UTAH SYSTEM OF HIGHER EDUCATION

Utah Board of Higher Education
Student Affairs Committee
Teleconference
Friday, February 19, 2021

Agenda

1:00 PM – 1:05 PM	**Welcome** *Lisa Michele Church*	
1:05 PM – 1:20 PM	**Campus Safety** *Marlon Lynch*	TAB A
1:20 PM – 1:35 PM	**Campus Mental Health Update** *Jera Bailey* *Representatives from Utah Valley University and Weber State University*	
1:35 PM – 1:50 PM	**Diversity, Equity and Inclusion Insights from Student Leaders** *Candyce Paige, Glen Rivera* *Utah Student Association Representatives*	
1:50 PM – 2:00 PM	**Scholarship Changes** *Cassidy Stortz*	
2:00 PM – 2:15 PM	**Student Basic Needs and Security** *Representatives from Ogden-Weber Technical College and Utah State University*	
2:15 PM – 2:25 PM	**Metrics on Strategic Goal** *Carrie Mayne*	
2:25 PM – 3:00 PM	**Strategic Plan Update** *Commissioner Woolstenhulme, Melanie Heath, Laís Martinez*	TAB B

Projected times for the various meetings are estimates only. The 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.

UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

TAB A

February 19, 2021

Utah Chiefs of Police Association – University Chiefs Work Group

USHE/Cicero Group Report Position Paper

The University Chiefs Work Group of the Utah Chiefs of Police Association has submitted a position paper in relation to the USHE Public Safety Baseline Report discussed by the Utah Board of Higher Education at its December 2020 meeting.

Commissioner's Recommendation

This is an information item only; no action is required.

Attachment

Utah Chiefs of Police Association – University Chiefs Work Group

USHE/Cicero Group Report Position Paper

The Chiefs of Police responsible for public safety efforts at USHE institutions across the state of Utah have met and reviewed the recently completed Cicero Group report regarding Campus Safety. We now join together to provide a Position Paper of key areas contained in the study. The Cicero Group report helped establish a baseline understanding of how and what public safety services are provided by each institution within the USHE system. A key concern among the university and college chiefs of police is a lack of standardization with training, compliance, accreditation, staffing, and pay, between all USHE institutions.

Training:

Currently, there is not set of standard or required trainings for USHE institution departments of public safety. We recommend establishing a minimum agreed upon 40+ hours of annual training. Annual training would preferably be through an on-line training platform, so budgets and overtime hours are not further exhausted. An example of recommended on-line training available is Police One Training, which is a Lexipol product. For approximately $50 dollars per year per officer, Police One Training provides POST approved training in hundreds of topics. USHE board members could meet with public safety officials and diversity representative to review all available trainings, and determine which are most important for USHE public safety departments. Topic examples available include Implicit Bias, De-escalation, Community Oriented Policing, and many others.

A yearly report from each USHE institution containing successful completion of 40+ hours of annual training for all sworn staff members would result in the institution receiving a refund of costs for the required on-line training services

Staffing:

The Cicero Group report clearly demonstrates a wide range of staffing levels across USHE institutions. Staffing of sworn officers range from .3-1.4 officers per 1,000 students. In addition to sworn officer positions, the Cicero Group report documents the need and desire to add positions to public safety like victims' advocates, accreditation managers, and records administrators. Recognizing each USHE institution is unique and staffing needs vary, the university chiefs working group recommends a ratio of 1.0 full time positions per 1,000 students. This will allow each USHE institution to determine how best to meet needs with sworn, victim advocate, records administration, and support staff, while providing a minimal level of staffing to provide safety and security best practices to our students, staff, faculty, and community members.

