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

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, <strong>July 14</strong>, 2022</td>
<td>8:00 AM – 10:00 AM</td>
<td>Finance and Facilities Committee</td>
<td>Zoom</td>
</tr>
<tr>
<td>Thursday, <strong>July 14</strong>, 2022</td>
<td>10:00 AM – 3:00 PM</td>
<td>Board and Trustee Training at Southern Utah University</td>
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<tr>
<td>Thursday, <strong>July 14</strong>, 2022</td>
<td>5:00 PM</td>
<td>Trustee Dinner at Southwest Technical College</td>
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<tr>
<td>Friday, <strong>July 15</strong>, 2022</td>
<td>7:30 AM Meeting with Trustees</td>
<td>Board Meeting at Southern Utah University</td>
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<tr>
<td>Friday, <strong>July 15</strong>, 2022</td>
<td>9:00 AM Committee of Whole</td>
<td>Committee Meeting</td>
<td>Zoom</td>
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<tr>
<td>Friday, <strong>August 19</strong>, 2022</td>
<td>8:00 AM – 3:00 PM</td>
<td>Committee Meeting</td>
<td>Zoom</td>
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<tr>
<td>Thursday, <strong>September 15</strong>, 2022</td>
<td>10:00 AM – 11:30 AM</td>
<td>Finance and Facilities Committee</td>
<td>Zoom</td>
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<tr>
<td>Thursday, <strong>September 15</strong>, 2022</td>
<td>11:30 AM – 5:00 PM</td>
<td>Board Meeting at Utah Tech University</td>
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<tr>
<td>Thursday, <strong>September 15</strong>, 2022</td>
<td>6:00 PM</td>
<td>Trustee Dinner at Dixie Technical College</td>
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<tr>
<td>Friday, <strong>September 16</strong>, 2022</td>
<td>7:30 AM Meeting with Trustees</td>
<td>Board Meeting at Utah Tech University</td>
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<tr>
<td>Friday, <strong>September 16</strong>, 2022</td>
<td>9:00 AM Committee of Whole</td>
<td>Committee Meeting</td>
<td>Zoom</td>
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<tr>
<td>Friday, <strong>October 21</strong>, 2022</td>
<td>8:00 AM – 3:00 PM</td>
<td>Committee Meeting</td>
<td>Zoom</td>
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<tr>
<td>Thursday, <strong>November 17</strong>, 2022</td>
<td>2:00 PM – 5:00 PM</td>
<td>Finance and Facilities Committee</td>
<td>Zoom</td>
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<tr>
<td>Thursday, <strong>November 17</strong>, 2022</td>
<td>6:00 PM</td>
<td>Trustee Dinner at Ogden Weber Technical College</td>
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<tr>
<td>Friday, <strong>November 18</strong>, 2022</td>
<td>7:30 AM Meeting with Trustees</td>
<td>Board Meeting at Weber State University</td>
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<tr>
<td></td>
<td>9:00 AM Committee of Whole</td>
<td>Committee Meeting</td>
<td>Zoom</td>
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<tr>
<td>Friday, <strong>December 16</strong>, 2022</td>
<td>8:00 AM – 3:00 PM</td>
<td>Committee Meeting</td>
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<td></td>
<td>8:00 AM: Academic Education</td>
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<td></td>
<td>10:00 AM: Technical Education</td>
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<td>1:00 PM: Student Affairs</td>
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<tr>
<td>Thursday, <strong>January 12</strong>, 2023</td>
<td>2:00 PM – 5:00 PM</td>
<td>Finance and Facilities Committee</td>
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<tr>
<td>Thursday, <strong>January 12</strong>, 2023</td>
<td>6:00 PM</td>
<td>Trustee Dinner at <strong>Tooele Technical College</strong></td>
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<tr>
<td>Friday, <strong>January 13</strong>, 2023</td>
<td>7:30 AM Meeting with Trustees</td>
<td>Board Meeting at <strong>University of Utah</strong></td>
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<tr>
<td>Friday, <strong>February 17</strong>, 2023</td>
<td>8:00 AM – 3:00 PM</td>
<td>Committee Meetings</td>
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<td>8:00 AM: Academic Education</td>
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<td></td>
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<td>1:00 PM: Student Affairs</td>
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<tr>
<td>Thursday, <strong>March 23</strong>, 2023</td>
<td>8:00 AM – 1:00 PM</td>
<td>Board meeting at <strong>Salt Lake Community College</strong></td>
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<td></td>
<td>2:00 PM – 5:00 PM</td>
<td>Finance and Facilities Committee</td>
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<tr>
<td>Thursday, <strong>March 23</strong>, 2023</td>
<td>6:00 PM</td>
<td>Trustee Dinner at <strong>Davis Technical College</strong></td>
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<tr>
<td>Friday, <strong>March 24</strong>, 2023</td>
<td>7:30 AM Meeting with Trustees</td>
<td>Board Meeting at <strong>Salt Lake Community College</strong></td>
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<tr>
<td>Friday, <strong>April 14</strong>, 2023</td>
<td>8:00 AM – 3:00 PM</td>
<td>Committee Meetings</td>
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<td>8:00 AM: Academic Education</td>
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<td>10:00 AM: Technical Education</td>
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<td>1:00 PM: Student Affairs</td>
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<tr>
<td>Thursday, <strong>May 18</strong>, 2023</td>
<td>2:00 PM – 5:00 PM</td>
<td>Finance and Facilities Committee</td>
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<tr>
<td>Thursday, <strong>May 18</strong>, 2023</td>
<td>6:00 PM</td>
<td>Trustee Dinner at <strong>Uintah Basin Technical College - Vernal</strong></td>
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<tr>
<td>Friday, <strong>May 19</strong>, 2023</td>
<td>7:30 AM Meeting with Trustees</td>
<td>Board Meeting at <strong>Utah State University – Roosevelt Campus</strong></td>
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<tr>
<td>Friday, <strong>June 16</strong>, 2023</td>
<td>8:00 AM – 3:00 PM</td>
<td>Committee Meetings</td>
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<td></td>
<td>8:00 AM: Academic Education</td>
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<td>1:00 PM: Student Affairs</td>
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</table>

Institutions to host in the upcoming year:
Snow College, Bridgerland Technical College, Utah Valley University, Mountainland Technical College

*MEMORANDUM*
UTAH BOARD OF HIGHER EDUCATION
COMMISSIONER’S OFFICE ORG. CHART

Utah Board of Higher Education

Geoffrey Landward
Deputy Commissioner and General Counsel

Dave Woolstenholme
Commissioner

Melissa Van Hein
Office Manager

Wayne Bushman
Audit Director

Ashley Hsia
Senior Internal Auditor

Scott Carlile
Information Systems Auditor

Kathryn Ottesen
Internal Auditor

Brynn Fronk
Executive Assistant to Deputy Commr.

TBD
Administrative Assistant

Loreen Olney
Administrative Assistant

Trina Weller
Administrative Assistant
UTAH BOARD OF HIGHER EDUCATION
COMMISSIONER’S OFFICE ORG. CHART

Geoffrey Landward
Deputy Commissioner
and General Counsel

Melanie Heath
Associate Commr. for
Student Affairs and
Access

Richard Gonzalez
Assistant Commr. for
Access

Kris Coles
Assistant Commr. for
Student Affairs

Katie Mazzie
Director of Student-
Centered Initiatives

Dyllen Cafferty
AFSA
Coordinator

Lisa Molina
Access Training
Coordinator

Jake Anderson
Work-Study

TBD
Work-Study
INSTITUTIONAL ROLES AND MISSIONS

One of the Utah Board of Higher Education’s core responsibilities is to “establish, approve, and oversee each institution’s mission and role.” The Legislature establishes basic categories of roles, and the Board expands and clarifies those roles through policy. The statutory and expanded policy roles are listed below, along with statutory definitions, each institution’s mission, assigned service regions, and institutional partners.

STATUTORY DEFINITIONS

53B-1-101.5

**Academic education** means an educational program that is offered by a degree-granting institution. Academic education does not include technical education.

**Career and technical education** means an educational program that is designed to meet industry needs, leads to a certificate or a degree, and may qualify for funding under the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act.

**Degree-granting institution of higher education** or **degree-granting institution** means an institution of higher education described in 53B-1-102(1)(a) as follows:

- The University of Utah
- Utah State University
- Weber State University
- Southern Utah University
- Snow College
- Utah Tech University
- Utah Valley University
- Salt Lake Community College

**Technical college** means an institution of higher education 53B-1-102(1)(b) as follows:

- Bridgerland Technical College
- Davis Technical College
- Dixie Technical College
- Mountainland Technical College
- Ogden-Weber Technical College
- Southwest Technical College
- Tooele Technical College
- Uintah Basin Technical College

**Technical education** means career and technical education that leads to an institutional certificate or is short-term training. Technical education does not include general education.
ROLES AND MISSIONS

RESEARCH UNIVERSITY

Statutory Role (53B-16-101): Provide undergraduate, graduate, and research programs.

Policy Role (R312): A research university’s role is to provide undergraduate, graduate and research programs and to discover, create, and transmit knowledge through academic programs at the undergraduate, graduate, and professional levels with an emphasis on teaching, research, and outreach. Articulation agreements allow students to seamlessly transfer within the system. The research institutions contribute to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also expand economic development. Research Universities have a responsibility to provide access to students from all parts of the state.

University of Utah

Mission (R312): The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

Service Region (R315): Salt Lake County, Summit County (Park City Only)

Utah State University

Mission (R312): The mission of Utah State University is to be one of the nation’s premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. Utah State University delivers associate’s, bachelor’s, master’s and doctorate degrees throughout its state-wide system as well as credit and non-credit technical education in the Southeastern region of the state. The institution also has a robust non-credit continuing education program.

Service Region (R315): Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Carbon, Emery, Grand, San Juan.


REGIONAL UNIVERSITY
**Statutory Role (53B-16-101):** Provide career and technical education, undergraduate associate and baccalaureate degrees, and select master’s degree programs to fill regional demands.

**Policy Role (R312):** The regional university’s role is to provide open-access academic and career and technical education, undergraduate associate and baccalaureate programs and select graduate degree programs to fill regional or state workforce demands. Career and Technical Education (CTE) programs are designed to meet workforce needs, lead to a certificate or degree, and include general education coursework. Articulation agreements allow students to transfer seamlessly from institutions offering Technical Education to CTE and academic pathways. Regional universities emphasize teaching, scholarly, and creative achievements that complement pedagogy, learning, and community service. The institution is a leading contributor to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

**Weber State University**

**Mission (R312):** Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

**Service Region (R315):** Weber, Morgan, Davis

**Technical College Partners (53B-2a-112):** Davis Technical College, Ogden-Weber Technical College

**Southern Utah University**

**Mission (R312):** In an increasingly science-based world, Southern Utah University provides scientific education in learning environments that encourage exploration, critical thinking, collaboration, and communication; preparing students and the community to be scientifically literate citizens.

**Service Region (R315):** Iron, Garfield, Beaver

**Technical College Partners (53B-2a-112):** Southwest Technical College

**Utah Valley University**

**Mission (R312):** Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

**Service Region (R315):** Utah, Wasatch, Summit (Concurrent Enrollment only within Park City)
Technical College Partners (53B-2a-112): Mountainland Technical College

Utah Tech University

Mission (R312): Utah Tech University is an open, inclusive, comprehensive, polytechnic university featuring active and applied learning to advance students’ knowledge and skills while fostering competent, resilient, lifelong learners to success in their careers and personal lives as creators, innovators, and responsible citizens.

Service Region (R315): Washington, Kane

Technical College Partners (53B-2a-112): Dixie Technical College

COMPREHENSIVE COMMUNITY COLLEGE

Statutory Role (53B-16-101): Provide associate programs.

Policy Role (R312): The comprehensive community college’s role is to provide affordable and open enrollment to community members, ensuring equitable access to higher education. Community colleges focus on teaching and applied learning environments, transmitting knowledge and skills which prepare students to enter the workforce or transfer seamlessly to stackable degree programs. Comprehensive community colleges provide education through:

- Academic and career and technical education culminating in certificates and associate degrees
- Developmental education
- Strong student services to support all functions

The institution emphasizes teaching, training, scholarly, professional, and creative achievement, and community service and contributes to the quality of life and economic development of the community and the state.

