

- Close equity gaps in Concurrent Enrollment participation

Campus Safety

- Complete baseline assessment of public safety and student advocacy services at USHE institutions

Mental Health and Wellness

- Establish Student Wellness and Mental Health Sub-unit to Chief Student Affairs Officers comprised of campus mental wellness and student health center directors and counselors
- Establish USHE Student Safety Board to advise on state-level safety and wellness issues

K-12 Alignment

- Improve school counselor engagement with data-driven feedback on issues of postsecondary access and readiness, paired with successful evidence-based interventions
- Support statewide implementation of Utah's new college and career readiness platform and finalize the platform's long-term strategic plan
- Close equity gaps in Concurrent Enrollment participation
- Promote meaningful collaboration among state agencies and alignment of Utah's education strategic plans, initiatives, and programs

Meetings

This standing committee will meet bi-monthly on months in which there is no Board meeting. Meetings will be held from 1:00 to 3:00 p.m. using electronic conferencing.

The Chair of the committee presides over committee meetings. The Chief Student Affairs Officer and Director of Equity & Advocacy serve as the committee's staff liaisons. The administrative assistant assists with scheduling, communication with the committee, and takes meeting minutes. The meeting agenda, together with additional materials, is sent to committee members at least one week in advance of the meeting. Approved minutes are submitted to the executive assistant and included in the consent calendar for the next regularly scheduled Board meeting.

Meeting attendees may include representatives of institutional Chief Student Affairs Officers and Chief Diversity Officers.

Commissioner's Recommendations

This is an information item only; no action is required

Attachments:

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 Utah Board of Higher Education is:

- the governing Board of Utah's public institutions of higher education, which controls, manages, and supervises the Utah System of Higher Education.

The Utah Board of Higher Education shall:

- establish and promote a state-level vision and goals for higher education that emphasize System priorities, including:
 - quality;
 - affordability;
 - educational opportunity, access, equity, and completion;
 - workforce alignment and preparation for high-quality jobs; and
 - 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 [Utah Code 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 [Utah Code 53B-16-102](#);
- perform duties related to an institution of higher education president, including:
 - appointing an institution of higher education president, in accordance with Utah Code [53B-2-102](#) and [53B-2a-107](#);

- providing support and guidance to an institution of higher education president; and
- evaluating an institution of higher education president based on institutional performance and progress toward systemwide priorities;
- create and implement a strategic financial plan for higher education, by:
 - establishing a comprehensive budget and financial 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 Utah Code [53B-7-7](#); and
 - developing a strategic capital facility plan and prioritization process, in accordance with Utah Code [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 needs, by:
 - providing for statewide prior learning assessment, in accordance with Utah Code [53B-16-110](#);
 - establishing and maintaining clear pathways for articulation and transfer, in accordance with Utah Code [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; and
 - coordinating work-based learning;
- coordinate with the public education system:
 - regarding public education programs that provide postsecondary credit or certificates; and
 - 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 systemwide goals; and
 - 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; and
- provide ongoing quality review of institutions.



UTAH SYSTEM OF
HIGHER EDUCATION

FIRST 100 DAYS PLAN

July 10, 2020

First 100 Days Plan

Following the sweeping change to higher education governance and structure, brought on through the passing of [S.B. 111, *Higher Education Amendments*](#) during the 2020 Legislative Session, we are now one System strong, made up of eight technical colleges, two community colleges, four regional universities, and two research universities. By coming together as one System, we are in the position, now more than ever, to ensure Utah students pinpoint the educational path that is right for them, whether that be at a technical college, a degree-granting institution, or a combination of the two.

I am energized by the work ahead of us, both in the System office and in the newly established Utah Board of Higher Education. To better support the new Board, I have reorganized our office to align with the work ahead. I know that these first few months are critical to our ongoing success. To that end, I, along with my office staff, have put together this “First 100 Days Plan” outlining accountability measures as we begin our work, aligned with organizational goals, strategies, and measures.

