

USHE EQUITY LENS FRAMEWORK

November 20, 2020



What is the Equity Lens Framework?

How do we use it?

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***.

Starting From a Place 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.

Equity,

as defined within this *new* framework, **re-examines** systemic barriers with an intentional commitment to empowerment and educational justice.



Who: Underrepresented Populations

This lens considers the following emergent, fluid, and intersectional identities as part of the Board's efforts to close equity gaps for underrepresented students; this list is neither comprehensive nor exhaustive:

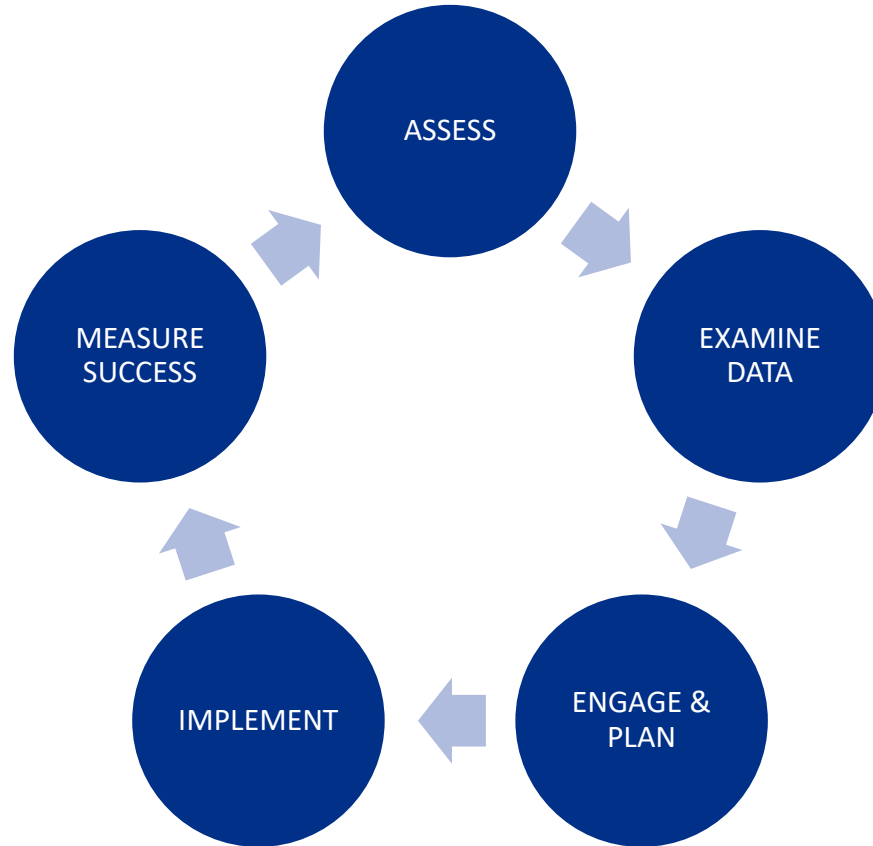
- Age
- Gender identity and expression
- Sexual orientation
- Religious affiliation
- Socioeconomic status
- Citizenship status and country of origin
- Ability/disability
- Veteran status
- First-generation student status
- English language learners
- Geographic location (including rural, urban, sheltered,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

How does the Board use the Equity Lens Framework?

For any policy, program, decision, or action, consider the following:

- ✓ **WHAT** is the potential impact of this decision, or action on eliminating attainment gaps? → **ASSESS**
- ✓ **WHAT** does the current data tell us? → **EXAMINE DATA**
- ✓ **WHO** has been purposefully involved in the strategic planning phase (campus and community stakeholders)? → **ENGAGE & PLAN**
- ✓ **WHAT** is your decision after looking at this course of action through the Equity Lens? What action will be taken, if any? → **IMPLEMENT**
- ✓ **HOW** do you identify and measure the success of a potential decision relative to underrepresented populations? → **MEASURE SUCCESS**

Equity Lens Framework: Call to Action



Questions for Strategic Planning

- ✓ **WHAT** is your commitment to, and understanding of, equity, specific to the policy, initiative, resource allocation, or strategy?
- ✓ **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? →

STRATEGIC PLANNING

FEEDBACK:

- *How do you see the Equity Lens Framework impacting and/or changing the way the Board prioritizes initiatives and policies to close equity gaps?*
- *Are there pieces missing from the framework that you think would be helpful as you begin strategic planning with equity as a focus?*

Commissioner's Recommendation

The Commissioner recommends sending the Equity Lens Framework to the full Board for discussion.