Snow College

Mission (R312): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

Service Region (R315): Sanpete, Sevier, Wayne, Piute, Millard, Juab

Salt Lake Community College

Mission (R312): Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

Service Region (R315): Salt Lake for certificate, applied associate and associate degrees
DEGREE-GRANTING INSTITUTION WITH A TECHNICAL COLLEGE ROLE

Salt Lake Community College

Statutory Role (**53B-16-209**): Provide technical education with an emphasis primarily on open-entry, open-exit programs at low cost to adult students and no tuition cost to secondary students that will result in appropriate licensing, certification, or other evidence of completion of training, and qualification for specific employment, with an emphasis on high demand, high wage, and high skill jobs in business and industry.

Secondary Service Region: Salt Lake

Snow College

Statutory Role (**53B-16-205**): Provide, through the Snow College Richfield Campus, for open-entry, open-exit competency-based technical education programs, at a low cost tuition rate for adults and at no tuition cost to secondary students, that emphasize short-term job training or retraining for immediate placement in the job market.


Utah State University

Statutory Role (**53B-16-207**): Provide for open-entry, open-exit competency-based technical education programs, at a low-cost tuition rate for adults and at no tuition cost to secondary students, that emphasize short-term job training or retraining for immediate placement in the job market

Secondary Service Region: For Utah State University Eastern, the Carbon School District and the Emery School District; for Utah State University Blanding, the San Juan School District; and for Utah State University Moab, the Grand School District.

TECHNICAL COLLEGE

Statutory Role (**53B-16-101**): Provide technical education.

Policy Role: Technical colleges meet the needs of Utah’s employers for technically skilled workers and promote local and statewide economic development by providing market-driven technical education to secondary and post-secondary students. Programs lead to
institutional certificates and industry credentials, where applicable, but do not include general education. Technical colleges deliver competency-based instruction, allowing students to progress quickly and affordably with recognition of prior education, skill, and experience. Articulation agreements are in place with secondary education partners to reduce the duplication of course work for students. Pathway agreements with post-secondary college and university partners also provide opportunities for students to progress in their education.

Only technical colleges or statutorily authorized institutions may provide technical education without authorization from the Board.

**Bridgerland Technical College**

**Mission:** The mission of the Bridgerland Technical College is to deliver competency-based, employer-guided career and technical education to both secondary and post-secondary students through traditional and technology-enhanced methodologies. This hands-on technical education provides occupational education, skills training, and workforce development to support the educational and economic development of the Bear River Region.

**Secondary Service Region** *(53B-2a-105):* Box Elder, Cache, Logan, Rich

**Regional Degree-granting Partner** *(53B-2a-112):* Utah State University

**Davis Technical College**

**Mission:** We are a trusted learning community embracing technical education to promote student development and economic growth.

**Secondary Service Region** *(53B-2a-105):* Davis, Morgan

**Regional Degree-granting Partner** *(53B-2a-112):* Weber State University

**Dixie Technical College**

**Mission:** For students who want to improve their lives by improving their employability, Dixie Tech provides current, relevant industry-driven training in a professional and demanding environment, Dixie Tech certificates, and nationally recognized certifications or licensure, indicating competence and work readiness to potential employers.

**Secondary Service Region** *(53B-2a-105):* Washington

**Regional Degree-granting Partner** *(53B-2a-112):* Utah Tech University

**Mountainland Technical College**
**Mission:** To enhance the employability of individuals through market-driven career and technical education.

**Secondary Service Region (53B-2a-105):** Alpine, Nebo, Provo, South Summit, North Summit, Wasatch, Park City

**Regional Post-Secondary Partner (53B-2a-112):** Utah Valley University

**Ogden-Weber Technical College**

**Mission:** We build a prosperous community by creating a technically-skilled workforce one student at a time.

**Secondary Service Region (53B-2a-105):** Ogden, Weber

**Regional Degree-granting Partner (53B-2a-112):** Weber State University

**Southwest Technical College**

**Mission:** Southwest Technical College provides education and job skill training through individualized competency-based programs in response to the needs of students, employers and the communities we serve.

**Secondary Service Region (53B-2a-105):** Beaver, Garfield, Iron, Kane

**Regional Post-Secondary Partner (53B-2a-112):** Southern Utah University

**Tooele Technical College**

**Mission:** The Tooele Technical College provides rewarding, competency-based, affordable, and accessible career preparation for youth and adults to meet the needs of Utah employers.

**Secondary Service Region (53B-2a-105):** Tooele

**Regional Degree-granting Partner (53B-2a-112):** Utah State University

**Uintah Basin Technical College**

**Mission:** Uintah Basin Technical College provides technical education and training for secondary and adult students, to fulfill labor market needs, and promote economic development in the Uintah Basin.

**Secondary Service Region (53B-2a-105):** Daggett, Duchesne, Uintah

**Regional Degree-granting Partner (53B-2a-112):** Utah State University
Utah Board of Higher Education Statutory Responsibilities and Authorities

The Utah Legislature established the Utah Board of Higher Education on July 1, 2020, and enacted specific and comprehensive responsibilities and authorities. Below are the Board’s responsibilities and authorities as stated in Utah Code 53B-1-402.

The Board of Higher Education Is:

- The governing board for the institutions of higher education, which controls, manages, and supervises the Utah System of Higher Education

The Board of Higher Education Shall:

- Establish and promote a state-level vision and goals for higher education that emphasize system priorities, including:
  - Quality
  - Affordability
  - Access and equity
  - Completion
  - Workforce alignment and preparation for high-quality jobs
  - Economic growth
- Establish policies and practices that advance the vision and goals
- Establish metrics to demonstrate and monitor:
  - Performance related to the goals and
  - Performance on measures of operational efficiency
- Collect and analyze data, including economic data, demographic data, and data related to the metrics
- Coordinate data collection across institutions
- Establish, approve, and oversee each institution’s mission and role in accordance with Section 53B-16-101
- Assess an institution’s performance in accomplishing the institution’s mission and role
- Participate in the establishment and review of programs of instruction in accordance with Section 53B-16-102
- Perform duties related to an institution of higher education president, including:
Appointing an institution of higher education president in accordance with Sections 53B-2-102 and 53B-2a-107
Providing support and guidance to an institution of higher education president
Evaluating an institution of higher education president based on institution performance and progress toward system-wide priorities

Create and implement a strategic finance plan for higher education, including by:
- Establishing comprehensive budget and finance priorities for academic education and technical education
- Allocating statewide resources to institutions
- Setting tuition for each institution
- Administering state financial aid programs
- Administering performance funding in accordance with Chapter 7, Part 7, Performance Funding
- Developing a strategic capital facility plan and prioritization process in accordance with Sections 53B-2a-117 and 53B-2a-118 (commonly referred to as SB 102)

Create a seamless articulated education system for Utah students that responds to changing demographics and workforce, including by:
- Providing for statewide prior learning assessment, in accordance with Section 53B-16-110
- Establishing and maintaining clear pathways for articulation and transfer, in accordance with Section 53B-16-105
- Establishing degree program requirement guidelines, including credit hour limits
- Aligning general education requirements across degree-granting institutions
- Coordinating and incentivizing collaboration and partnerships between institutions in delivering programs
- Coordinating distance delivery of programs
- Coordinating work-based learning

Coordinate with the public education system:
- Regarding public education programs that provide postsecondary credit or certificates
- To ensure that an institution of higher education providing technical education serves secondary students in the public education system

Delegate to an institution’s board of trustees certain duties related to institution governance, including:
- Guidance and support for the institution president
- Effective administration
- The institution’s responsibility for contributing to progress toward achieving system-wide goals
- Other responsibilities determined by the Board

Delegate to an institution of higher education president management of the institution of higher education

Maximize efficiency throughout the Utah system of higher education by identifying and establishing shared administrative services

Develop strategies for providing higher education, including career and technical education, in rural areas

Manage and facilitate a process for initiating, prioritizing, and implementing education reform initiatives

Provide ongoing quality review of institutions.
SUMMARY: Delegation of Responsibilities and Authority of USHE Governing and Administrative Officers

The Utah System of Higher Education comprises 16 institutions, all with unique missions, but who are also working towards common goals and a unified vision. To ensure the System is efficient, effective, and delivers world-class instruction and research, the Utah Board of Higher Education and institutional boards of trustees must align responsibility and authority. The Board of Higher Education has established the following responsibilities and authorities for the Board, the boards of trustees, presidents, and the Commissioner.

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<tr>
<th>STATUTORY GUIDANCE</th>
<th>RESPONSIBILITIES</th>
<th>AUTHORITY</th>
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<tbody>
<tr>
<td>Guidance and support for the institution president</td>
<td>Appointment of a President</td>
<td>Trustee chair serves as search committee co-chair; executive committee participates in finalist interviews, consults with the Board on appointments. Trustees may conduct first phase of a search and submit finalists to the Board of Higher Education if authorized.</td>
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<tr>
<td>Evaluation of Presidents</td>
<td>On behalf of the Board of Higher Education, the trustees chair and R&amp;R team annually evaluate president’s performance based on factors including progress towards institutional strategic plan and statewide performance metrics and goals. R&amp;R team and trustee chair reports findings and recommendations to the Board of Higher Education.</td>
<td>Board sets evaluation criteria and procedures. Board takes appropriate action based on presidential performance and recommendations, using identified benchmarks. Board conducts comprehensive evaluation every four years or if otherwise needed.</td>
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<tr>
<td>The institution's responsibility for contributing to progress toward achieving systemwide goals</td>
<td>Institutional Master Planning, Strategic Planning and Goals</td>
<td>Trustees approve a strategic plan for the institution that is aligned with state attainment goals, workforce needs, and the institution of higher education's role, mission, and distinctiveness.</td>
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<td>Trustees set performance metrics in consultation with the Board of Higher Education.</td>
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<td>Trustees monitor the institution's progress toward achieving the strategic plan and report to the Board of Higher Education institutional progress.</td>
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<td>Trustees approve institutional master plan and associated changes. The trustees submit master plans and changes to the Commissioner's office.</td>
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<td>Effective Administration—in general, the Board of Higher Education will establish general parameters and reporting requirements and delegate day-to-day oversight to trustees and presidents.</td>
<td>Institutional Missions &amp; Roles</td>
<td>Trustees approve institutional missions that align with the institution's role as established in statute and by the Board.</td>
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<td>Board adopts the institutional mission into policy.</td>
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<td>Institutional Policies/System Policies</td>
<td>Trustees approve institutional policies needed for the effective administration of the institution, ensuring they maintain parameters set by the Board of Higher Education.</td>
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<tr>
<td>Tuition and Fees</td>
<td>Institutions present tuition and fee needs to trustees; trustees are responsible to verify data supporting requests for increases in tuition or fees.</td>
<td>Board establishes criteria trustees will use in evaluating tuition and fee requests.</td>
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<td>Trustees, based on their assessment of the institution’s request and underlying data, recommend tuition and fee increases to the Board.</td>
<td>Board sets criteria and process trustees follow to conduct due diligence for tuition and fee requests.</td>
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<td>Board assesses whether the trustees have properly assessed the institution’s request.</td>
<td>Board reviews and may approve trustees' recommendations.</td>
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<td>Budget and Finance Oversight</td>
<td>Trustees establish and oversee internal accounting and operating controls, monitor use of discretionary funds, establish institutional debt policy, and oversee all auxiliary enterprises.</td>
<td>Board sets system parameters in policy and requires necessary reporting on budget and finance. The Board may intervene if institutions exceed parameters or policy.</td>
</tr>
<tr>
<td>Facilities</td>
<td>Trustees may approve construction projects for new facilities less than $500,000 and remolds or improvements of existing faculties less than $3,500,000. Trustees may approve property acquisition or disposal less than $500,000. Trustees may approve capital leases of less than $100,000 a year ($250,000 a year for the U of U). U of U trustees may approve all U of U Hospital/Health Sciences capital projects. Trustees review and may approve requests to submit to the Board for all other capital facilities.</td>
<td>Board sets System parameters in policy and requires necessary reporting on facilities. Board must approve capital projects that exceed threshold amounts.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Audit</td>
<td>Trustees form the institution's internal audit committee, sets internal audit priorities, review internal audits, and report audit findings at least annually to the Board of Higher Education.</td>
<td>Board audit committee identifies areas of risk within the System and prioritizes System audits accordingly.</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>Trustees approve new programs that fit in the institutions mission and role and meet Board of Higher Education criteria.</td>
<td>Board of Higher Education establishes institutional missions and roles and criteria for new programming, such as workforce demand. Institutions report all new programs to the Board.</td>
</tr>
<tr>
<td>Technical Education Programs</td>
<td>Trustees over technical colleges or institutions with a technical college role approve technical education programs that meet Board of Higher Education criteria.</td>
<td>Board of Higher Education establishes institutional missions and roles and criteria for new programming, such as workforce demand. Institutions report all new programs to the Board.</td>
</tr>
<tr>
<td>Academic Degree Approval</td>
<td>Trustees review, consider and approve new institutional degree requests (certificates, associate, bachelor's, master's and doctoral), minors and emphases added to approved programs that conform to the institution's role and mission.</td>
<td>The Board of Education may consider and approve new degree requests (certificates, associate, bachelors, master's, and doctoral) minors, and emphases added to approved programs that fall outside of the institution's role and mission.</td>
</tr>
<tr>
<td>Research and Training Grants</td>
<td>Trustees approve research and training grant funding on behalf of the Board of Higher Education.</td>
<td>Institutions report grants annually to the Board. Institutions report highlights most impactful research.</td>
</tr>
<tr>
<td>Community Relations/Advancement</td>
<td>Trustees facilitate communication between the institution and the community; assist in planning, implementing, and executing fund raising and development projects; and perpetuate and strengthen alumni and</td>
<td></td>
</tr>
<tr>
<td>ROLE</td>
<td>AUTHORITY</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>An institution of higher education president develops and implements the institution’s vision, mission, and goals, and manages progress toward achieving institutional aims. The president of each institution of higher education may exercise grants of power and authority to ensure the effective and efficient administration and operation of the institution of higher education. The president also guides the contributions of their institution to the vision, mission, and goals of the Utah System of Higher Education. The president is responsible to lead as part of a larger alliance of institutions whose presidents share a central mission to provide world-class, affordable higher education within the system of higher education. Presidents collaborate with and support each other, the Commissioner and the Board for the benefit of all students and Utah.</td>
<td></td>
</tr>
</tbody>
</table>
| **External Relations** | The president serves as the representative of their institution with key stakeholder communities, including but not limited to:  
- Alumni  
- Private, Foundation and Corporate Donors  
- State and Federal Legislators and other Governmental Leaders  
- Community Members and Non-Profit Partners  
- Employers, Industry  
- K-12 Education  

