehicles for communication (6)	I would prefer if financial aid communications came through Canvas or an equivalent LMS (4)
	I would prefer if I was notified about financial aid communications via text (2)
Staff assistance (5)	I wasn't able to get the help I needed from financial aid staff (4) <i>Specific examples: staff members are fellow students who are part-time and/or not sufficiently trained; there are too few staff members to accommodate demand</i>
	Academic advisors should be cross-trained to answer questions about financial aid and scholarships (1)
	Financial aid offices should employ staff that are fluent in multiple languages to the extent that they can translate higher education and financial aid terms effectively (1)
Accessibility of language (5)	When choosing verbiage, financial aid offices should take underrepresented student populations into consideration (3) <i>Specific example: Do English Language Learners, first-generation students, nontraditional students, and international students have the English fluency and life experiences/context to fully understand the information financial aid offices send them?</i>

	Written communication should be offered in languages other than English (1)
	Financial aid award letters should avoid using confusing abbreviations (1) <i>Specific example: "DCOB GR BUSN NR Tuition" should not be a customer-facing abbreviation</i>
Cost of Attendance (4)	Financial aid award letters should offer transparency about how tuition and fees are spent (2) <i>Specific example: I want to see clearer information about "hidden fees" (e.g. extra fees for online courses, differential tuition, etc.)</i>
	I want clarification on residency requirements for in-state tuition (1) <i>Specific example: What are the steps/responsibilities and potential consequences of becoming a resident (i.e. loss of scholarships)?</i>
	Allow students to adjust figures in dashboards (1) <i>Specific example: If I found textbooks cheaper than what my financial aid offer estimated, I want to be able to customize that field so I understand my costs and budget more accurately</i>
Expected Family Contribution (2)	There should be an appeal process students can utilize when EFC is not reflective of financial reality (2)
Next steps (1)	Financial aid award letter should clearly outline deadlines for accepting or rejecting aid (1)



March 25, 2022

2022 Legislative Session Report

The following report highlights funding for operating and capital facility budgets, and key legislation impacting the Utah System of Higher Education from the 2022 General Legislative Session.

Operating Budget

The Legislature approved a record \$236,710,000 million increase (16.8%) for the System. Priority items that received increased funding include:

- \$80.3 million to support a 5.75% salary and wage increase and 6.7% health 1% dental insurance increase;
- \$30 million for performance funding
- \$8.7 million for Growth and Capacity in Technical Education
- \$3 million (one-time) for Technical Education Equipment
- \$522,000 for Custom Fit
- \$1.7 million for Tuition Parity in Technical Education
- \$4.9 million for Growth in Degree-granting Education
- \$3 million for statewide mental health support for students

There were several additional notable items funded for higher education:

- \$18 million USU Veterinary School – capital planning and design, programming
- \$5 million Engineering Initiative
- \$4 million Snow College Rural Studies
- \$500,000 (one-time) to study community college services in USHE
- \$15 million (one-time) to fund another round of Learn and Work Grants
- \$3 million (one-time) DSU to Utah Tech Rebranding
- \$33 million (one-time) USU for Electric Train and Electric Vehicle research

Capital Development Projects

The Legislature funded several capital development projects, many of which were prioritized by the Board: UVU Engineering Building, WSU Education Building, SUU Music Center, MTECH Payson Campus, TTECH Building Expansion. In addition, there was funding approved for increased funding for the UU medical school expansion and starting funds for a veterinarian building and program at USU.

The Legislature funded \$120m ongoing funds for the Capital Projects Restricted Fund (SB 102). The policy intent is to encourage a more planned and measured approach to institutional capital development projects. Additional information on the direct impact to Board procedures for future capital prioritization will be discussed at upcoming Board meetings.

Legislation Summary

The Utah Legislature requested 1,273 pieces of legislation, 814 were introduced, and 513 passed. There were several pieces of legislation directly impacting Utah's public colleges and universities, including a few the Board of Higher Education directed the Commissioner's office to pursue in accordance with the Board's Strategic Plan. Some examples include the dissolution of UHEAA, enhancing data capabilities, streamlining state financial aid programs, and funding for mental health services. The following is a short summary of bills pertaining to higher education:

HB 226 - Higher Education and Corrections Council by Rep. Lowry Snow — establishes a council to advise the Utah Board of Higher Education regarding postsecondary education in Utah's prisons. The council is also responsible for analyzing the outcomes of prison education.