Contact Information



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A background image showing the hands and arms of graduates in black caps and gowns, some holding rolled-up diplomas. The scene is brightly lit, with a warm orange glow in the upper left corner.

USHE Tuition and Fees Audits

David Pulsipher, CIA, CFE
Audit Director



Background: Tuition and Fees Internal Audits

Audit	Date Completed
Use of New Tuition Revenue at Salt Lake Community College	March 2019
Use of New Tuition Revenue at Weber State University	March 2019
Utah System of Higher Education Course Fees	October 2019
Use of New Tuition Revenue at Dixie State University	May 2020
Use of New Tuition and Fee Revenue at Utah Valley University	May 2020
Use of New Tuition and Fee Revenue at the University of Utah	June 2020
Utah System of Higher Education Differential Tuition	July 2020

Key Findings: Course Fees Audit

- Institutions collected almost \$30 million in course fees in FY 2018
- 70% of sampled course fee transactions were used for intended purposes
- Institutions did not have documentation dictating the use of 11% of sampled course fee transactions
- Three USHE institutions do not have formal course fee policies
- Combining revenue sources limits a comprehensive review of some course fee use

Recommendations: Course Fees Audit

We recommend the Board of Higher Education:

- Create and adopt a Board course fee policy that includes approval and use controls
- Clarify and strengthen institution course fee governance

Key Findings: Use of New Tuition & Fees Audits

- Each institution used new tuition and fee revenue according to approved purposes
- Tuition and fee modifications requests are broad and lack description

Recommendations: Use of New Tuition & Fees Audits

We recommend the Board of Higher Education require institutions to provide:

- A detailed description of the proposed use of new tuition and fee revenue prior to approval
- Actual uses of new tuition and fee revenue

Key Findings: Differential Tuition Audit

- USHE institutions collected \$73 million in differential tuition in FY 2019
- Board policy allows for broad uses of differential tuition

Recommendations: Differential Tuition Audit

We recommend the Board of Higher Education:

- Clarify in policy the following:
 - The intent of graduate and undergraduate program differential tuition
 - Detailed documentation for proposed differential tuition creation and modification
 - Accounting for differential tuition funds received by USHE institutions
- Codify in policy accountability methods to ensure differential tuition rates are set appropriately and used according to the approved purposes

Commissioner's Recommendation

The Commissioner recommends the Board of Higher Education Finance and Facilities Committee establish a workgroup to oversee the implementation of recommendations made in these seven internal audit reports.

UETN CARES Act Funding

STEPHEN HESS 2020 UPDATE

Utah CARES Funding Overview

- \$125 million for COVID-19 assistance 250 projects administered by UETN
 - ✓ Higher education
 - ✓ UTECH institutions
 - ✓ K-12
 - ✓ Charter schools
 - ✓ Libraries
 - ✓ Healthcare



Statewide UETN Projects

- Training for faculty (incentive received upon completion)
- Telehealth projects and the Telemedicine platform
- State of Utah network infrastructure upgrades and 100 gig speed
- Statewide software contracts for public and higher education
- Network filtering for public education

UETN CARES Act Funding-Benefits to USHE

- Roughly \$47 million allocated to the higher-education institutions in addition to the software contracts negotiated and paid for by UETN with CARES Act funding
- Funds are being distributed in response to the public health emergency to be used by higher education institutions for items such as:
 - Network enhancements
 - IT Security
 - Software
 - Assistance for students and faculty, device lending
 - Distance education

UETN Shared Software Contracts

UETN Software	U of U	USU	WSU	SUU	Snow	Dixie	UVU	SLCC	UTEH
3 Play Media Captioning	X	X	X	X	X	X	X	X	X
Ally	X	X	X	X	X	X	X	X	
Canvas	X	X	X	X	X	X	X	X	X
EBSCO	X	X	X	X	X	X	X	X	X
Everfi		X	X		X			X	X
Examity									
Kaltura	X	X	X	X	X	X	X	X	X
Portfolium	X	X	X				X		
Proctorio		X	X	X		X		X	X
Respondus 4.0	X	X	X	X	X	X	X	X	X
Respondus LDB	X				X	X	X	X	X
Turnitin	X	X	X		X		X		
Unicheck				X				X	
Verbit Captioning	X	X	X	X	X	X	X	X	X