In general, each section of this 100 Day Plan includes:

- A list of goals and objectives, broken out at intermediate milestones
- A plan for measuring goals and tracking success
- A plan for support to ensure success
- The process to make adjustments if targets are not hit or more time is needed
- A brief description of staff and/or unit responsibilities

It is our commitment, as we progress through the next 100 days, to improve our office processes and strategies for the future in order to better assist the Board and to ultimately achieve a better higher education experience for all students in the state. An update to this plan will be shared during the October Utah Board of Higher Education meeting.

Dave R. Woolstenhulme
Commissioner of Higher Education

Commissioner of Higher Education

Dave R. Woolstenhulme

The role of the Commissioner of Higher Education is to provide state-level leadership and oversight for the 16 public colleges and universities in the State of Utah. The Commissioner, along with his staff, also support the Utah Board of Higher Education as it governs the Utah System of Higher Education. Over the next 100 days, the Commissioner will:

- Establish institutional missions and roles of institutions that advance System priorities
- Adopt policies to ensure institutions operate within their missions and roles
- Establish duties and responsibilities for:
 - Utah Board of Higher Education
 - Trustees
 - Presidents
 - Commissioner
- Board of Trustees
 - Develop relationships with boards of trustees to support their work with institutions
 - Create communication plan between the Board of Higher Education and boards of trustees
 - Establish and delegate clear lines of authority and responsibility for boards of trustees that will address institution-specific performance, presidential support and guidance, student success, and effective administration
- Legislative appropriations
 - Align appropriations requests with statewide attainment goals
 - Establish processes for determining funding priorities
 - Develop metrics to ensure data supports legislative funding requests
- System strategic plan
 - Begin to develop a strategic plan that provides all Utah students opportunities for affordable, valuable higher education and advances Utah's economic growth and opportunities
 - Outline strategic plan strategies with measurable objectives
 - Promote the strategic plan to partners and gain needed support and cooperation
- Presidential support
 - Develop strong collaborative relationships with presidents

- Identify key initiatives for each institution
- Attend presidential cabinet meetings and identify areas where support is needed
- Address structure, strategic plans, and alignment with the System office for the Utah Higher Education Assistance Authority and my529
- System Audits
 - Identify necessary audits
 - Develop process to ensure follow up is completed
- Town Halls
 - Execute planned town halls to share System message

Deputy Commissioner/General Counsel/Board Secretary

Geoffrey Landward

The deputy commissioner works with the Commissioner to provide state-level leadership and direct support and communication to the Board of Higher Education, the boards of trustees, the presidents, legislative leaders, and the community. Specifically, the deputy commissioner meets with the Board members, boards of trustees, presidents and government leaders to communicate and achieve the Board’s strategic goals; advise and assist boards of trustees and presidents with aligning institutional strategic plans with the Board’s statewide strategic plan; and to assess how the Office of the Commissioner and the Board can better help institutions achieve their missions and goals.

The general counsel provides legal counsel to the Board and the Commissioner and coordinates legal services among all 16 institutions’ general counsel and the Attorney General’s Office. The general counsel also develops System policy, administrative rules and legislation.

- Finalize comprehensive training for the Utah Board of Higher Education:
 - Roles and responsibilities
 - Institutional roles and missions
 - Bylaws
 - Board workflow
 - Committee assignments
 - Conduct meetings
 - Conflicts of interest
 - Title IX and Title VII

- Develop comprehensive training for institutional boards of trustees:
 - Delegation of responsibilities from the Legislature and the Board
 - Roles and responsibilities
 - Presidential support
 - Community engagement

- Meet with boards of trustees to establish ongoing communication and collaboration between the Commissioner, the Board of Higher Education, and the boards of trustees.

- Expand and revise the Board of Higher Education bylaws.