HB 238 - State Holiday Modifications by Rep. Sandra Hollins — establishes Juneteenth National Freedom Day on June 19 as a state holiday. In June 2021, the Utah Board of Higher Education adopted a resolution encouraging the observance of Juneteenth with "events that commemorate this historic time." The bill passed the House and awaits further consideration by the Senate.

HB 355 - Higher Education Financial Aid Amendments* by Rep. Val Paterson — streamlines many of the state aid programs administered by the Utah Board of Higher Education. This legislation is in accordance with the Board's strategic priority to streamline state scholarships for reporting consistency, accountability and – most importantly – best assist students. The legislation also proposes to formalize regional educational pathway coordination made possible through the consolidation of the previously separate governing boards.

HB 390 - Early College and Concurrent Enrollment Program Amendments by Rep. Lowry Snow— would allow school districts to use Concurrent Enrollment funds to waive the fees associated with Concurrent Enrollment students experiencing socioeconomic disadvantage.

HB 470 - Higher Education Residency Amendments by Rep. Jordan Teuscher - enables in-state tuition for international students who have applied for asylum or refugee status. The bill was introduced late in the session and did not get an initial committee hearing, it did not pass.

SB 42 - Higher Education Performance Funding Goals by Sen. Millner — codifies five-year performance goals for the Utah System of Higher Education and each institution of higher education.

SB 133 - Food Security Amendments by Sen. Luz Escamilla — creates the State Nutrition Action Coalition at Utah State University to coordinate state efforts in addressing food security. Amendments are expected to add the Commissioner to its coordination board.

SB 172 - Higher Education Student Assistance* by Sen. Evan Vickers — In fall 2021, the Utah Board of Higher Education voted to exit the loan servicing business after analyzing whether UHEAA should retain and refinance its portfolio or sell the portfolio and exit the market. This legislation creates an endowment managed by the Utah Board of Higher Education, the proceeds of which would be used for scholarships and student success initiatives.

SB 226 - Higher Education Data Privacy and Governance Revisions by Sen. Jacob Anderegg — requires the Board of Higher Education to establish a data governance plan for the Utah System of Higher Education. It also moves the Utah Data Research Center from the Utah Department of Workforce Services to the Office of the Commissioner of Higher Education. The bill also appropriates funds for additional staff and equipment to enhance data services.

SB 257- Divisive Concepts in Government and Education by Sen. John Johnson — prohibits public schools, institutions of higher education, and other state and local government entities from including certain divisive concepts in teaching and training materials. It also prohibits accepting funding or grants that relate to the promotion of divisive concepts. The bill includes fiscal and licensure penalties for violations of these prohibitions. The legislation was held in committee at its first hearing and didn't proceed.

** Endorsed by the Utah Board of Higher Education*

Attachments

2022-23 Operating Budget Comparison (Tax Funds Only)