Accreditation:

Currently, there is not a set standard or requirement USHE institutions with public safety departments receive accreditation. The accreditation process is not a simple one. The value of

having agency/department policies and procedures reviewed and approved through a third party accrediting body, further demonstrates our desire for accountability through transparency and inspection. The USHE chiefs working group does not endorse one specific accreditation body over another. The accreditation program completed would be the institutions choice, whether it be the Utah Chiefs of Police Association Accreditation Alliance (UCOPA) $1,000-$3,000 depending on size annually, the International Association of Campus Law Enforcement Administrators Accreditation (IACLEA) $3,000 depending on size, or the Commission of Accredited Law Enforcement Agencies (CALEA) $8,475 first year $3,370 following years.

A yearly report from each USHE institution demonstrating successful completion accreditation would result in the institution receiving a refund of costs for the selected accreditation program.

Retirement:

The UCOPA university chiefs of police work group recommends exploring the possibility of waiving the current URS one year waiting period for current police officers wishing to retire from the URS system, if they are transitioning into a sworn public safety position at a USHE institution. This would dramatically increase the ability to recruit highly experienced and professional public safety professionals into current USHE institutions, providing enhanced and improved overall services to students, staff, faculty, and community members.

We also recommend that all USHE institutions public safety departments to be in the state Public Safety URS retirement system. Currently Weber State University and Utah Valley University are in the Educational URS retirement system, which negatively affects recruitment and retention.

Compliance:

The UCOPA university chiefs of police work group recommends USHE further explore industry best practices for CLERY reporting. Current practices within the USHE system are varied. We recommend research into how best to develop, analyze, record, and report, all CLERY mandates system wide. We also recommend research determining which group within higher education is recommended for CLERY compliance (public safety, human resources, general counsel, equity and compliance, etc.).

Pay:

The working university chiefs group recognizes the challenges and unique positions each USHE institution faces with fare and comparable pay for all positions on campus. We recommend USHE explore significant issues regarding pay disparity between university public safety professionals compared to local and state public safety professionals, so that we can hire and retain professionals that best serve our campus communities.

Conclusion:

The Cicero Groups report created an excellent baseline, allowing further exploration of ways USHE institutions can best provide safety and security to our community members. The UCOPA university chiefs working group is excited to provide this position paper, and offers to assist improving our services however possible.

UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

TAB B

February 19, 2021

Strategic Plan Update

Defining terms, specifying the Board's role, ensuring equity, timeline for input and adoption, and discussion

In October 2020, the newly-created Utah Board of Higher Education began embarking on a strategic planning process. At that time, the Board adopted the main priorities of the strategic plan: Access, Affordability, Completion, and Workforce Alignment.

This presentation will provide an update to that process, including:

1. Defining terms used in the strategic plan to ensure common understanding.
2. Examining the four levers of the Board to ensure outcomes of the strategic plan are in areas the Board can best impact. These levers include:
    a. Policy
    b. Data
    c. Funding
    d. Collaboration/Advocacy
3. Demonstrating how the Equity Lens Framework, adopted by the Board in December 2020, will be integrated into the strategic plan, so that all aspects of the plan are utilizing the equity lens.
4. Proposing a draft timeline for input and adoption, with the goal of having the full Board adopt a final draft of the strategic plan by May 2021.
5. Generating a transparent and robust discussion among Board committee members on the strategic plan draft thus far.

Commissioner's Recommendation

This is an information item only; no action required.

Attachment

STRATEGIC PLAN UPDATE

Defining terms and the Board's role, measuring success, ensuring equity, timeline, and discussion