- Review, revise, and merge all policies from the previous systems:
 - Identify and address conflicting or redundant policies
 - Identify unnecessary policies and rescind or revise them
 - Identify policy gaps and establish new policies through the Board workflow
 - Seek to unify all policies, having one policy for all institutions whenever practicable
 - Revise all policies to embrace simplicity and clarity

- Review and identify changes to the governing statute for upcoming legislative session.

- Provide ongoing legal support to the Board, Commissioner’s office, and institutions as the Board of Higher Education establishes its vision, strategic plan, goals, and changes.

- As Board Secretary, establish formal procedures to prepare for and host Board committee meetings and Board meetings.
 - Select agenda items with Board leadership, the Commissioner, and in consultation with the Executive Committee
 - Establish agenda and associated materials
 - Receive input from institutional partners, including Council of Presidents, on agendas
 - Post Board meeting materials and comply with open meetings laws

Senior Advisor for Technical Education

Jared Haines

The Senior Advisor for Technical Education assists and advises the Commissioner on technical education projects and issues. The position supports the Commissioner with outward-facing advocacy, institutional support, legislative support, and leadership for technical education throughout the Utah System of Higher Education. Specific roles and initiatives for the Senior Advisor during the first 100 days of the combined System will be:

- Technical college integration
 - Facilitate the transition and integration of the technical colleges and their institutional functions within the System
 - Assist the Deputy Commissioner in merging UTech policies and Regent policies

- Technical Education Committee
 - Collaborate with the Associate Commissioner for Technical Education in supporting the Utah Board of Higher Education’s Technical Education Committee
 - Help prepare the Technical Education budget for next legislative session, in coordination with the Commissioner and the Chief Financial Officer

- Statewide Industry Advisory Council
 - Assist the Board and Commissioner in defining the role and structure of the Industry Advisory Council and in selecting state advisory council members
 - Work directly with the Industry Advisory Council and be liaison to the Board, in collaboration with the Associate Commissioner for Workforce Development

- Custom Fit Program
 - Review the Custom Fit program and policies
 - Review institutional delivery of Custom Fit programs across the state for alignment
 - Prepare a report for the Commissioner with a review of the Custom Fit program and recommendations for policies and alignment
 - Work with the Chief Financial Officer to consider moving budget lines to institutions

- Perkins Funding
 - Meet with Utah State Board of Education staff to review provisions, requirements, and approaches to the federal Perkins program for USHE institutions
 - Develop a white paper with processes and procedures, in collaboration with the Associate Commissioner for Technical Education and the Associate Commissioner for Workforce Development
 - Review the Perkins funding process with staff

Associate Commissioner of Technical Education

Kim Ziebarth

(see full unit in organizational chart below)

The Associate Commissioner of Technical Education assists the Senior Advisor of Technical Education and the Board to ensure the quality and outcomes of technical education programs within the Utah

System of Higher Education. They also work to align programs with industry needs to best support all student populations.

Over the next 100 days, the Associate Commissioner of Technical Education, along with their team, will:

- Program development
 - Evaluate program approval, modification, and discontinuance policy, procedures, and templates to determine appropriate changes to support alignment with industry demand.
 - Inventory programs, programmatic accreditations, and industry certifications to identify the alignment of coursework between programs and institutions.

- Industry relations
 - Identify opportunities to improve work-based activity and apprenticeship practices to expand and align with state initiatives.
 - Evaluate best practices to expand the reach and improve the efficiency of occupational advisory committees between educational partners.
 - Inventory continuing education activities to develop a baseline of course offerings and ensure alignment with accreditation standards.

- Quality and outcomes
 - Evaluate the feasibility of centralized training to improve the quality, consistency, and efficiency of faculty and staff development and to meet compliance, equity, outcomes, and safety needs.
 - Connect technical education faculty to share industry information, best practices, and instructional resources.
 - Evaluate the coordination of technical education with state adult education to consider how best to support increased outcomes and employability of the population served.