The president is responsible for effective, high-integrity stewardship of both relationships with and resources from external stakeholders. |
| **Faculty and Staff** | The president may:  
- Appoint a secretary, a treasurer, administrative officers, deans, faculty members, and other professional personnel, prescribe their duties, and determine their salaries  
- Appoint support personnel, prescribe their duties, and determine their salaries from the institution of higher education's position classification plan  
- Where applicable, provide for the constitution, government, and organization of the faculty and administration, and enact implementing rules, including the establishment of a prescribed of tenure  
- Enact rules for administration and operation of the institution which are consistent with the prescribed role established by the board, rules enacted by the board, or the laws of the state |
The president may exercise powers relating to the institution’s employees, including but not limited to:
- Furloughs
- Reductions in force
- Benefit adjustments
- Program reductions or discontinuance
- Early retirement incentives that provide cost savings to the institution of higher education
- Other measures that may provide cost savings to the institution of higher education

### Strategic Planning/Master Planning

Presidents develop and execute strategic plans that lead to their institutions achieving institutional and systemwide goals and performance metrics.

Presidents develop and maintain an institutional master plans and five-year capital plans associated with the master plans. As part of the master planning process, presidents identify needed capital improvements or new facilities and submit requests and planning to the trustees for approval.

### Finance and Budget

The president establishes priorities for fiscal resources in a manner that help the institution achieve institutional goals and objectives and systemwide goals and performance measures.

The president oversees the institution’s fiscal health, including setting budgetary priorities and requiring efficient and effective use of resources.

### Student Success

The president establishes goals and initiatives that encourage student success and well-being, including areas of retention, graduation rates, affordability, safety and mental health, career and academic counseling, and workforce attachment.

The president prioritizes, fosters and celebrates a vibrant, challenging and positive learning environment for the institution’s students.

### COMMISSIONER OF HIGHER EDUCATION

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUTHORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>The Commissioner develops and implements the System’s vision, mission, and goals, and manages progress toward achieving System aims.</td>
</tr>
</tbody>
</table>

The Commissioner shall:
- Develop System strategic plan.
- Ensure that the policies, programs align with the strategic and are properly executed.
- Furnish information about the Utah System of Higher Education and make recommendations regarding that information to the Board.
- Provide state-level leadership in any activity affecting an institution of higher education.
- Develop and provide comprehensive training for Board members and trustees.
- Perform other duties assigned by the Board in carrying out the Board’s duties and responsibilities.
| **Coordination and Support for Presidents** | The Commissioner serves as Chair of the Council of Presidents, the duties of which include coordinating of meeting agendas and Council recommendations to the Board and facilitating communication and collaboration among the presidents.  

The Commissioner facilitates comprehensive presidential performance evaluations on behalf of the Board.  

The Commissioner may provide leadership, advice, and consultation as may be sought by institutional Presidents or directed by the Board. |
| **Audit** | The Commissioner is empowered to require information and reports from the institutions.  

The Commissioner has the authority, after giving due notice to the president, to assign his or her staff to audit records of institutions or otherwise verify data. Such audits shall be in response to Board instructions or to verify compliance with Board policy or applicable law. The Board audit committee shall prioritize the Commissioner’s audits. |
| **System Policy** | The Commissioner develops policy that addresses statewide issues impacting the System for the Board to consider and adopt.  

The Commissioner shall be responsible for interpreting Board policy. The president of any institution may appeal the Commissioner’s interpretation of policy to the Board. |
| **Communication** | The Commissioner:  

- Supports the work of individual presidents and serves as a liaison between presidents and the Board.  
- Directs continuous communication between the colleges and universities, the Board, and the Office of the Commissioner, related to problems and issues of common interest to the Utah System of Higher Education.  
- Establishes and maintains positive, productive relationships with the Board, the institutional presidents, the boards of trustees, and the legislative and executive branches of state government.  

The Commissioner, in consultation with the Board and in collaboration with the presidents, shall develop System legislative priorities and strategies related to federal and state legislation and funding impacting higher education.  

The Commissioner is authorized to advocate on behalf of the Board before the Governor and his or her staff, the Legislature, and other officials and governmental entities. |
| **System Budget and Finance** | The Commissioner, in collaboration with the presidents, develops a unified budget request for the System and presents budget priorities for the Board to consider and adopt. |
Statutes and Policies Relevant to the Utah Board of Higher Education

Statutes

While all sections of Utah Code Title 53B are technically applicable to the Utah System of Higher Education and the Board’s work, the most relevant sections are highlighted here.

Utah Code Title 53B, State System of Higher Education

Chapter 1, Governance, Powers, Rights, and Responsibilities
  Part 1, General Provisions
  Section 102, Utah System of Higher Education
  Part 3, Reports
  Section 301, Reports to and actions of the Higher Education Appropriations Subcommittee

Part 4, Utah Board of Higher Education
  Section 401, Definitions
  Section 402, Establishment of Board, Powers, Duties, and Authority
  Section 403, Committees
  Section 404, Membership of the Board, Committees, Quorums, Vacancies, etc.
  Section 405, Board Qualifications
  Section 406, Nominating Committee
  Section 408, Commissioner Qualifications, Associate Commissioners, Duties

Chapter 2, Institutions of Higher Education
  Section 101, Institutions of Higher Education
  Section 102, Appointment of Institution Presidents
  Section 103, Degree-granting Boards of Trustees Powers and Duties
  Section 104, Degree-granting Boards of Trustees Membership
  Section 106, Duties and Responsibilities of Presidents

Chapter 2a, Technical Education
  Part 1, Technical Colleges
  Section 105, Technical Colleges

To find a specific statute, go to https://le.utah.gov/xcode/Title53B/53B.html and, from the list, click on the relevant chapter, then click on the relevant part, then section.
Chapter 22, Higher Education Capital Projects
   Part 2, Capital Developments
      Section 202, Higher Education Capital Projects Fund
      Section 203, Institution Allocations
Section 204, Funding Request for Capital Development Projects; Legislative Approval; Board
Prioritization and Approval
Chapter 26, Strategic Workforce Investment Act
Chapter 30, Multi-university Programs
Chapter 32, Career Readiness Act
   Part 2, State Online Career Counseling Program
Chapter 33, Utah Data Research Center
Chapter 34, Talent, Education, and Industry Alignment
Chapter 35, Higher Education and Corrections Counsel

Relevant Policies

While all Board’s policies are technically applicable to the Utah System of Higher Education and the
Board’s work, the most relevant policies are highlighted here.

Board Policies

Section 1, System Governance
   R119, Board of Higher Education Qualifications
R120, Board of Higher Education Bylaws
R121, Functions of the Board of Higher Education
R122, Board Conflict of Interest Policy
R123, Board Self-Evaluation and Orientation
R141, Functions of the Commissioner of Higher Education
R150, Council of Presidents
Section 2, Institutional Governance
R201, Presidents’ Responsibility to the System, the Assigned Institution, and for Legislative Relations
R205, Presidential Appointment, Compensation, and Benefits
R208, Resource and Review Teams
R209, Evaluation of Presidents
R220, Delegation of Responsibilities to the President and Board of Trustees
Section 3, Master Planning
   R310, System-wide Vision and Mission Statements
   R312, Utah System of Higher Education and Institutional Roles and Missions
Section 4, Academic Affairs

To find a specific policy, go to https://ushe.edu/policies and click on either the Board Policies or Technical College
Policies folder. From there, click on the relevant numbered folder. Policies will be in the folder with the number that
correlates with the first number of the policy. For example, R120 is in folder 2. Institutional Governance.
R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

Section 5, Business and Financial Affairs
- R501, Budgeting Definitions and Guidelines
- R510, Tuition
- R511, Tuition Disclosures and Consultations
- R516, Student Fee
- R521, Dedicated Credits
- R590, Issuance of Bonds for Colleges and Universities

Section 6, Student Financial Aid
- R601, Board of Directors of the Utah Higher Education Assistance Authority
- R602, Bylaws of the Utah Higher Education Assistance Authority

Section 7, Capital Facilities
- R701, Capital Facilities
- R702, Non-State Funded Projects
- R703, Acquisition of Real Property
- R704, Disposal of Real Property
- R706, Capital Facilities Master Planning
- R741, Nondedicated Capital Project Prioritization Process
- R742, Dedicated Capital Project Allocation Formula
- R743, Process for Use of Dedicated Capital Project Funds

Section 8, Personnel
- R801, Equal Opportunity, Diversity, and Nondiscrimination

Technical College Policies

Section 1, Institutional Governance
- 102, Delegations of Authority
- 110, Technical College Presidents – Functions
- 204, Tuition and Fees
MEETING PROCEDURES

The following procedures govern how to run meetings for both the Committee of the Whole and Committees of the Utah Board of Higher Education (“Board”).

RELEVANT POLICY AND PROCEDURES

- Utah Code § 53B-1-404, Board Quorum
- Board Policy R120, Board of Higher Education Bylaws
- Utah Code § 52-4-101, et seq., Open and Public Meetings Act
- Robert’s Rules of Order

OPEN AND PUBLIC MEETINGS REQUIREMENTS

Open Meetings

Board and committee meetings, including workshops and executive sessions in which there is a quorum present, are open to the public unless closed and are broadcast on the internet.

Closed Meetings

- Upon a motion, a closed meeting may be held if:
  - A quorum is present;
  - The meeting is an open meeting for which notice has been given; and
  - Two-thirds of the members of the Board or committee, or a majority of the members if the meeting is required to be closed as outlined below, vote to approve closing the meeting.