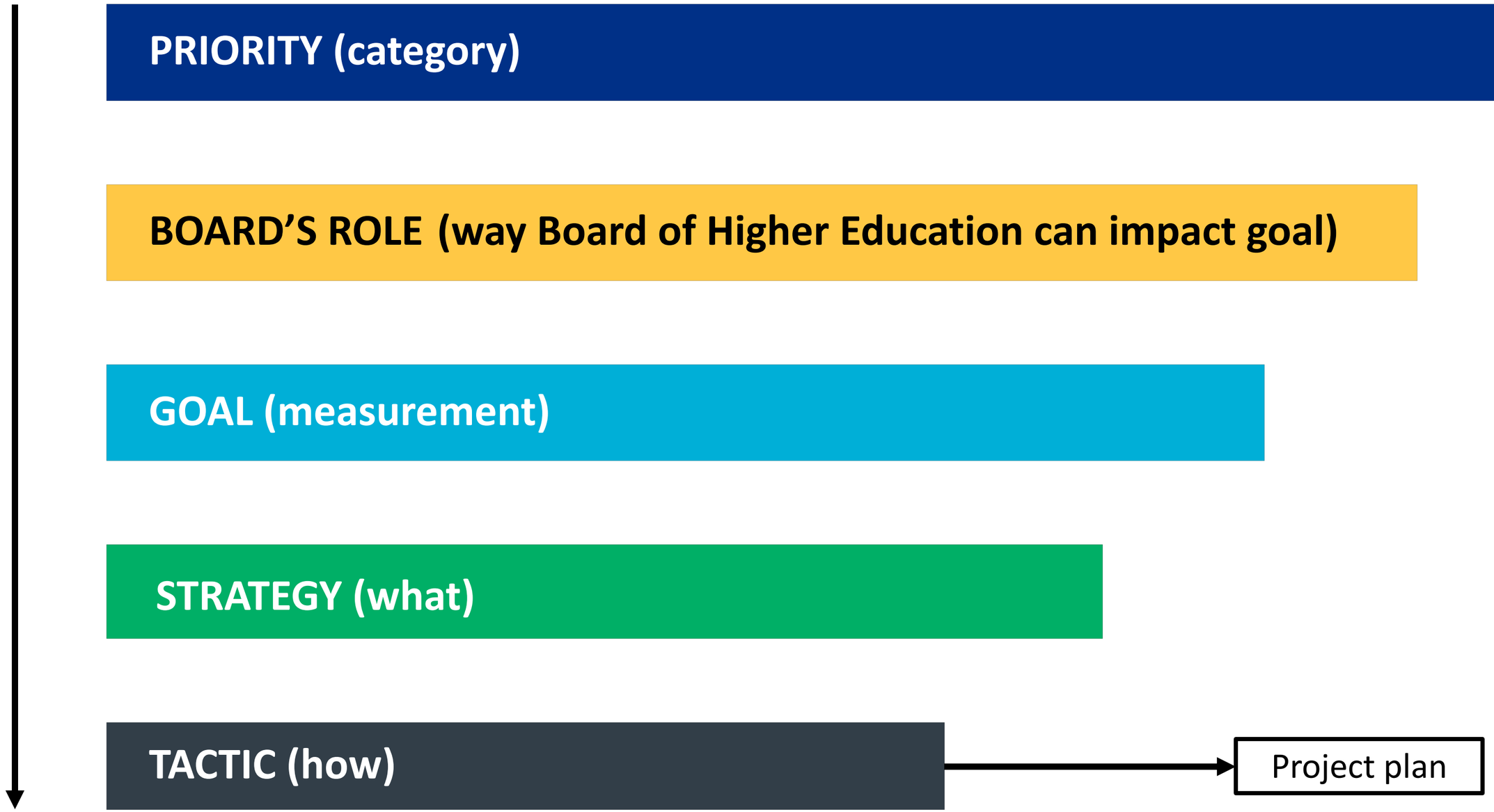
February 2021

UTAH SYSTEM OF HIGHER EDUCATION

Our 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.*

DEFINING TERMS AND THE BOARD'S ROLE


PRIORITY (category)
BOARD'S ROLE (way Board of Higher Education can impact goal)
GOAL (measurement)
STRATEGY (what)
TACTIC (how)
Project plan

BOARD'S ROLE (way Board of Higher Education can impact goal)

TACTIC (how)

Should fall under one or more of the four levers of the Board:

1. Policy
2. Data
3. Funding
4. Collaboration/Advocacy

PRIORITY: Access

BOARD'S ROLE: Remove structural barriers to entry.