- Transfer
 - Create a task force to evaluate the need and capability to transition from clock to credit-hour as a common currency to improve course work transferability.
 - Identify opportunities to enhance the communication of technical education secondary and postsecondary articulation agreements to stakeholders.
 - Evaluate practices for the recognition of prior learning through alternate documentation and competency demonstration as well as the award of industry credentials.

- Technical Education Committee
 - Onboard Technical Education Committee members on current practices and priorities and identify strategic initiatives to advance technical education.

State Diversity and Inclusion Director

Laís Martinez

The role of the State Diversity & Inclusion Director is to assist and advise the Commissioner's office and Board on all equity, diversity and inclusion priorities and initiatives; ensure that elements of equity, diversity, and inclusion (EDI) are embedded as imperatives in the mission, vision, and strategic plan of the Utah Board of Higher Education; and work with senior staff and the Board to identify, revise or remove the embedded Board policies, procedures, and norms that create structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups. Over the next 100 days, the State Diversity and Inclusion Director will:

- Increase System, Board, and general public awareness for the need of systemwide equity, diversity, and inclusion work through an upcoming August USHE issue brief
- Work with the Commissioner's staff and Board members to create an equity resolution that will be presented at the August 21 Board meeting. This resolution would charge the System office to create an equity lens framework by which policies, procedures, statutes, and office messaging could be reviewed through
- Foster collaboration and transparency between Board and system leadership through quarterly executive meetings based on equity, diversity, and inclusion. These quarterly meetings will provide updates on all standing Board committee efforts along with equitable representation to increase equity across all system priorities

Structurally putting these pieces in place will help to center equity and support existing systemwide priorities around affordability, transfer and articulation, the opportunity gap, and a statewide attainment goal.

Associate Commissioner for Workforce Development & Industry Engagement

Jessica Gilmore

(see full unit in organizational chart below)

The Associate Commissioner for Workforce Development & Industry Engagement is responsible for collaborating across regional stakeholders, industry partners, technical colleges, and degree-granting institutions to align programs and pathways leading to student completion and meaningful employment. Additionally, the position interfaces with key state government agencies' leaders and their staff on workforce development, planning, and program implementation related to higher education. Over the next 100 days, the Associate Commissioner and the workforce relations unit will:

- Establish influential relationships and support the administration of the Learn & Work in Utah program which is funded by federal CARES money.

- Prioritize attendance at meetings, partnering with members, and working to support collaborative relationships to improve student outcomes with the following organizations:
 - Talent Ready Utah
 - Department of Workforce Services
 - STEM Action Center
 - Salt Lake Chamber
 - EDCUtah
 - Private higher education institutions
 - United Way
 - Utah State Board of Education
 - Institutional CTE Directors

- Leverage relationships across all 16 institutions, ensuring their voices are included within the priorities of the community organizations and ensuring representation of higher education.
- Leverage institutional partnerships to lay the foundation for advantageous pathway creation which reduces barriers to access and increases completion of meaningful awards for all students.
- Support all 16 institutions in ramping up programming to provide short-term training aimed at unemployed, underemployed, and vulnerable workers engaging in the workforce in meaningful ways. The Learn & Work in Utah CARES funded program is a collaborative endeavor between USHE and Talent Ready Utah. The full \$9M in funding, awarded by the Utah Legislature, must be expended by December 1, 2020 and will require support from all areas within USHE to be successful.

Associate Commissioner of Academic Education

Julie Hartley

(see full unit in organizational chart below)

The Associate Commissioner of Academic Education, along with the Academic Affairs unit, helps the Board ensure the quality of academic programs at degree-granting institutions and, wherever possible, to align degree and certificate programs to allow earned credit to articulate and transfer across the system.