- However, a meeting can only be closed for one of the following reasons:
  - Discussion of the character, professional competence, or physical or mental health of an individual;
  - Strategy sessions to discuss collective bargaining;
  - Strategy sessions to discuss pending or reasonably imminent litigation;
• Strategy sessions to discuss the purchase, exchange, or lease of real property, or to discuss a proposed development agreement, project proposal, or financing proposal related to the development of state-owned land if statutory requirements are met;
• Strategy sessions related to the sale of real property if statutory requirements are met;
• Discussion regarding deployment of security personnel, devices, or systems;
• Conducting business related to an ethics complaint;
• As related to UHEAA and its board of directors, discussing fiduciary or commercial information;
• Considering information designated as a trade secret; and/or
• Discussing information provided during the procurement process if statutory requirements are met.

• An ordinance, resolution, rule, regulation, contract, or appointment may not be approved at a closed meeting.

• The Board or a committee may not take a vote in a closed meeting except on a motion to end the closed meeting and return to the public meeting.

• A motion to end the closed portion of the meeting may be approved by a majority of the members present.

• The reason(s) for, and location of, the closed meeting, as well as the vote by name of each member for or against the motion to hold the closed meeting, shall be included in the minutes of the relevant open meeting.

BEFORE THE MEETING

Agenda and Meeting Materials

• Except for agenda items and materials that qualify for closure under the Utah Open and Public Meetings Act, all agenda items and meeting materials are public.

• Board and committee agendas and meeting materials are published on the USHE website for public review a week in advance of the meeting. For this reason, Board members and staff members are required to submit meeting materials two weeks in advance of the relevant meeting so that materials can be compiled and prepared by the deadline for publication.
Quorum Required

- Prior to starting the meeting, the Chair must ensure that there is a quorum for the meeting. They should remark on this at the beginning of the meeting.

- Under Board Policy R120, a quorum for the Board is 10 members. For a Board committee, a quorum is a majority of the committee’s members.

- Neither Board nor committee action can be taken in the absence of a quorum.

- If a quorum is not present, the Chair’s information items can be taken while delegates attempt to round up members. If a quorum cannot be achieved, the Chair may entertain a motion to recess or adjourn until a quorum is possible.

DURING THE MEETING

Welcome and Call to Order

The Chair will call the meeting to order by announcing the meeting to be open and welcoming those attending.

Approval of Minutes

The minutes are generally added to the consent calendar and approved as outlined below.

Action Items

- Agenda items requiring Board action, including those postponed at prior meetings, are scheduled on the agenda in the Action Items portion of the meeting. These include new or edited policies, real estate transactions, and other items requiring the Board’s approval.

- To be approved, each action item must have a motion to approve and vote that meets the motion requirements outlined below.

Consent Calendar
• Typical consent calendar items are routine, procedural decisions, and decisions that are likely to be unanimous. These may include approval of the minutes, non-substantive edits to Board policies, and appointments to committees.

• To be approved, the consent calendar must have a motion to approve and vote that meets the motion requirements outlined below.

• Items on the consent calendar may be approved in one motion and the Board may vote on the entire consent calendar rather than items individually.

**Information Items**

• Agenda items not requiring Board action are scheduled on the agenda in the Information Items portion of the meeting. This includes committee reports, strategic plan updates, stakeholder and industry panels, etc.

• Because no action is required, generally, no motion and vote are taken on such items.

**Motion to Adjourn**

The Chair may either entertain a motion to adjourn and a vote or, if they state in the meeting the desire to adjourn and if there are no objections, proceed to adjourn the meeting.

**MOTIONS**

A Board member who has recused themselves shall not participate as either a moving, seconding, or voting member.

**Making a Motion**

The following script outlines how a motion should be made.

**Member:** Chair, I move that [STATES MOTION].

**Seconding Member:** I second the motion.

**Chair:** It is moved and seconded. Is there any discussion?
Discussing a Motion

- If there is any discussion, the Chair encourages those who wish to discuss the motion to begin.
- A member must be recognized by the Chair before they can speak on the motion.
- Members can speak up to twice on each motion, but only for a limited time.
- The Chair is the facilitator of the debate and, as the debate winds down, calls for the vote.

Amendment to a Motion

To amend an original motion, a motion to amend the motion must be made, followed by a second and a vote of the majority.

Voting on a Motion

- Votes on motions can be made via:
  - Unanimous consent with the Chair asking if there is any opposition. If there is none, the motion carries;
  - Voice vote with the Chair asking those in favor to say “aye” and those against the motion to say “nay”. If there is a majority of ayes, the motion passes. If there is a majority of nays, the motion fails; and
  - Raised hand vote with the Chair asking those in favor to raise their hands or stand. This can help ensure an accurate vote if any issue seems divided.
- For meetings held electronically, non-unanimous votes shall be taken by roll call.

QUESTIONS

Board and Committee Chairs may refer questions about meeting procedures to Geoff Landward, Secretary of the Board.
ETHICS INCLUDING
CONFLICTS OF INTEREST

As appointed officials, members of the Utah Board of Higher Education (“Board”) are “public officers” under Utah Code section 67-16-3(13)(a)(i)(A) and, as such, are subject to standards of conduct in areas where there are actual or potential conflicts of interest between their public duties and their private interests. These ethics standards are outlined in Utah law and Board Policy R122.

RELEVANT LAW AND POLICY

- Utah Code 67-16-1, et seq., Utah Public Officers’ and Employees’ Ethics Act
- Board Policy R122, Board Conflicts of Interest Policy

STATUTORY DEFINITIONS

- Utah Code § 67-16-3

**Controlled, private, or protected information** means information classified as controlled, private, or protected by the [Utah Government Records Access and Management Act](https://www.legis.utah.gov).

**Substantial interest** means the ownership, either legally or equitably, by an individual, the individual’s spouse, or the individual’s minor children, of at least 10% of the outstanding capital stock of a corporation or a 10% interest in any other business entity.

GENERAL DUTIES

- Utah Code § 67-16-4
- Board Policy R122-4
A Board member has a duty to comply with Utah laws, particularly those that address ethics and conflicts of interest, and shall not:

- Accept employment or engage in any business or professional activity that they might reasonably expect would require or induce them to improperly disclose controlled information that they have gained by reason of their official position;

- Disclose or improperly use controlled, private, or protected information acquired by reason of their official position or in the course of official duties to further substantially their personal economic interest or to secure special privileges for themselves or others;

- Use or attempt to use their official position to further substantially their personal economic interest or to secure special privileges or exemptions for themselves or others; or

- Accept other employment that they might expect would impair their independence of judgment in the performance of their public duties or interfere with the ethical performance of their public duties.

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**CONFLICTS OF INTEREST**

- [Utah Code § 67-16-9](#)

A Board member shall not have personal investments in any business entity, which will create a substantial conflict between the Board member’s private interests and their public duties.

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**GIFTS, COMPENSATION, AND LOANS**

- [Utah Code §§ 67-16-5 and 6](#)
- [Board Policy R122-4](#)

A Board member shall not knowingly receive, accept, take, seek, or solicit, directly or indirectly for himself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:
• That would tend to improperly influence a reasonable person in the Board member’s position to depart from the faithful and impartial discharge of their public duties;

• That the Board member knows or that a reasonable person in their position should know under the circumstances is primarily for the purpose of rewarding the Board member for official action taken; and/or

• If the Board member recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless they submit a disclosure of the gift, compensation, or loan with other relevant information as outlined below.

This prohibition does not apply to:

• An occasional non-financial gift with a value of $50 or under;

• An award publicly presented in recognition of public services;

• Any bona fide loan made in the ordinary course of business; or

• A political campaign contribution.

A Board member may not receive or agree to receive compensation for assisting any person or business entity in any transaction involving a Utah state agency, including the Utah Board of Higher Education (including UHEAA or my529) or any USHE institution, before filing a disclosure as outlined below.

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**RECUSAL**

• **Board Policy R122-4**

A Board member shall recuse themselves from any discussion and vote on a matter that involves any business entity to which they are officers, directors, or employees or in which they own a substantial interest.

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**DISCLOSURE STATEMENTS**

• **Board Policy R122-4** and 5
A Board member shall submit a disclosure statement in the following circumstances:

- If the Board member is an officer, director, employee, or owner of a substantial interest that exceeds $2000 in any business entity that is or may be involved in any transaction with the Utah Board of Higher Education (including UHEAA or UESP My529) or any USHE institution.
  
  **What:** The Board member’s position in the entity and the precise nature and value of the Board member’s interest in the entity.
  
  **When:** Upon first becoming a Board member; whenever the Board member’s position in the business entity changes significantly; and if the value of the Board member’s interest in the entity increases significantly.

- If the Board member recently has been, is now, or in the near future may be involved in a governmental action directly affecting a donor or lender.
  
  **What:** All relevant facts underlying the government action, the Board member’s involvement with it, and how it affects the donor or lender.
  
  **When:** Within 10 days of the date of the transaction.

- If the Board member has been offered or is seeking compensation for assisting any person or business entity in any transaction involving a Utah state agency, including the Utah Board of Higher Education (including UHEAA or UESP My529) or any USHE institution.
  
  **What:** All relevant facts underlying the transaction, including the amount of compensation.
  
  **When:** Within 10 days after the date of any agreement between the Board member and the person or entity being assisted or within 10 days of the receipt of compensation, whichever is early.

Disclosure Statements shall be:

- Made on the Disclosure Statement Form;

- Be in writing and signed under oath;

- Submitted to the Board Secretary according to the above-listed timeframes.

The Board Secretary shall file submitted Disclosure Statement with:
• The Commissioner’s office;

• The Attorney General’s Office; and

• The head of the agency with which the transaction is being conducted if the disclosure if the Board member has been offered or is seeking compensation for assisting a person or entity in a transaction involving a Utah state agency.

Disclosure statements are classified as public.

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**PENALTIES**

• [Utah Code § 67-16-12](#)

A Board member who knowingly and intentionally violates the law and/or policy may be removed from office and may be subject to criminal penalties.

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**QUESTIONS**

Board members may refer questions about ethics, conflicts of interest, or disclosure statements to General Counsel Geoff Landward.
DISCLOSURE STATEMENT UNDER USHE POLICY R122.4.2

I, ___________________________ (name of Board member), hereby submit to the Utah Board of Higher Education, through its Secretary, the written disclosure required by USHE Policy R122.4.2 based on the following (check the applicable box):

☐ 4.2.1. Board members who are officers, directors, or employees or who are owners of a substantial interest in any business entity that is or may be involved in any transaction with the Board of Higher Education (including UHEAA and UESP) or any other Utah institution of higher education (as defined in Utah Code section 53B-2-101) shall disclose such facts in a sworn disclosure statement as set forth in Section 5 of Policy R122 before participating in their official capacities with respect to any such transactions and annually thereafter.

☐ 4.2.2. Board member shall not receive or agree to receive compensation for assisting any person or business entity in any transaction involving a Utah state agency, including the Board of Higher Education (including UHEAA and UESP) or any other Utah institution of higher education (as defined in Utah Code section 53B-2-101), without first disclosing such facts in a sworn, written disclosure statement as set forth in Section 5 of Policy R122.

| Name of State Agency: |
| Compensation Amount or Interest Percent: |
| Date(s) of Compensation (if Applicable): |
| Complete and Detailed Description of Business Interest or Transaction and/or Services Associated with Compensation: |

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1 Under R122.5.2.1, a disclosure statement made under section 4.2.1. must be made annually or whenever the Board member’s position or interest in the business entity changes.

2 Under R122.5.2.1, a disclosure statement made under section 4.2.1. must be submitted within 10 days after the date of an agreement made between the Board member and the person or entity being assisted or within 10 days of receipt of compensation, whichever is earlier.
I solemnly swear, under penalty of perjury, that the information contained in this form is complete and true.

________________________  _______________________
Name of Board Member        Date

ACKNOWLEDGMENT

State of Utah
__________ County

On this date, _______________(date), _______________________(name of document signer) personally appeared before me, _______________________(name of notary), and proved to me through satisfactory evidence of identification, which was _______________________(form of identification), to be the person whose name is signed on the preceding document.

