

The background of the slide features a photograph of graduates in black caps and gowns. The scene is brightly lit, with a strong sun flare in the upper left corner. The graduates are shown from the chest up, with their hands raised, some holding their caps. The overall mood is celebratory and bright.

# Performance Funding

Higher Education Appropriations Committee  
February 19, 2020



UTAH  
SYSTEM OF  
HIGHER  
EDUCATION



# FY 2019-20 Performance Funding

\$27 million Legislative Appropriation

\$4.5 million Targeted Jobs Funding

Institution	Allocation	Award	Unawarded
University of Utah	\$9,145,200	\$9,145,200	\$0
Utah State University	\$6,321,400	\$6,321,400	\$0
Weber State University	\$3,339,100	\$3,339,100	\$0
Southern Utah University	\$1,644,300	\$1,644,300	\$0
Snow College	\$1,004,600	\$753,400	(\$251,200)
Dixie State University	\$1,509,200	\$754,600	(\$754,600)
Utah Valley University	\$4,897,900	\$4,897,900	\$0
Salt Lake Community College	\$3,638,300	\$3,638,300	\$0
USHE Cybersecurity		\$1,005,800	\$1,005,800
	<b>\$31,500,000</b>	<b>\$31,500,000</b>	<b>\$0</b>

## FY 2020-21 Performance Funding Request

\$29.5m

USHE Legislative  
Request

\$7.5m

Targeted Jobs Funding

\$1.0m

Unallocated FY2020

# Current Performance Funding Model

## Benefits of Existing Model

- Performance funding incents behavior and focuses institutional efforts as funding increases
- Revenue from targeted jobs fund complements legislative appropriations
- Statutory metrics provide legislative direction to the System and institutions
- Regent weighting of metrics allows some flexibility
- Defined appropriation and allocation mechanisms provide stability and transparency

## Challenges and Opportunities for Improvement

- An opportunity exists to connect currently disjointed goals and metrics including: Regent systemwide goals, institutional goals, legislative budget metrics, and performance funding metrics
  - Statutory 1% progress level doesn't account for institutional missions, growth, or regional factors
  - Current institutional achievements are inconsistently above the 1% progress level
-



UTAH  
SYSTEM OF  
HIGHER  
EDUCATION