Utah System of Higher Education request as compared to Governor and Legislature

Budget Priorities	USHE	Governor ¹		Legislature		
	Amount	Amount	Above/ (Below) USHE	Amount	Above/ (Below) Gov	Above/ (Below) USHE
On-going Adjustments						
Compensation	80,291,300	53,971,200	(26,320,100)	80,291,300	26,320,100	-
5.75% Labor Market Salary & Salary Related	69,339,300	42,886,100	(26,453,200)	69,339,300	26,453,200	-
6.7% Health 1% Dental Insurance	10,952,000	11,085,100	133,100	10,952,000	(133,100)	-
Technical Education Priorities	12,281,800	12,281,800	-	13,285,400	1,003,600	1,003,600
Growth and Capacity	9,350,000	9,350,000	-	8,700,000	(650,000)	(650,000)
Tuition Parity	1,666,800	1,666,800	-	1,666,800	-	-
Operation and Maintenance	743,000	743,000	-	2,396,600	1,653,600	1,653,600
Custom Fit	522,000	522,000	-	522,000	-	-
Degree-granting Priorities	40,677,600	40,677,600	-	38,636,600	(2,041,000)	(2,041,000)
Performance	35,000,000	35,000,000	-	30,000,000	(5,000,000)	(5,000,000)
Growth	4,992,000	4,992,000	-	4,992,000	-	-
Operation and Maintenance	685,600	685,600	-	3,644,600	2,959,000	2,959,000
Systemwide	4,000,000	4,000,000	-	3,000,000	(1,000,000)	(1,000,000)
Mental Health Support for Students	3,000,000	3,000,000	-	3,000,000	-	-
Statewide Online Education	1,000,000	1,000,000	-	-	(1,000,000)	(1,000,000)
Other	3,377,300	9,967,700	6,590,400	44,577,300	34,609,600	41,200,000
Expanding Rural Community College Access and Program	-	5,000,000	5,000,000	-	(5,000,000)	-
Internal Service Fund	3,377,300	2,967,700	(409,600)	3,377,300	409,600	-
Talent Ready Apprenticeship Connection	-	2,000,000	2,000,000	-	(2,000,000)	-
USU - Veterinary School - Planning, Programming and Design	-	-	-	18,000,000	18,000,000	18,000,000
Engineering Initiative	-	-	-	5,000,000	5,000,000	5,000,000
Snow - Rural Studies	-	-	-	4,000,000	4,000,000	4,000,000
Economic and Workforce Development Amendments	-	-	-	2,198,400	2,198,400	2,198,400
Physician Workforce Amendments - Medical Ed. Council	-	-	-	2,050,000	2,050,000	2,050,000
Occupational Health and Safety Training	-	-	-	2,000,000	2,000,000	2,000,000
Healthcare Workforce Initiative	-	-	-	2,000,000	2,000,000	2,000,000
UVU - Civic Thought and Leadership Initiative	-	-	-	1,250,000	1,250,000	1,250,000
SafeUT Expansion	-	-	-	1,207,100	1,207,100	1,207,100
Student Athlete Graduation Improvement	-	-	-	950,000	950,000	950,000
UU - Rural Recruitment of Utah Dental Students	-	-	-	891,000	891,000	891,000
USU - Alzheimer's and Dementia Research Center	-	-	-	850,000	850,000	850,000
Student Data Privacy Revisions (SB 226)	-	-	-	770,000	770,000	770,000
Regional Pathway Coordinators (HB 355)	-	-	-	718,000	718,000	718,000
Early Literacy Outcomes Improvement (SB 137)	-	-	-	540,000	540,000	540,000
USU - Center for Advanced Composite Materials	-	-	-	350,000	350,000	350,000
SLCC - Veteran Business Resource Center	-	-	-	200,000	200,000	200,000
USU - Food Security Amendments	-	-	-	75,000	75,000	75,000
Utah Health Workforce Act (Utah Medical Education Council move)	-	-	-	(1,849,500)	(1,849,500)	(1,849,500)
Subtotal - USHE Priority On-going Adjustments	140,628,000	120,898,300	(19,729,700)	179,790,600	58,892,300	39,162,600
USHE Budget Priorities Percent Adjustment	10.0%	8.6%	-1.4%	12.8%	4.2%	2.8%

2022-23 Operating Budget Comparison (Tax Funds Only)

Utah System of Higher Education request as compared to Governor and Legislature

Budget Priorities	USHE	Governor ¹		Legislature		
	Amount	Amount	Above/ (Below) USHE	Amount	Above/ (Below) Gov	Above/ (Below) USHE
One-time Adjustments						
Technical Education Equipment	5,000,000	5,000,000	-	3,000,000	(2,000,000)	(2,000,000)
Statewide Advocacy and Awareness Campaign	5,000,000	-	(5,000,000)	-	-	(5,000,000)
Shared Services Consultant for Implementation	3,500,000	-	(3,500,000)	-	-	(3,500,000)
USU - Veterinary School Planning, Programming and Design	-	4,000,000	4,000,000	-	(4,000,000)	-
DSU - Utah Tech University Rebranding	-	2,775,000	2,775,000	3,000,000	225,000	3,000,000
UVU - Civics Education - Public Policy Institute	-	2,000,000	2,000,000	-	(2,000,000)	-
Operations and Maintenance Reduction for Incomplete Buildings	(2,614,900)	(5,188,700)	(2,573,800)	(6,751,700)	(1,563,000)	(4,136,800)
USU - Electric Train Research	-	-	-	18,000,000	18,000,000	18,000,000
Learn and Work in Utah Expansion	-	-	-	15,000,000	15,000,000	15,000,000
USU - Electric Vehicle Research (FY22)	-	-	-	15,000,000	15,000,000	15,000,000
UU - Cyclotron Remaining Costs	-	-	-	3,000,000	3,000,000	3,000,000
Physician Workforce Amendments - Medical Ed. Council	-	-	-	2,999,400	2,999,400	2,999,400
Economic and Workforce Development Amendments	-	-	-	2,251,200	2,251,200	2,251,200
UVU - Gary R. Herbert Institute for Public Policy	-	-	-	2,000,000	2,000,000	2,000,000
Utah Innovation Lab	-	-	-	750,000	750,000	750,000
SUU - Principals' Leadership Academy	-	-	-	750,000	750,000	750,000
Early Literacy Outcomes Improvement (SB 137)	-	-	-	520,000	520,000	520,000
Community College Services Study	-	-	-	500,000	500,000	500,000
SLCC - PACE Program Scholarships (includes FY22 \$245,000)	-	-	-	490,000	490,000	490,000
SUU - Every Brilliant Thing Tour - Suicide Prevention	-	-	-	400,000	400,000	400,000
Governor's Office of Economic Opportunity (FY22)	-	-	-	350,000	350,000	350,000
Tech Moms	-	-	-	300,000	300,000	300,000
UU - Behavioral Health Curriculum Program (includes FY22 \$76,300)	-	-	-	189,500	189,500	189,500
WSU Olene Walker VOTE Certification Course (includes FY22 \$67,800)	-	-	-	135,600	135,600	135,600
SUU Shakespeare Festival	-	-	-	100,000	100,000	100,000
WSU Emergency Communications Equipment	-	-	-	95,200	95,200	95,200
SUU Southern Utah Museum of Art	-	-	-	50,000	50,000	50,000
Higher Ed Data Privacy and Governance (SB 226)	-	-	-	270,000	270,000	270,000
Rural Online Initiative	-	-	-	(51,400)	(51,400)	(51,400)
Mental Health Service Provider Training	-	-	-	(198,500)	(198,500)	(198,500)
Utah Industry Resource Alliance	-	-	-	(631,000)	(631,000)	(631,000)
Mental Health Support for Students	-	-	-	(3,000,000)	(3,000,000)	(3,000,000)
Subtotal - One-time Adjustments	10,885,100	8,586,300	(2,298,800)	58,518,300	49,932,000	47,633,200
USHE Budget Priorities Percent Adjustment	0.8%	0.6%	-0.2%	4.2%	3.5%	3.4%
Total Appropriation (On-going and one-time)	151,513,100	129,484,600	(\$22,028,500)	\$238,308,900	\$108,824,300	\$86,795,800
USHE Budget Priorities Percent Adjustment	10.8%	9.2%	-1.6%	16.9%	7.7%	6.2%