Witness my hand and official seal

________________________
Name of Notary
AGREEMENT RELATED TO COMPENSATED SERVICES PROVIDED BY [NAME OF BOARD MEMBER] OUTSIDE THEIR OFFICIAL CAPACITY AS A MEMBER OF THE UTAH BOARD OF HIGHER EDUCATION

[BOARD MEMBER] has agreed to [DESCRIBE SERVICE] at [INSTITUTION] on [DATE]. [INSTITUTION] and [BOARD MEMBER], (collectively referred to hereinafter as “Parties”), agree and understand that [BOARD MEMBER] has committed to [SERVICE] in [BOARD MEMBER]’s personal and/or professional capacity, but not in their official capacity as a member of the Utah Board of Higher Education (“Board”). Parties also agree and understand that any [message given][work done] by [BOARD MEMBER] during [BOARD MEMBER]’S engagement is [BOARD MEMBER]’s own and is not an official or unofficial [message][service] of the Board.

The Parties also agree that any compensation [INSTITUTION] gives to [BOARD MEMBER] for [SERVICE] will be for [BOARD MEMBER]’s time, experience, and skills, and not because of [BOARD MEMBER]’s membership, voting power, or influence on the Board.

______________________________  ________________________________
Contractor*[INSTITUTION]

______________________________  ________________________________
Date  Date
DISCRIMINATION AND SEXUAL MISCONDUCT

In their role as Board members, members of the Utah Board of Higher Education are prohibited from engaging in discrimination, harassment, or prejudicial treatment against any person based on the person’s race, color, religion, national origin, sex/gender, pregnancy, childbirth, pregnancy-conditions, age, disability, veteran status, or otherwise provided by law.

Discrimination based on sex includes engaging in sexual harassment in any form, including sexual touching, rape and other forms of sexual assault, offering favors related to the Board member’s role in exchange for sexual activity, and/or creating a hostile environment based on sex.

Board members are also prohibited from engaging in retaliation related to reports of such conduct.

RELEVANT LAW AND POLICY

•  Board Policy R801, Equal Opportunity, Diversity, and Nondiscrimination

DISCIPLINE

Discrimination, harassment, and/or prejudicial treatment complaints made against a Board member will be referred to the Governor’s Office, and such conduct may result in removal from the Board.

QUESTIONS

Board members may refer complaints or questions about discrimination, including sexual misconduct to General Counsel Geoff Landward.
MISCONDUCT COMPLAINTS

Members of the Utah Board of Higher Education may make or receive reports about misconduct by a Board member, an administrator or employee in the Office of the Commissioner, or an institution’s employee, including a president, or student that allege:

- Waste or misuse of public funds, property, or manpower;
- A violation of suspected violation of a law, rule, or regulation adopted under Utah law, a political subdivision of Utah, or any recognized entity of the United States;
- Gross mismanagement, abuse of authority, or unethical conduct by a state government employer;
- Discrimination and sexual harassment; and/or
- Other ethics violations or misconduct.

RELEVANT LAW AND POLICY

- Utah Code § 67-21-101, et seq., Utah Protection of Public Employees Act
- Board Policy R801, Equal Opportunity, Diversity and Nondiscrimination

FILING A COMPLAINT

Board members may file a complaint about another Board member or an administrator, or an employee of the Office of the Commissioner with the General Counsel through Ethics Point or make the complaint directly to Deputy General Counsel Geoff Landward.

Board members may file a complaint about an institution employee or administrator through Ethics Point or directly with the institution.
REFERRAL PROCESS

Board members should not attempt to resolve such complaints on their own but should refer them to General Counsel Geoff Landward so that they can be resolved or referred as follows:

- Complaints about institution students, employees, or departments will be referred to the relevant administrator at the institution.
- Complaints about an institution president will typically be within the Board’s authority to resolve and will be addressed through the Office of the Commissioner.
- Complaints about another Board member may be referred to the Governor’s Office.
- Related complaints that fall within the internal audit scope, e.g., financial and process concerns, will be referred to the internal audit unit if the institution is degree-granting and to USHE’s audit team if the institution is a technical college.
Utah System of Higher Education Equity Lens Framework

An equity lens framework is a tool comprised of shared beliefs, common definitions, and critical questions through which an organization commits to continually evaluating any existing or new strategy, policy, or initiative. The beliefs and definitions ensure the organization begins from a common understanding and sets the groundwork for clear accountability, allowing all efforts to be focused on closing opportunity gaps for marginalized populations. Underlying this framework is how data is collected and synthesized to impact policy and systemic change.

USHE Equity Lens Framework

To guide the Utah Board of Higher Education in their implementation of strategies and initiatives, policymaking, and more, the Board must ask itself the following questions that make up the Equity Lens. These questions will guide state education leaders through the decision-making process to ultimately take action in essential areas.

Equity Lens Questions

Assess

- Does the decision being made maintain, sustain, or intervene in existing educational disparities, or does it produce other unintended consequences?
- What is the impact of this decision on eliminating attainment gaps?
- How does the policy, initiative, resource allocation, or strategy, etc. advance opportunities for historically underserved students and communities?
- What are the barriers to more equitable outcomes?
- What resources exist that could be leveraged to challenge these barriers? These might include political, emotional, financial, programmatic, or managerial resources.

Examine Data

- What does the current data tell us about representation among students, staff, and faculty groups? Check the source of the data for quality and impartiality.
- Where do current data collection methodologies fail to measure the extent of underrepresentation?
- Does your data infrastructure support forward-thinking measures of representation?
- What data sources will you use to understand the impacts of race, ethnicity, gender, and native language?
- Is qualitative data needed to support and better understand impacted communities more holistically?
Engage and Plan
- What is your commitment to, and understanding of, equity, specific to the policy, initiative, resource allocation, or strategy?
- What resources are you allocating for training that includes stakeholder instruction?
- How have campus and community stakeholders, who may be affected by this potential course of action, been purposefully involved?
- How will you modify or enhance your strategies to ensure the needs of the community and each learner’s individual higher education and career goals are met?

Implement
- What is your decision after looking at this course of action through the Equity Lens?
- Has your approach or decision changed after looking at this topic through the Equity Lens?
- What action will be taken, if any?

Measure Success
- How do you identify and measure the success of a potential policy, initiative, resource allocation, strategy, etc.?
- Does that success measure properly evaluate the success relative to underrepresented populations?

The Board recognizes the following set of shared beliefs:

We believe that every student has the ability to learn, and that the System has an ethical and moral responsibility to ensure optimal learning and workplace environments exist on USHE campuses for all students, faculty, and staff.

We believe students who are academically underprepared for college are being failed by the educational system. To remedy this reality, the System and its 16 colleges and universities must meet students where they are and work to build on and improve each student’s educational outcomes.

We believe that speaking a language other than English is an asset for participating in a growing global economy and workforce. We celebrate those qualities and are committed to culturally-responsive support and academic pathways for students.

We believe we must be inclusive in all facets, including accessibility services, by providing appropriate accommodations through the Americans with Disabilities Act, and celebrating diverse populations, including those with disabilities.

We believe that ending disparities and gaps in college attainment begins in the delivery and quality of college and career readiness programs, initiatives, and policies. These statewide efforts are best coordinated through regional K-16 alliances.

We believe that underrepresented communities have unique and important solutions for improving educational and career outcomes. Our work will only be successful as we sincerely partner with each of Utah’s 16 public colleges and universities and their local communities.

We believe every learner should understand the broad array of college and career pathways available at Utah colleges and universities, the importance of advanced course-taking while still in high school (e.g., Concurrent Enrollment, Advanced Placement, and International Baccalaureate coursework), and other career-focused opportunities such as apprenticeships.
We believe our institutions will provide students with the best educational outcomes when students, faculty, and staff reflect the growing diversity in Utah and across the nation.

We believe each student’s history and culture is a source of pride that we should embrace and celebrate. Our ability as an educational System to meet the needs of an increasingly diverse population is critical to achieving state attainment and other strategic goals.

We believe that all students should graduate from college having better cultural awareness and a greater understanding of why diversity, equity, and inclusion are important values that will help them be better workforce participants, community members, and global citizens.

Finally, we believe in the importance of instruction, processes, policies, goals, and strategies that adapt to the changing global society. An equitable education system requires we provide faculty and staff with the tools and support necessary to meet the needs of each student.

Shared Definitions

The Board recognizes the following definitions of common equity, diversity, and inclusion terms:

1. **Anti-racism:** We define anti-racism in accordance with the Alberta Civil Liberties Research Centre:
   
   Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices, and attitudes, so that power is redistributed and shared equitably.¹

2. **Attainment Gap:** We define the attainment gap as:

   The lack of access that underserved groups face, due to systemic barriers, when seeking educational advancement or gainful employment.

   This framing shifts the attention from the current emphasis on individuals to more fundamental questions about social, systemic, and structural access. In the State of Utah, students of color are disproportionately impacted by lower rates of enrollment and completion.² The same is true when socioeconomic status is factored in for rural and urban students.

3. **Culturally Responsive:** We define culturally responsive as:

   Recognizing the diverse cultural characteristics and knowledge of learners as assets.³ Culturally responsive teaching and advising empower students intellectually, socially, and emotionally by using cultural referents to impart knowledge, skills, and attitudes.⁴

4. **Equity:** We define equity in line with the Lumina Foundation’s Equity Imperative:

   Equity is the recognition and analysis of historic, persistent factors that have created an unequal [higher] education system.⁵

   This includes assessing, identifying, acknowledging, and addressing System policies, and initiatives supporting and/or sustaining inequity and disparities.

5. **Intersectionality:** A term originally coined by law professor Kimberlé Crenshaw;⁶ we define intersectionality consistent with the Oxford English Dictionary:
The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise.\textsuperscript{xvii}

Students who are underserved based on multiple identities (e.g., race, gender, class, etc.) may face additional discrimination and marginalization.

6. **Marginalization:** We define marginalization as:

   *The process through which persons are peripheralized based on their identities, associations, experiences, and environment.*\textsuperscript{xviii}

LGBTQIA+, veterans, students with disabilities, previously incarcerated, and students facing food, housing, or technology insecurity are all examples of marginalized student groups. These students or student groups may be treated or feel as insignificant or unseen on a college campus.

\*see #10 Underrepresented

7. **Privilege:** As defined by dictionary.com:

   *A right, immunity, or benefit enjoyed by a particular person or a restricted group of people beyond the advantages of most.*\textsuperscript{ix}

These special rights, advantages, or immunities may be granted by a state, system, or another authority to a restricted group, either by birth or on a conditional basis.

8. **Race:** As defined by the National Museum of African American History and Culture:

   *The dictionary’s definition of race is incomplete and misses the complexity of impact on lived experiences. It is important to acknowledge race is a social fabrication, created to classify people on the arbitrary basis of skin color and other physical features. Although race has no genetic or scientific basis, the concept of race is important and consequential. Societies use race to establish and justify systems of power, privilege, disenfranchisement, and oppression.*\textsuperscript{x}

Racial or Ethnic groups are generally recognized in society and often by the government. When referring to such groups, we often use the terminology people of color, students of color, or communities of color (or name of the specific racial and/or ethnic group), and white. Because race is a social construct, we also understand that racial and ethnic categories differ internationally and that race and ethnicity categories and hierarchies differ globally and internationally. We recognize many local communities come from other international communities. In some societies, ethnic, religious, and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

9. **Underserved:** We define underserved as:

   *Any group or individual that has been denied access and/or whom systems have marginalized due to operationalized deficit-based thinking.*

Deficit-based thinking is the focus on a community’s needs, deficits, or problems rather than its assets, strengths, or opportunities.\textsuperscript{x} Operationalized systemic barriers can create a disproportional representation of certain groups based on identity characteristics.
10. Underrepresented: We define underrepresented as:

*Any student group that has traditionally held a smaller percentage of the total higher education population. For the purposes of this framework these are student groups who are disproportionately represented in comparison to an equivalent counterpart.*

Including but not limited to students facing economic barriers, students of color, and English Language Learner students are all examples of student groups who historically and presently continue to be disproportionately underrepresented in their higher education pursuits.