GOAL: Increase college-going rate by 3% in 5 years ; increase college-going rate of underrepresented groups by 4% in 5 years

STRATEGY: Advise high school students on scholarships, dual enrollment programming, financial aid, & higher ed pathways

TACTIC: Fund expansion of college access advisors.

Analyze data from advisors to inform best practices.

Collaborate with other access partners on best practices through Regional K-16 Alliances.

- Project plan
- Project plan
- Project plan

	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
PRIORITY				
BOARD'S ROLE	Remove structural barriers to entry	Remove structural barriers to affordability	Remove structural barriers to graduation	Increase availability and stackability of high-demand, high-wage programs
GOAL	Increase the college-going rate of all groups by 3% in 5 years. Increase the college-going rate of underrepresented groups by 4% in 5 years.	Develop an expanded standard of affordability by the end of 2021. Ensure institutional cost of attendance remains within the standard of affordability year over year. Develop a cost structure model based on custom peer groups to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021.	Increase the timely completion of all students by 3% in 5 years. Increase the timely completion of underrepresented students by 4% in 5 years.	Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years. Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.
STRATEGY	Expand supportive entry level education practices Minimize equity gaps in dual enrollment programming Advise high school students on scholarships, dual enrollment programming, financial aid, and higher ed pathways Expand flexible enrollment opportunities Simplify institutional admissions processes	Increase FAFSA completion Expand shared services Evaluate and prioritize state scholarships Eliminate program duplication	Structure programs to facilitate completion and transfer Ensure systemwide institutional supports for undocumented /DACA-mented students Ensure systemwide institutional supports for student mental health Ensure systemwide institutional supports for campus safety and policing Ensure systemwide institutional supports for student basic needs Increase awarding of credit for prior learning	Increase stackability of credentials from technical ed to academic ed Increase student participation in work-based learning Ensure students are meaningfully informed on the value and ROI of higher ed Increase higher ed participation rate of adults with/without a high school diploma Increase participation in short-term training leading to wage and employment progression

MEASURING SUCCESS

Statewide Attainment Goals

Statewide Attainment Goals

10 years

System Strategic Plan Goals

5 years

Statewide Attainment Goals

10 years

System Strategic Plan Goals

5 years

Institutional Performance Funding Goals
(annual measurements toward 5-year goal)

5 years

PRIORITY	ACCESS	COMPLETION	WORKFORCE ALIGNMENT
10-YEAR GOALS	Increase the college-going rate of all groups by 10% in 10 years.	Increase the timely completion of all students by 10% in 10 years.	Increase the completion rate of graduates in high-demand, high-wage programs by 20% in 10 years.

PRIORITY	ACCESS	COMPLETION	WORKFORCE ALIGNMENT
10-YEAR GOALS	Increase the college-going rate of all groups by 10% in 10 years.	Increase the timely completion of all students by 10% in 10 years.	Increase the completion rate of graduates in high-demand, high-wage programs by 20% in 10 years.
5-YEAR GOALS	Increase the college-going rate of all groups by 3% in 5 years.	Increase the timely completion of all students by 3% in 5 years.	Increase the completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.

PRIORITY	ACCESS	COMPLETION	WORKFORCE ALIGNMENT
GOAL	Increase the college-going rate of all groups by 10% in 10 years.	Increase the timely completion of all students by 10% in 10 years.	Increase the completion rate of graduates in high-demand, high-wage programs by 20% in 10 years.
MEASUREMENT	# Utah students attending postsecondary institution within three years of graduation / # Utah students in high school graduating class	# students who complete program within 150% of expected time / # of students in year cohort	# students who complete a high-demand, high-wage program / # students who complete a program