¹Governor's salary increase represents 3.5%

Utah System of Higher Education
2022 General Session Legislative Action on Capital Facilities (2022-23)

Table 1: State-Funded Capital Projects

Project	From CPF Base*	Add'l Funds	Total	State O&M
New Buildings and Renovations				
UVU - Engineering Building	15,079,000	64,921,000	80,000,000	\$ 1,755,200
UU - School of Medicine	-	60,000,000	60,000,000	-
UU - Interdisciplinary Computing	4,800,000	-	4,800,000	-
UTU - General Classroom	11,341,000	44,744,000	56,085,000	868,600
USU - Veterinary School**	14,260,500	-	18,000,000	-
USU - Monument Valley	-	5,000,000	5,000,000	-
WSU - Education Building	10,277,800	16,854,400	27,132,200	171,200
SUU - Music Center	12,510,000	6,990,000	19,500,000	164,000
SUU - Stadium Flood Repair	-	9,200,000	9,200,000	-
SLCC - Applied Technology Center	-	5,000,000	5,000,000	-
MTECH - Payson Campus	6,181,025	-	47,922,000	798,700
DTECH - Campus Renovations	2,626,826	-	20,366,000	117,500
TTECH - Building Expansion	3,192,149	-	24,749,000	597,400
New O&M and Land Bank				
BTECH - Land Bank	-	16,500,000	16,500,000	-
UU - Rio Tinto Kennecott Bldg Addition for Eng	-	-	-	162,100
USU - Blanding Prof. Career & Tech Ed. Lab	-	-	-	194,600
SLCC - Westpointe Student Services Building	-	-	-	328,900
MTECH - Orem & Provo Campus	-	-	-	743,000
DTECH - Simmons Building	-	-	-	140,000
Total - State-Funded Capital Projects	80,268,300	247,209,400	408,514,700	6,041,200

*CPF = Capital Projects Fund base budget allocation (see Table 3), i.e. dedicated funds; amounts for technical college projects not specified in appropriations acts, figures here based on total project cost.