Both underrepresented and marginalized groups are underserved students who face unique challenges in accessing and completing college certificates and/or degrees due to the systemic barriers that exist.

**Methodology and Context**

**Developing a USHE Equity Lens Framework**

To increase equitable higher education outcomes, the Utah Board of Higher Education created its own equity lens framework, modeled after the Oregon Higher Education Coordinating Commission’s Equity Lens, which was further developed by USHE Chief Diversity Officers and the Office of the Commissioner of Higher Education. The USHE Equity Lens employs an anti-racist, equity-focused framework with Critical Race Theory as a cornerstone.

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

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

The Equity Lens Framework was developed to achieve educational equity when collecting data, allocating resources, developing policies, engaging stakeholders, and implementing strategic initiatives.

**Establishing a Set of Shared Beliefs**

The Board recognizes the biases and barriers to accessing higher education that have existed throughout the state’s history that have led to systemic disparities. Higher education in Utah was initially developed to serve a narrow slice of the state’s population, namely white men of privilege, on the ancestral homelands of native peoples. As the state has progressed, education systems have been slow to change from this original framework. To eliminate these disparities, the framework must change.
Equity, as defined within this new framework, re-examines systemic barriers with an intentional commitment to empowerment and educational justice.

In the newly combined System, made up of all public technical and degree-granting colleges and universities in Utah, the Board has the opportunity to reimagine spaces of higher learning that foster success, create pathways for economic mobility and a high quality of life for students and their communities. It is through this recognition and commitment that the shared beliefs included in the Equity Lens Framework were developed in collaboration with USHE’s Chief Diversity Officers.

Knowledge, Data Collection, & Measuring Progress

Both qualitative and quantitative data are needed for the Board and System to have a holistic view, and understanding of, equity disparities. These data inform how stakeholders are educated about the individuals, groups, communities, and institutions served by Utah’s higher education System.

The questions within the Equity Lens will determine the need for qualitative data to guide the development of new strategies, initiatives, and policies, and to measure progress made.

The Board will work with the USHE Chief Diversity Officers and institutional research departments to develop a practical plan to collect System and institutional demographic and sociocultural data in the following categories:

1. Race and ethnicity
2. Gender identity and expression
3. Sexual orientation
4. Socioeconomic status
5. First-generation status
6. Language proficiency
7. Citizenship and residency status

By collecting this data, we can impact intersectional populations through our strategies, initiatives, and policies. We will incorporate these key metrics into our strategic plan.

Further Reading


https://www.google.com/books/edition/Funds_of_Knowledge_in_Higher_Education/MRIwDwAAQBAJ?hl=en&gbpv=0.


https://scholarship.law.columbia.edu/books/255


https://nmaahc.si.edu/learn/talking-about-race/topics/race-and-racial-identity.

The University of Memphis. Comparison Between Asset and Deficit Based Approaches, 2019. 


https://www.tandfonline.com/doi/abs/10.1080/1361332052000341006.


2021

STRATEGIC PLAN

UTAH SYSTEM OF HIGHER EDUCATION

ushe.edu
This is the currently approved strategic plan. USHE staff is currently in the process of reviewing and editing the plan alongside their teams and our institutions.

Proposed revisions will be discussed in the upcoming committee meetings (August & September 2022), and a final updated plan will be proposed to the Board for approval in September 2022.
MISSION

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

VISION

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

BACKGROUND

In 2020, Utah’s two higher education systems merged, creating a single system of 16 colleges and universities. The newly-created Utah Board of Higher Education adopted a strategic plan in May 2021 to guide the new System for the next five years.

To develop the strategic plan, the Board and Office of the Commissioner of Higher Education engaged in a rigorous, collaborative, and creative process that built on past initiatives from previous boards and incorporated feedback from institutions, state leaders, students, and other stakeholders.
Utah’s higher education landscape continues to see significant structural and systemic gaps reflected in postsecondary enrollment and completion rates when disaggregated by race, ethnicity, gender, and socioeconomic status. When comparing Utah college enrollment numbers of Utahns ages 18 to 35, enrollment rates of students of color are as much as 40% below that of white students. Similar gaps exist in the completion rates of students at USHE institutions: postsecondary attainment of students of color is as much as 35% below that of white students.

The Utah Board of Higher Education is committed to utilizing the newly-adopted equity lens framework to identify and address barriers to equity of opportunity for all Utahns. The equity lens framework begins with the shared belief that every student has the ability to learn. With that understanding, the Board recognizes its position to ensure structural barriers are removed so that all students have access to equitable, safe, and conducive learning environments. To guide the Utah Board of Higher Education in its adoption of policies, initiatives, and strategies, the Board is committed to implementing the practical exercise of the equity lens framework to ensure all efforts are focused on closing attainment gaps for Utah students.

Measuring for equity
The strategic plan includes goals for underrepresented population success within each priority. The Board has a full definition of “underrepresented” in the Equity Lens Framework: “Any student group that has traditionally held a smaller percentage of the total higher education population. For the purposes of this framework, these are student groups who are disproportionately represented in comparison to an equivalent counterpart.”

Subgoals within the strategic plan focused on underrepresented students are aligned with currently available data and are defined as those populations that are underrepresented within each of the following priorities:

- **Access:** low-income students and historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.
- **Completion:** historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.
- **Workforce Alignment:** women and the following student populations: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, Asian, and students who identify as multiracial.

By centering equity in the strategic plan, the Board has committed to question and disrupt how things have always been in order to reimagine a postsecondary education system that fosters equitable access and success, creates pathways for economic mobility, and work toward a high quality of life for each student and their communities.
The Utah Board of Higher Education aligned several disparate systemwide measures into a single cohesive measuring system to track progress toward statewide attainment goals. This includes alignment between the state’s attainment goal, institutional performance measures, and the Board’s five-year strategic plan.

10-year statewide attainment goals
The 10-year statewide attainment goals were set in 2020 by the Utah Higher Education Strategic Planning Commission. These statewide attainment goals align with the Board priorities of Access, Completion, and Workforce Alignment. The measures are linked: increasing success in access will call for more effort in timely completion; increasing success in completion will call for more effort in workforce alignment.

5-year strategic plan goals
The Board’s five-year goals, outlined in this strategic plan, will serve as the midpoint measure toward the statewide ten-year attainment goals. The strategic plan includes goals for underrepresented population success within each priority. The goals are set at rates that address closing statewide equity attainment gaps.

Year-over-year institutional goals tied to performance funding
The Board’s five-year strategic plan goals will guide institutions’ goals for performance funding. The Commissioner’s office provided data to institutions showing their historical data for the attainment goal measures for subgoals. Institutions will work with their boards of trustees to set five-year and annual performance funding goals.
Vision & Mission

Priorities

Board Role

Goals

Strategies

Tactics
PRIORITIES

System Unification

Access

Affordability

Completion

Workforce Alignment

Research
When developing the strategic plan, the Board examined the four levers that would ensure the outcomes resulting from the implementation of the plan are in areas that the Board can best impact.

**The levers of the Board include:**

1. Policy
2. Research/Analysis
3. Funding
4. Collaboration/Advocacy

Within the strategic plan, the Board's role is reflected in the strategies and tactics for each priority.

1. **System Unification:** Develop, strengthen and leverage a seamless and articulated system of higher education.
2. **Access:** Remove structural barriers to entry.
3. **Affordability:** Remove structural barriers to affordability.
4. **Completion:** Remove structural barriers to graduation.
5. **Workforce Alignment:** Increase availability and stackability of high-demand, high-wage programs.
6. **Research:** Advocate for the role of research and support funding for research.
Develop, strengthen, and leverage a seamless and articulated system of higher education.

Strategies

— Align programs with institutional roles and minimize duplication among institutions.

Degree-Granting Tactics
- Study current program offerings across degree-granting institutions to ensure fit with institutional roles.

Technical Education Tactics
- Study current program offerings across technical colleges to ensure fit with institutional roles.

— Increase stackability of credentials from technical colleges to degree-granting institutions.

Degree-Granting Tactics
- Review policy governing award types across degree-granting institutions to ensure policies are equity-minded, supported by data, and allow for stackability across all institutional types. Review policy R473, R401, and R472 for articulation and transfer between technical colleges and degree-granting institutions. Update Policy R470 to embed equity, diversity, and inclusion in General Education essential learning outcomes.
- Develop a standardized approach to understand the number of students utilizing current articulations between technical colleges and degree-granting institutions.

Technical Education Tactics
- Review policy governing award types across degree-granting institutions to ensure policies are equity-minded, supported by data, and allow for stackability across all institutional types. Review policy R473, R401, and R472 for articulation and transfer between technical colleges and degree-granting institutions. Embed equity, diversity, and inclusion in foundational training requirements.
- Develop a standardized approach to understand the number of secondary students receiving credit for course work completed at the high school.
- Explore the potential for transitioning technical education from clock hours to credit hours.
Merge system policies and align data and measures as appropriate.

**Degree-Granting Tactics**
- Review policies to ensure alignment between technical colleges and degree-granting institutions. Regularly review System policies to ensure they are equity-focused.
- Align data and measurements between technical colleges and degree-granting institutions when appropriate.

**Technical Education Tactics**
- Review policies to ensure alignment between technical colleges and degree-granting institutions. Regularly review System policies to ensure they are equity-focused.
- Align data and measurements between technical colleges and degree-granting institutions when appropriate.

Train boards of trustees on delegated responsibilities.

**Degree-Granting Tactics**
- Train boards of trustees on program approval process (include verifiable workforce needs); tuition processes; equity, diversity, and inclusion; etc. Develop ongoing training for trustees.
- Develop qualifications for Board members that prioritize equity and diversity. Advocate that boards of trustees have similar qualifications.

**Technical Education Tactics**
- Train boards of trustees on program approval process (include verifiable workforce needs); tuition processes; equity, diversity, and inclusion; etc. Develop ongoing training for trustees.
- Develop qualifications for Board members that prioritize equity and diversity. Advocate that boards of trustees have similar qualifications.

Streamline presidential evaluation and R&R processes.

**Degree-Granting Tactics**
- Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&R.

**Technical Education Tactics**
- Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&R.
Increase the college-going rate of high school grads by 3% in 5 years.
Increase the college-going rate of underrepresented groups by 4% in 5 years.

Strategies

Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher education pathways.

Degree-Granting Tactics
- Fund statewide expansion of the Utah College Advising Corps (UCAC). Evaluate program data to determine efficacy and best practices.
- Facilitate collaboration among college access partners such as TRIO, GEAR UP, AVID, Latinos in Action, USHE Concurrent Enrollment Directors, Career and Technical Education directors, institutions, and advisors.
- Standardize structural and systemic processes and policies to ensure access to Concurrent Enrollment and technical education in high school.

Technical Education Tactics
- Fund statewide expansion of the Utah College Advising Corps (UCAC). Ensure advisors are meaningfully trained on technical education opportunities. Evaluate program data to determine efficacy and best practices.
- Facilitate collaboration among college access partners such as TRIO, GEAR UP, AVID, Latinos in Action, USHE Concurrent Enrollment Directors, Career and Technical Education directors, institutions, and advisors.
- Standardize structural and systemic processes and policies to ensure access to Concurrent Enrollment and technical education in high school.

Simplify institutional admissions processes.

Degree-Granting Tactics
- Identify system-level ways to simplify the admissions process for students and institutions.
- Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Implement the Single Student Identifier systemwide. Analyze available data to determine more inclusive future measures.
Technical Education Tactics

- Identify system-level ways to simplify the admissions process for students and institutions.
- Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Implement the Single Student Identifier systemwide. Analyze available data to determine more inclusive future measures.

Ensure systemwide institutional supports for student basic needs.

Degree-Granting Tactics

- Develop baseline expectations for student basic needs for degree-granting and technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.

Technical Education Tactics

- Develop baseline expectations for student basic needs for degree-granting and technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.

Support institutions and the Utah State Board of Education in diversifying the pipeline of P-20 educators, faculty, and staff.

Degree-Granting Tactics

- Review policy to support all USHE institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.
- Use T.H. Bell Scholarship to recruit and financially support underrepresented students into the educator and counselor workforce.