Priorities for the first 100-days:

- Update processes, templates, and policies related to academic programs, transfer, credit for prior learning, general education, undergraduate majors, and Concurrent Enrollment
- Align credit for prior learning across institutions by seeking board approval of Major Committee recommendations for course equivalency credit for AP, CLEP, and DSST exams.
- Address equity gaps in Concurrent Enrollment by exploring the possibility of financial assistance to support the participation of low-income students in CE; help design interventions for low-

income student participation in CE; and working with the data unit to examine CE outcomes and equity gaps

- Streamline transfer by developing standards for lower division program alignment; continuing work on the electronic Transfer Guide; adding information about Credit for Prior Learning; and working with the Technical Education unit to communicate pathways from technical education to degree programs
- Support the Board’s Academic Education Committee as it strategizes its priorities for the coming year and onboard Board members on their Academic Education responsibilities and processes

Chief Student Affairs Officer

Spencer Jenkins

Assistant Commissioner of P-20 Partnerships

Melanie Heath

The Chief Student Affairs Officer implements Board direction related to student affairs including campus safety, residency, campus free speech, sexual violence prevention and awareness, student mental health and wellness, financial aid, and student body leadership. They will also coordinate with the Commissioner and institution staff on issues related to student access, diversity, equity, and inclusion. The position is the lead support to the Board’s Student Affairs Committee and primary liaison with the Chief Student Affairs Officers at USHE institutions. Jenkins will continue working with Commissioner and Deputy Commissioner on state and federal legislative higher education issues pertaining to Board priorities, and coordinating those efforts with institution legislative officers.

The role of the Assistant Commissioner of P-20 Partnerships is to support the Board and Commissioner in ensuring alignment of strategic plans, priorities, and initiatives between the Utah System of Higher Education and the Utah State Board of Education. They will also serve as lead liaison from the Commissioner’s office to USBE staff and develop a sustainable plan for statewide college and career readiness activities that enhances equity, access, and readiness for Utah high school students transitioning to postsecondary. In her role, Heath will be working with the Boards and staff to develop a sustainable plan for statewide college and career readiness activities that enhances equity, access, and readiness for Utah high school students transitioning to postsecondary. She will also direct the convening of the Education Coordinating Group with the Commissioner and State Superintendent, which includes leading the College Access Network of Utah and additional external partnerships with key community organizations to ensure alignment of work and goals.

Over the next 100 days, the student affairs unit will:

- USHE COVID-19 Taskforce
 - Estimate cost to implement institution plans (testing, contact tracing, PPE supplies, etc.)

- Publish revised guidelines for re-opening USHE institutions for in-person campus services for fall semester
- Campus Safety Taskforce (S.B. 80): Conduct a baseline study of campus public safety operations (dispatch systems, policies, reporting lines, national comparisons, etc.)
- Regents' Scholarship
 - Streamline scholarship for graduating class of 2021
 - Gather consensus support from institution financial aid directors
 - Implement policy changes
- Student mental health
 - Establish Student Wellness and Mental Health Sub-unit to Chief Student Affairs Officers, comprised of campus mental wellness and student health center directors and counselors
 - Set up an advisory group to share best practices, implement and advise on mental health and wellness policies
- Graduate outcomes
 - Initiate Board involvement and higher ed/community leaders to determine expected outcomes for graduates at each postsecondary credential level, which aligns with USBE's Portrait of a Graduate.
 - Work with executive team and USBE to establish identifiable milestones.
 - Assist the Utah Board of Higher Education to identify preferred outcomes of graduates at each credential level; create a framework to then fill in with feedback from various constituencies
- Counselor engagement
 - Improve school counselor engagement with data-driven feedback on issues of postsecondary access and readiness, paired with successful evidence-based interventions
 - Improve data collection and research informing counselor effectiveness
 - Revisit necessary content for High School Feedback Report; determine how to integrate data into USBE's existing platform
 - Coordinate Utah College Application Week
- Keys to Success
 - Support statewide implementation of Utah's new college and career readiness platform—Keys to Success—and finalize the platform's long-term strategic plan
 - Inform various stakeholders about Keys to Success and present with partners to constituent groups, etc.