**H.B.3 Intent language intends USU to use \$18,000,000 plus Capital Projects Fund for programming, design and construction not to exceed \$80M

Table 2: Other Funds - Capital Projects

Project	Payment	Authorization
UU - West Valley Health and Community Center	Rev. Bond: Clinical Revenue	400,000,000
UU - Impact -Epicenter Building	Rev. Bond: Rental Revenue	118,700,000
UU - Mental Health Facility	Rev. Bond: Donations	65,000,000
UU - Indoor Football Practice Facility	Rev. Bond: Donations	62,000,000
UU - Kahlert Village - 4th Wing	Rev. Bond: Rental Revenue	47,600,000
UU - Applied Sciences Building	Rev. Bond: Donations	25,000,000
DSU - Campus View Suites Phase Three	Rev. Bond: Rental Revenue	62,500,000
SUU - The Cottages at Shakespeare Lane	Rev. Bond: Rental Revenue	12,000,000
UVU - Parking Garage	Rev. Bond: Parking Fees	12,000,000
USU - Maverik Stadium	Rev. Bond: Student Fees	7,000,000
USU - Nora Eccles Harrison Museum	Donations	
Total - Other Funds Capital Projects		811,800,000

Table 3: Capital Projects Restricted Fund (Dedicated Funding) Balances

Institution	Base Budget Allocation	Appropriated in GS 22	Estimated Balance
Degree-Granting	100,689,700	(68,268,300)	32,421,400
University of Utah*	20,171,500	(4,800,000)	15,371,500
Utah Valley University	15,079,000	(15,079,000)	-
Utah State University	14,260,500	(14,260,500)	-
Southern Utah University	12,510,000	(12,510,000)	-
Utah Tech University	11,341,000	(11,341,000)	-
Weber State University	10,277,800	(10,277,800)	-
Salt Lake Community College	9,031,700	-	9,031,700
Snow College	8,018,200	-	8,018,200
Technical	19,310,300	(12,000,000)	7,310,300
Total - Capital Projects Fund	120,000,000	(80,268,300)	39,731,700

*H.B.3 Intent language intends UU use up to \$4.8M of Capital Project Fund for programming and design of Interdisciplinary Computing Building

R208, Resource and Review Teams¹

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 Board members; (2) informing the Board members about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Higher Education 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. Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.6. Policy and Procedures R209, Evaluation of Presidents

R208-3. Definitions

3.1. 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).

3.2. Resource and Review Team: As used in this policy, “Resource and Review Team” refers to a team of two Board members 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

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 Higher Education 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.

¹ 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.

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 part 5.4 of this policy.

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.

4.3. Liaisons: The resource and review team shall function as liaisons between the institution and the Board of Higher Education. 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 Higher Education can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Higher Education, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Higher Education.

4.4. Integration with R209 Evaluation: Pursuant to Board 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 Board members. The Board Chair shall (1) appoint the two Board members 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 Board’s Committees:

In preparation for the spring review, the resource and review team should consult with the Chair and Vice-Chair of the Board, 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.

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 Higher Education. The report shall not be disclosed to other individuals or entities without Board members’ 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 Higher Education.

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’s office.

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



Resource & Review Team Presidential Evaluation Report

In accordance with Board policy [R208, Resource and Review Teams](#), the Resource and Review Team submits this evaluation of President Select President to the Utah Board of Higher Education for review.

Background

On Enter Date the R&R Team evaluated President Select President . As part of the evaluation process, the team completed one or more of the following tasks:

- Interviewed the President
- Reviewed the President’s vision for the institution
- Reviewed the President’s strategic goals and progress toward those goals
- Interviewed members of the President’s leadership team to discuss the President’s vision, strategic goals, and overall performance
- Reviewed the previous performance evaluation report for reference
- Reviewed the R805 workforce demographic report with the President and discussed the strategies and progress toward employing a diverse, representative, and equitably compensated workforce.

Institutional Vision and Strategic Goals

The President has established a clear vision for the institution:

- Yes No In Progress

Insert Comments

The President has set strategic goals designed to achieve the vision:

Yes No In Progress

Insert Comments

The President has made and is making ongoing, measurable progress toward reaching the strategic goals:

Yes No In Progress

Insert Comments

The President has effectively communicated her vision to the leadership team and has appropriately prioritized those goals with the leadership team:

Yes No In Progress

Insert Comments

Presidential Effectiveness

The Resource and Review Team, along with the President, have discussed and identified the following issues and challenges that will need attention in the following year:

Insert Comments

The Resource and Review Team, along with the President, have identified the following strategies and action items to address the issues and challenges listed above:

Insert Comments

The Resource and Review Team, along with the President, have reviewed the R805 Diversity Report and have identified the following strategies and action items to foster diversity within faculty and staff:

Insert Comments

Guidance for the Coming Year

Based on the Resource and Review Team’s interviews and review of pertinent documents and information, the R&R Team provides the following additional guidance for the upcoming year:

Insert Comments

The Resource and Review Team and the Board of Trustees Chair will present this report to the Utah Board of Higher Education for review in closed session. This report will include any written response the President wishes to provide.