Technical Education Tactics

- Review policy to support all USHE institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.
Increase student ability to pay the cost of attendance.
Ensure institutional cost of attendance remains within the standard of affordability year over year.

Strategies
— Develop an expanded standard of affordability.

Degree-Granting Tactics
- Standardize the cost of attendance across all USHE institutions.

Technical Education Tactics
- Standardize the cost of attendance across all USHE institutions

—— Increase Free Application for Federal Student Aid (FAFSA) completion.

Degree-Granting Tactics
- Study FAFSA completion in Utah and determine best practices from other states.
- Partner with the Utah State Board of Education (USBE) to consider ways to increase FAFSA completion in high school. Develop and implement a statewide FAFSA strategy.

Technical Education Tactics
- Study FAFSA completion in Utah and determine best practices from other states.
- Partner with USBE to consider ways to increase FAFSA completion in high school. Develop and implement a statewide FAFSA strategy.

—— Evaluate and prioritize state student financial aid.

Degree-Granting Tactics
- Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution.
- Implement, evaluate, and prioritize state scholarships.
- Streamline statewide H.B.144 affidavit process. Benchmark student participation in affidavits. Clarify how citizenship data is collected and used in relation to scholarships and admissions forms.
Technical Education Tactics
  • Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution.
  • Implement, evaluate, and prioritize state scholarships.
  • Clarify how citizenship data is collected and used in relation to scholarships and admissions forms.

——— Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution.

Degree-Granting Tactics
  • Create a model to compare the cost of delivering degrees and awards for each USHE institution.

Technical Education Tactics
  • Create a model to compare the cost of delivering degrees and awards for each USHE institution.
  • Expand cost study to include technical education.

——— Expand shared services.

Degree-Granting Tactics
  • Study shared services in the System. The Board will review recommendations from the study.
  • Create an implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.

Technical Education Tactics
  • Study shared services in the System. Board reviews recommendations from the study.
  • Create an implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.
Completion

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

Strategies

--- Structure awards to facilitate completion and transfer.

**Degree-Granting Tactics**
- Conduct a transfer study to determine barriers to transfer.
- Facilitate coordination among academic disciplines to align program structure to support transfer and completion as appropriate.

**Technical Education Tactics**
- Conduct a transfer study to determine barriers to transfer.
- Facilitate coordination among programs to align program structure to support transfer wherever possible.

--- Increase awarding of credit for prior learning.

**Degree-Granting Tactics**
- Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff and assess the impact of credit for prior learning on student completion. Ensure standardization in the awarding of credit for prior learning and the transferability of credit for prior learning.

**Technical Education Tactics**
- Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff and assess the impact of credit for prior learning on student completion. Ensure standardization in the awarding of credit for prior learning and the transferability of credit for prior learning.

--- Ensure systemwide institutional supports for student mental health and campus safety.

**Degree-Granting Tactics**
- Develop baseline expectations for mental health for degree-granting and technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.
• Develop baseline expectations for student safety for degree-granting and technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.

**Technical Education Tactics**

• Develop baseline expectations for mental health for degree-granting and technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.

• Develop baseline expectations for student safety for degree-granting and technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.

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**Expand supportive entry-level education practices.**

**Degree-Granting Tactics**

• Refine policy to develop standards for placement, supportive instruction, corequisite remediation, and other models to support student entry into and success in introductory academic college-level coursework.

**Technical Education Tactics**

• Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements and implement corequisite and other models to support student entry in and success into technical programs.
Workforce Alignment

Increase the completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.

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

Strategies

--- Increase higher education participation rate of adults with/without a high school diploma.

**Degree-Granting Tactics**
- Collaborate with the Department of Workforce Services (DWS) and the Utah State Board of Education (USBE) to support the enrollment of adult learners in academic education.
- Identify what institutional services are currently supporting higher education for incarcerated individuals. Determine if System intervention is needed.

**Technical Education Tactics**
- Collaborate with DWS and USBE to support the enrollment of adult learners in technical education.
- Identify what institutional services are currently supporting higher education for incarcerated individuals. Determine if System intervention is needed.
- Increase awareness of reskilling/upskilling for employed students to increase wage and employment progression.

--- Ensure students are meaningfully informed on the value and return on investment (ROI) of higher education.

**Degree-Granting Tactics**
- Streamline and simplify all college and career readiness tools for K-12 students and adults, creating as integrated an experience as possible that benefits students without undermining function
- Advocate for a statewide marketing campaign. Focus on the unique needs of adult learners.

**Technical Education Tactics**
- Streamline and simplify all college and career readiness tools for K-12 students and adults, creating as integrated an experience as possible that benefits students without undermining function
• Advocate for a statewide marketing campaign. Focus on the unique needs of adult learners.
• Ensure technical education program information, articulation of secondary course work, and opportunities for educational, career, and wage progression are represented in USHE online tools.

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**Increase student participation in work-based learning.**

**Degree-Granting Tactics**
• Consider policy to define systemwide practices for participation and reporting of work-based learning activities. Develop systemwide practices for participation in work-based learning activities.

**Technical Education Tactics**
• Consider policy to define systemwide practices for participation and reporting of work-based learning activities. Develop systemwide practices for participation in work-based learning activities.
TBD

Strategies

Advocate for the role of research at degree-granting institutions in innovation, technology transfer, economic development/workforce, and community engagement and impact.

Degree-Granting Tactics

• Build research into the legislative narrative and integrate the role of research into a strategic marketing campaign. Consider mechanism for research to be more ingrained in the Board discussions and decisions.
• Utilize Point of the Mountain Innovation Hub.

Ensure institutions have needed support to conduct research.

Degree-Granting Tactics

• Consider one-time funds in the 2022 budget request to support research facilities.
• Include high-impact research initiatives in the Board budget process.
• Identify state-level issues, rely on degree-granting institutions to lead out on innovations and solutions, and serve as leaders for other institutions through demonstrated partnerships and strategic funding.
Academic Education Committee Overview

Academic Education Committee Members

- Stan Albrecht (committee chair)
- TBD
- TBD
- TBD
- TBD

Primary Commissioner’s Office Staffer

Julie Hartley, Associate Commissioner and Chief Academic Officer
Email: jhartley@ushe.edu
Cell: 801-646-4758

Primary Institutional Consortia Group(s)

Council of Presidents, Chief Academic Officers, General Education Task Force, Board Transfer Council

General Areas of Responsibility for the Committee

- Institutional roles, missions, and service regions and associated responsibilities for instruction and research.
- The formation of academic administrative units at degree-granting institutions such as centers, branches, and institutes.
- Academic programs at degree-granting institutions, from undergraduate through graduate and professional-level certificates and degrees, their instructional quality, their transferability, and their ability to meet the workforce, research, and economic development needs of the state.
  - Setting credit ranges and other structural parameters for various levels of academic awards.
  - Providing guidelines and delegating duties to Boards of Trustees for approval of within-role academic programs.
  - Vetting out-of-role academic programs for approval by the Board.
  - Cyclical reviews of existing degree programs for academic quality and appropriate student outcomes.
- Academic standards, placement, credits for prior learning, and student outcomes and completion.
- Concurrent enrollment and high school students’ ability to earn college credit.
- Faculty responsibilities, rights, and outcomes at degree-granting institutions including policies related to academic freedom, professional duties, research, tenure, and workloads.
- National responsibilities for Utah’s State Authorization Reciprocity Agreement (SARA) management, to monitor adherence with federal standards for interstate post-secondary distance (online) education of USHE and non-public institutions located within the state.

**Board Strategic Plan Strategies Assigned to the Committee**

| System Unification | • Align programs with institutional roles and minimize duplication among institutions post-merger with technical colleges:
|                   |   o Update and blend technical college and degree-granting policies defining award structures by institutional role (i.e., types of certificates and degrees offered).
|                   |   o Identify and eliminate unnecessary duplication of certificate programs between technical colleges and degree-granting institutions.
|                   |   o The production of research, scholarly work, and creative achievements and their impact on local communities and on the state’s economy and quality of life.
|                   |   o System strategies for the availability of online degree programs.
|                   |   o Community College Study.
|                   | • Streamline articulation between technical college programs and associated degree programs.
|                   | • Train boards of trustees on delegated responsibilities for program approval processes.
|                   | • Update faculty workload policies and associated reporting documents to allow institutions to better align faculty work with student success initiatives and to support all USHE institutions in their efforts to attract and retain faculty and staff.

| Access            | • Address and narrow participation and completion gaps for underrepresented students in Concurrent Enrollment.

| Completion        | • Structure awards to facilitate completion
|                   |   o Streamline transfer through initiatives such the development of Direct Transfer Associate Degrees with shared lower division pathways in key majors across all degree-granting institutions; formation of a system Transfer Council; maintenance of an electronic Transfer Guide for students; policies related to transfer rights and responsibilities.
|                   |   o Updates to the system General Education policies.
|                   |   o Shared efforts to address success gaps for students from underrepresented populations in key “gateway” General Education courses.
|                   |   o Development of shared placement minimums and co-requisite options for key gateway courses to help academically underprepared students successfully complete credit-bearing courses as quickly as possible.
|                   |   o Standardize minimum scores, maximum credits, and common course number equivalencies for prior learning assessments; shared portfolio and other personalized assessments; and evaluation of the impact of credits for prior learning on student completion.
Student Affairs Committee Overview

Student Affairs Committee Members

- Scott Theurer (committee chair)
- TBD
- TBD
- TBD
- TBD

Primary Commissioner’s Office Staffer

Melanie Heath, Associate Commissioner of Student Affairs and Access
Email: mheath@ushe.edu
Cell: 801-244-9620

Primary Institutional Consortia Group(s)

Senior Student Affairs Officers

General Areas of Responsibility for the Committee

- Student affairs and student services
- Wrap-around services
- Student mental health and wellness
- Student basic needs
- Campus safety
- Postsecondary access
- FAFSA completion initiatives
- High school partnerships
- Student feedback via the Campus Safety and Equity Advisory Council

Board Strategic Plan Strategies Assigned to the Committee

<table>
<thead>
<tr>
<th>Access</th>
<th>Ensure high school students are meaningfully informed on scholarships, dual enrollment, financial aid, and higher education pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Simplify institutional admissions processes</td>
</tr>
<tr>
<td></td>
<td>Ensure systemwide institutional supports for student basic needs</td>
</tr>
<tr>
<td>Affordability</td>
<td>Increase FAFSA completion</td>
</tr>
<tr>
<td>Completion</td>
<td>Ensure systemwide institutional supports for student mental health and campus safety</td>
</tr>
<tr>
<td>Workforce Alignment</td>
<td>Increase higher education participation rate of adults with/without a high school diploma</td>
</tr>
</tbody>
</table>
Finance and Facilities Committee Overview

Academic Education Committee Members

- Art Newell (committee chair)
- TBD
- TBD
- TBD
- TBD

Primary Commissioner’s Office Staffer

Juliette Tennert, Chief Financial Officer
Email: juliette.tennert@ushe.edu
Cell: 385-216-1674

Primary Institutional Consortia Group(s)

Council of Presidents, Business Administrators Consortium, Institutional Budget Officers

General Areas of Responsibility for the Committee

- System finance and budget
- Institutional performance and growth funding
- Tuition and fees
- Financial aid
- Shared services
- Capital
  - Campus master planning
  - Space utilization
  - Capital project expenditures and requests
  - Bonding

Board Strategic Plan Strategies Assigned to the Committee

| Affordability | • Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution  
|              | • Develop an expanded standard of affordability  
|              | • Evaluate and prioritize state student financial aid  
|              | • Expand shared services |
Technical Education Committee Overview

Technical Education Committee Members

- Shawn Newell (committee chair)
- TBD
- TBD
- TBD
- TBD

Primary Commissioner’s Office Staffer

Kim Ziebarth, Associate Commissioner of Technical Education
Email: kim.ziebarth@ushe.edu
Cell: 801-546-1985

Primary Institutional Consortia Group(s)

Instructional Officers

General Areas of Responsibility for the Committee

- Technical education programs
- Apprenticeship training
- Short-term training
- Secondary student articulation and transfer
- Prior learning credit
- Student outcomes
- Competency based education
- Workforce development
- Industry credentialing
- Industry partnerships
- Work-based activities
- Institution and programmatic accreditation and compliance
- Student organizations