- Work with Talent Ready Utah to develop a one-, three- and five-year , and plan to ensure Keys to Success’s sustainability and effectiveness, and ensure it aligns with the strategic goals of USBE and USHE
- Concurrent Enrollment
 - Work to close equity gaps in Concurrent Enrollment participation
 - Determine PRIME implementation progress (H.B. 336). Work with USBE and my529 on possibility of pilot program to be paired alongside PRIME pilot:
 - Pilot #1: Paying for 100% of fees for CE within a few communities to see if that made a difference in the CE course taking and college going rates
 - Pilot #2: Pilot scaffolded supports for CE courses with a few LEAs and USHE institutions to determine effectiveness
 - Create plan for Equity Labs, with USBE, CDOs, and other institutional participation, to facilitate conversations with regional communities about barriers to CE equity and how to fix barriers in their region. Determine "plan B" due to COVID-19 pandemic.
- Partner Collaboration
 - Engage with USBE leadership and other state leaders to promote meaningful collaboration among state agencies and alignment of Utah's education strategic plans, initiatives, and programs
 - Set first meeting, agenda for the Education Coordinating Group (ECG)
 - Host first, set CANU goals for the year (FAFSA completion and advanced coursework equity)
 - CANU: After CANU annual charge is set by the ECG, host CANU meeting to walk through charge, how each organization can participate, and next steps for CANU

Chief Economist

Carrie Mayne

The USHE Chief Economist provides economic expertise for policy making, program implementation, and resource allocation; provides data, analysis, and research to ensure postsecondary alignment to state and regional workforce demand; and oversees the work of the USHE Institutional Research unit, which collects postsecondary data and provides research and reports to support the strategic goals of the Board and USHE.

Over the next 100 days, USHE’s Chief Economist and Institutional Research staff will focus on the following projects:

- Higher Education Strategic Planning Commission’s Postsecondary Attainment Goal
 - The commission identified three subgoals driving toward growing the number of high-quality postsecondary degrees and awards across the state:

- Equitable access
 - Purposeful pathways
 - Meaningful awards
- Identify institution- and system-level measures to track progress in the three areas. IR will team with USHE and institution leadership to set the measures, then gather baseline data to present to the commission in September.
- Migration and integration of technical college data
 - Under USHE, the primary technical college student information system software development will be led by the University of Utah’s Information Technology division. New business processes will be established to maintain existing service levels and to coordinate with the institutions to prioritize software enhancement projects.
 - Explore methods for integrating data reporting between the degree-granting and the technical institutions to create efficiencies and enhance the delivery of data reports.
- Improve data dictionary
 - Review data elements in both systems to ensure accuracy and relevance.
 - Conduct research to improve the ability to measure the economic impact of workforce development through the postsecondary system.

Chief Financial Officer

Richard Amon

(see full unit in organizational chart below)

The Chief Financial Officer oversees the Finance and Facilities unit and staffs the Board’s Finance and Facilities Committee. The Finance and Facilities unit provides internal financial and business services to the Commissioner’s office and System leadership and coordination for USHE institutions in the areas of budget, finance, accounting, debt issuance, facilities, and purchasing. The unit also assists the Board to create an annual budget request for the Governor and legislature, prioritize institutional building needs, issue bonds, and approve institutional tuition and fee adjustments. Over the next 100 days, the Finance and Facilities unit will:

- FY 2022 budget and capital process
 - Create a strategic USHE budget aligned with Board priorities
- Performance funding
 - Align funding with statewide attainment goals and coordinate with policymakers for one set of metrics
- Tuition and fees
 - Work with institutions on a framework and review of student fees as suggested by a state audit

- Shared services
 - Explore opportunities for shared business services across the System to promote efficiency
- Facility requests
 - Develop a building approval process for [S.B. 102, *Higher Education Capital Facilities*](#) funding to ensure projects are cost effective and efficient