→ Paid to June 2021 with CARES Act funding

→ Paid to 2025 with 40% UEN & 60% CARES Act funding

→ Paid to June 2021 with CARES Act funding

→ Paid to June 2021 with CARES Act funding

Estimated Consortium savings of \$10.6 million

USHE Software Contracts Managed by the U of U

System-wide Software Contracts	U of U	USU	WSU	SUU	Snow	Dixie	UVU	SLCC	UTECH
Ellucian Support		X	X	X	X	X	X	X	
Oracle Maint. on Existing Licenses		X	X	X	X	X	X		
Oracle NEW License Maint (2 yr)		X	X	X	X	X	X		
Oracle RAC (UVU)							X		
Data Cookbook	X	X	X	X	X	X	X	X	
Evision (Intelle Check Accts Payable)		X	X	X	X	X	X		
Evision (Intelle Check Payroll)		X	X	X	X	X	X		
Evision (Form Fusion)		X	X	X	X	X	X		
DUO Secutiy	X	X	X	X	X	X	X	X	
VMWare	X	X	X	X	X	X	X	X	
Adobe	X	X	X	X	X	X	X	X	X
Ellucian Data Defense			X				X	X	
Identity Finder	X	X	X	X	X	X	X	X	X
Technet HR	X	X	X	X	X	X	X	X	X

All 8 UTECH institutions were added to the system-wide Adobe contract which provided them with a 3 ½ year contract paid for with CARES Act funding

Estimated consortium savings of \$3.6 million

Ways We Are Working Together

- Software contracts and joint procurement to save money
- Joint security audits
- Regular meetings with USHE CIOs and UTECH IT directors where we address concerns, share best practices, and work together to accomplish our goals
- The CARES Act funding will provide long-lasting benefits to our students, community, and the state of Utah as a whole. The time, effort, and preparation that has already gone into these projects is remarkable!

2020-21 USHE IT Operating Plan

Ensure security of - and appropriate, timely access to - data

USHE R345 Regents Security Policy Changes and Security Standards

1. Adopt CIS control standards and the Mitre Att&ck cybersecurity framework as the USHE security standard along with the following initiatives
 - a. No private or restricted information on personal devices or unprotected college or university servers and computers
 - b. Encrypt all computers and servers with PII, PHI, and FERPA data
 - c. Comply with the changing compliance landscape (e.g., PCI, HIPAA, GDPR, FERPA, ITAR, GLBA) (all institutions have rules in place and have made significant strides in PCI and GDPR compliance)
 - d. Provide annual security awareness user training for all USHE schools (Look into shared training videos.)
 - e. Continue with USHE security audits with expanded review of the security organization, policies, training, and security tools. Assess 4 remaining institutions and determine a baseline for auditing the UTEch institutions

Security Tools

1. Install advanced malware endpoint protection (\$1,000,000 ongoing)
2. Install next generation network firewalls

Network Upgrades Essential for Security

Install edge network equipment to meet IOT, Network Access Control, and CIS security standards (\$4.9 million ongoing). Report on progress.

Increase fiscal and operational efficiency across the system

- Leverage USHE's and UTEch's size to save on software contracts from Salesforce, Microsoft, Ellucian (Banner), Duo, Box, etc... UTTC will handle teaching and learning software and Bill Lutz will handle administrative software
- Develop and share best practices for acquisition, integration, and implementation of enterprise software
- Share and institute best practices across institutions through topical gatherings

Increase fiscal and operational efficiency across the system (cont.)

- Increase maturity on disaster recovery and business continuity with the NISST committee benchmark standards and audit process
- Purchase and install equipment, software and report on proposed CARES Act funding projects
- Meet with UTEch institutions to determine their needs and common objectives with USHE institutions
- Align with Gartner & Educause 2020 Top 10 Business and Technology trends in setting strategic and operational priorities
- Collaborate to improve campus and USHE analytics decision support working toward establishing a single source of truth

Support efforts to increase student access and completion

- Review accessibility issues and increase maturity on electronic accessibility
- Adopt the student success diamond model presented by the University of Utah as a foundation for student-centered collaboration opportunities
- Define the functional requirements of CRM and analytics and how they relate to the strategic vision of our institutions
- Develop alternative testing methods and new ways to determine student success
- Define clear pathways to obtain improved student completion.
- Review the UTTC inventory on student services applications and tools with institutions compiled inventory on student services applications and tools, identify gaps and look for opportunities to cooperate on:
 - o Strategic scheduling technology
 - o Business intelligence capability
 - o Student CRM
 - o Student mobile
 - o Student data analytics