Board Strategic Plan Strategies Assigned to the Committee

<table>
<thead>
<tr>
<th>System Unification</th>
<th>Align programs with institutional roles and minimize duplication among institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase stackability of credentials from technical colleges to degree-granting institutions.</td>
</tr>
<tr>
<td></td>
<td>Merge System policies and align data and measures as appropriate.</td>
</tr>
</tbody>
</table>
| Completion          | • Structure awards to facilitate completion and transfer.  
|                    | • Increase awarding of credit for prior learning.  
|                    | • Expand supportive entry-level education practices.  |
| Workforce Alignment| • Increase student participation in work-based learning.  
|                    | • Increase higher education participation rate of adults with/without a high school diploma.  |
| Affordability      | • Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution.  
|                    | • Develop an expanded standard of affordability.  
|                    | • Evaluate and prioritize state student financial aid.  
|                    | • Expand shared services.  |

**Statutory Obligations/Policy Requirements of the Board Facilitated Through the Committee**

- UCA 53B-1-402(2)(b), Policies  
- UCA 53B-1-402(4), Annual Workforce/CTE Report  
- UCA 53B-7-705(5), Performance Funding  
- UCA 53B-16-101(1)(iv), Institutional Roles  
- UCA 53B-16-102, Program Approval and Review  
  - Technical College Policy 200, Program/Course Approval and Reporting (R401, R411)  
- UCA 53B-16-105, Articulation and Transfer  
- UCA 53B-16-110, Credit for Prior Learning  
- UCA 53B-34, Talent, Education, and Industry Alignment  
- UCA 53B-35-201 & 202, Higher Education and Corrections Council  
- R432, Custom Fit.  
- R474, Clock-Hour to Credit-Hour Transition  
- R622, Technical Education Scholarship Program
Executive Committee Overview

Executive Committee Members

- Lisa Michele Church (committee chair)
- Jesselie Anderson
- Art Newell
- Shaun Newell
- Stan Albrecht
- Scott Theurer

Primary Commissioner’s Office Staffer

Dave Woolstenhulme, Commissioner
Email: David.Woolstenhulme@ushe.edu
Cell: 435-823-2294

Primary Institutional Consortia Group(s)

Council of Presidents

General Areas of Responsibility for the Committee

- Board governance & oversight
- Board meetings/agenda
- Presidential Compensation
- Commissioner Performance
- Financial aid
- Shared services
- Capital
  - Campus master planning
  - Space utilization
  - Capital project expenditures and requests
  - Bonding

Board Strategic Plan Strategies Assigned to the Committee

| Board Leadership | • Train boards of trustees on delegated responsibilities.  
|                 | • Merge system policies and align data and measures as appropriate.  
|                 | • Streamline presidential evaluation and R&R processes. |
Board Workflow

- The Board Workflow provides a structure to how issues come before the Board for action, and it ensures those issues are necessary and help the Board achieve its strategic priorities and goals.

- The Board has limited bandwidth, so it must have a process in place by which it can determine how to use its limited resources to the greatest effect. This workflow places the Board’s committees at the center of this process to serve as gatekeepers for the flow of issues and action at the Board level.

- There are many sources for potential system issues: Board members, institutions, the Commissioner’s office, the Legislature, the Governor’s office, trustees, auditors, or the general public. We want to direct all those proposed issues to the Commissioner’s office which, with the Board Executive Committee, can assign the issues to the appropriate committee.

- Committee chairs can determine how they want to present the issue to their committee. It could be a presentation from a subject matter expert; it could be a written report; or, it could be any other method that will allow the committee to determine whether the issue either meets one of the Board’s strategic priorities or is part of the Board’s statutory obligations.

- If the issue is not a strategic priority or is not a statutory obligation, the committee should consider tabling the issue.

- If it is an issue the committee feels the Board should address, then the committee is the place to develop the action item. For example, if the issue will require a new policy or a policy change, the committee then engages the expert groups to develop the policy language. The expert groups ensure that Board is taking meaningful, informed, and appropriate action.

- Once the policy, directive, initiative, or other action item is ready, the committee makes a recommendation to the Board. Depending on the substantive nature of the issue, it can be either on the consent calendar or the Board agenda.

- We want to reserve the Committee of the Whole to discuss the most pressing, fundamental, substantive systemwide issues, leaving rudimentary, minor transactional, non-substantive issues for the consent calendar.
MY529, UHEAA, AND THE STUDENT SUCCESS ENDOWMENT

my529

Created by the Utah Legislature in 1996 as a program under the Utah Board of Higher Education, my529 provides a state income tax credit to Utah taxpayers. My529 is a self-supporting agency that administers a public trust, which invokes fiduciary duties. My529 directly sells its plan to account owners. My529 has $15 billion in assets under management and over 425,000 accounts from across the country, making it the fourth-largest plan in the United States.

What are qualified education expenses?

Qualified higher education expenses include:

- Tuition and required fees;
- Room and board (for students attending at least half time);
- Required books, supplies, and equipment;
- Computers and computer-related costs, including internet access;
- Registered apprenticeships;
- K-12 tuition expenses up to $10,000 annually at public, private, or religious schools; and
- Student loan repayments up to a total of $10,000 lifetime from all 529 accounts.

How does my529 operate?

My529 offers 13 investment options across different risk appetites. Investment managers for my529 include Vanguard, Dimensional Fund Advisors, PIMCO, Sallie Mae Bank, and US Bank. My529 provides account recordkeeping using a proprietary system. It also operates its own call center, markets within the state of Utah, and offers a platform for non-profits targeting low-income populations.
UHEAA

The Utah Higher Education Assistance Authority (UHEAA), a subsidiary of the Utah Board of Higher Education. UHEAA is a Utah agency that administers Utah’s student financial aid programs, including the student loan guarantee program and secondary market, state need-based financial aid, the Utah Educational Savings Plan Trust, and the Utah Engineering and Computer Sciences Loan Forgiveness Program. UHEAA’s mission includes comprehensive outreach and information to assist citizens in planning for and financing postsecondary education and special programs to keep student loans affordable and help borrowers avoid delinquencies and defaults.

UHEAA administers the following state and federal student financial aid programs:

- Utah Student Loan Guarantee Program
- Utah State Board of Higher Education Loan Purchase Program
- Utah Centennial Opportunity Program for Education
- State Matching Grant for Utah System of Higher Education Institutions’ Campus-based Federal Programs

UHEAA’s board is comprised of members of the Utah Board of Higher Education and community members.

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STUDENT SUCCESS ENDOWMENT

UHEAA recently completed the divestment of its loan portfolio, and in the 2022 Legislative Session, the Utah Legislature created the Higher Education Student Success Endowment (“Endowment”) with the proceeds.

Under Utah Code section 53B-7-803, the Utah Board of Higher Education has a responsibility to:

- Act as trustee of the Endowment and exercise the state’s fiduciary responsibilities;
- Meet at least twice a year to conduct business on behalf of the Endowment;
- Review and approve all Endowment policies, projections, rules, criteria, procedures, forms, standards, and performance goals;
- Review and approve the budget and expenditures for the endowment;
- Review financial records for the Endowment, including Endowment receipts, expenditures, and investments; and
- Take any other action necessary to perform the Board’s fiduciary obligations.

The statute also requires the Board to annually submit a budget and expenditures to the Higher Education Appropriations Subcommittee.
Under Utah Code section 53B-7-802(6), the Board can use money from the Endowment to advance the system priorities established in Utah Code section 53B-1-402(2)(a), and to support prospective or current students enrolled at a USHE institution. The statute prohibits the Board from using money from the Endowment for a capital expenditure, including construction lease, operation, or maintenance of a capital facility.
The Utah Board of Higher Education is required by statute to submit unified budget priorities in preparation for the annual legislative session. The following is the typical timeline for prioritization of budget and other legislative priorities, including capital development and proposed statutory changes.

- **May 2022**: Staff solicits input and identifies necessary follow-up from previous legislation in preparation for annual prioritization.
- **June 2022**: Commissioner’s office begins identifying potential legislative and budget priorities for further development and strategy.
- **June–July 2022**: Commissioner’s office articulates the scope of impact of potential budgetary and statutory changes (e.g., policy, external partnerships, state statute).
- **July–August 2022**: Commissioner preliminarily engages with legislative leadership to understand the political feasibility of potential priorities.
- **July–August 2022**: Concurrently, the Commissioner’s office engages with affiliate groups and external stakeholders to further vet potential priorities.
- **August 1, 2022**: Review priorities with the Council of Presidents.
- **August 19, 2022**: Proposed priorities presented to the Board of Higher Education committees will advance for full Board consideration.
- **September 15–16, 2022**: Board of Higher Education formally adopts budgetary and legislative priorities for the 2023 legislative session.

The Utah Board of Higher Education may subsequently convene leading up to and during the 2023 legislative session to revise priorities and consider additional proposals. During the legislative session, the Commissioner acts on behalf of the Board and may enlist individual Board member’s support on specific issues. The Board may also hold additional legislative events leading up to and during the legislative session to advocate higher education priorities.
USHE Legislative Prioritization Process

Phase 1: Development

Seek Legislative Interest/Support (July–Aug. 2022)

Scope Definition (June–July 2022)

Commissioner/Staff Review (June 2022)

Input, Ideas, Follow-Up (May 2022)

Phase 2: Prioritization

Board of Higher Ed. Committees (Aug. 19, 2022)

Board of Higher Ed. (Sept. 15–16, 2022)

COP Review (Aug. 1, 2022)

Engage Affiliates/Stakeholders (July–Aug. 2022)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:50 AM</td>
<td>Board of Trustees Report and Closed Session</td>
</tr>
<tr>
<td>8:50 – 9:00 AM</td>
<td>Break</td>
</tr>
<tr>
<td>9:00 AM – 12:00 PM</td>
<td>Committee of the Whole</td>
</tr>
<tr>
<td>9:00 – 9:05 AM</td>
<td>Welcome – Chair Simmons</td>
</tr>
<tr>
<td>9:05 – 9:10 AM</td>
<td>Student Board Member Oath of Office &amp; Introductions</td>
</tr>
<tr>
<td>9:10 – 9:20 AM</td>
<td>Student Report</td>
</tr>
<tr>
<td>9:20 – 10:00 AM</td>
<td>Committee Report – Committee Chairs</td>
</tr>
<tr>
<td>10:00 – 10:10 AM</td>
<td>Strategic Plan Update – Melanie Heath</td>
</tr>
<tr>
<td>10:10 – 3:00 PM</td>
<td>Information Items:</td>
</tr>
<tr>
<td>10:10 – 11:45 AM</td>
<td>State Online Program Discussion – Scott Wyatt</td>
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<tr>
<td>11:45 AM – 12:45 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 – 1:15 PM</td>
<td>Keys Expansion Update – Commissioner Woolstenhulme &amp; Rick Folkerson</td>
</tr>
<tr>
<td>1:15 – 1:30 PM</td>
<td>USHE Partnership with Huntsman Mental Health Institute – Dr. Mark Rapaport</td>
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<tr>
<td>1:30 – 1:35 PM</td>
<td>Enrollment Report – Carrie Mayne</td>
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<tr>
<td>1:55 – 2:10 PM</td>
<td>Institutional Goals Performance Funding – Rich Amon &amp; Carrie Mayne</td>
</tr>
<tr>
<td>2:10 – 2:55 PM</td>
<td>Earn to Learn – Kate Hoffman</td>
</tr>
<tr>
<td>2:55 – 3:00 PM</td>
<td>Shared Services – Rich Amon</td>
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<tr>
<td>3:00 – 3:35 PM</td>
<td>Action Items</td>
</tr>
<tr>
<td>3:00 – 3:35 PM</td>
<td>Institutional Non-State Funded Capital Projects – Wilford Clyde</td>
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<td></td>
<td>Policy R208 and R209 – Geoff Landward</td>
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<td></td>
<td>Personnel Update – Commissioner Woolstenhulme</td>
</tr>
<tr>
<td></td>
<td>Consent Calendar</td>
</tr>
</tbody>
</table>

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.