PRIORITY	ACCESS	COMPLETION	WORKFORCE ALIGNMENT
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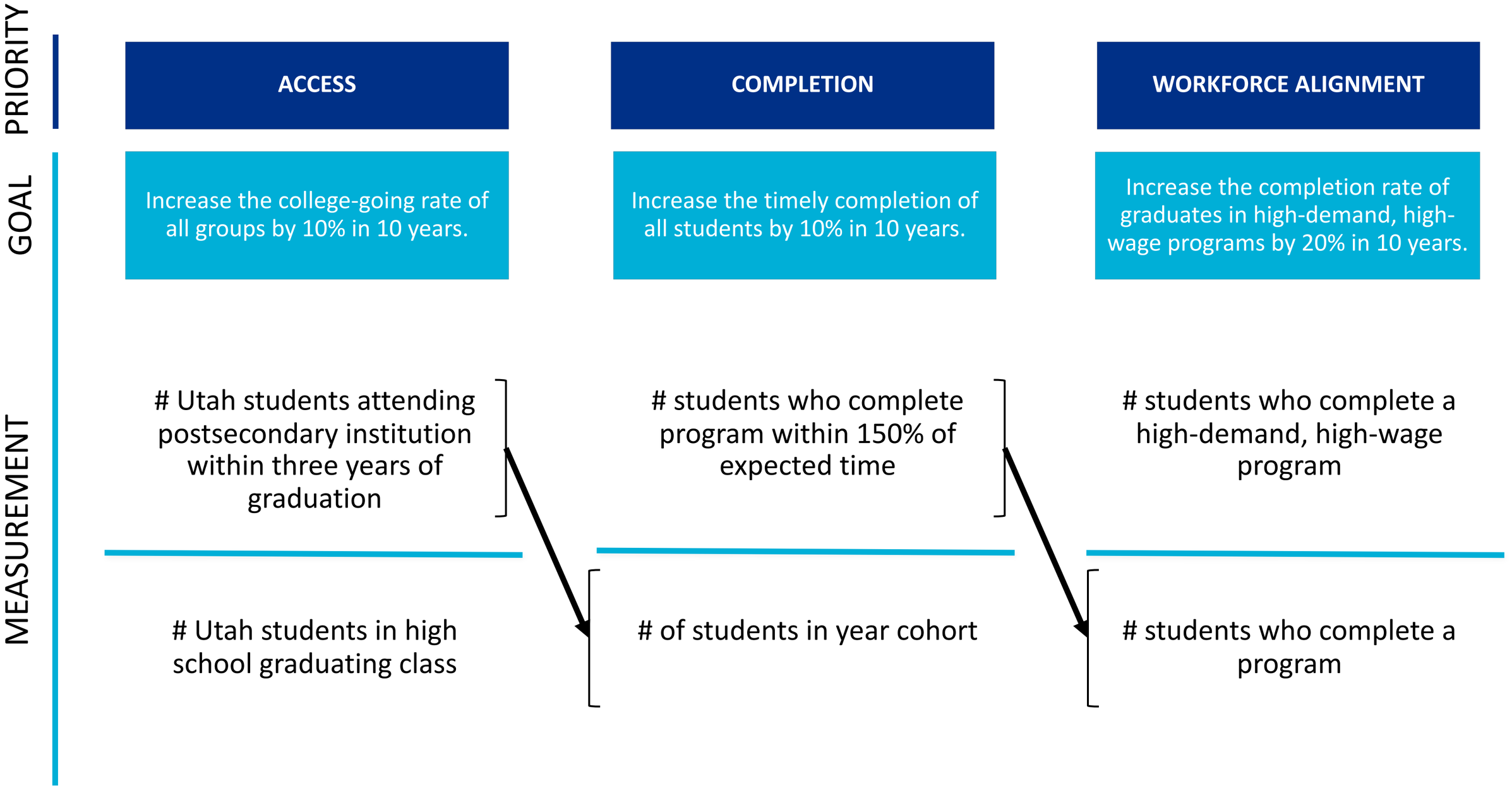
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GOAL
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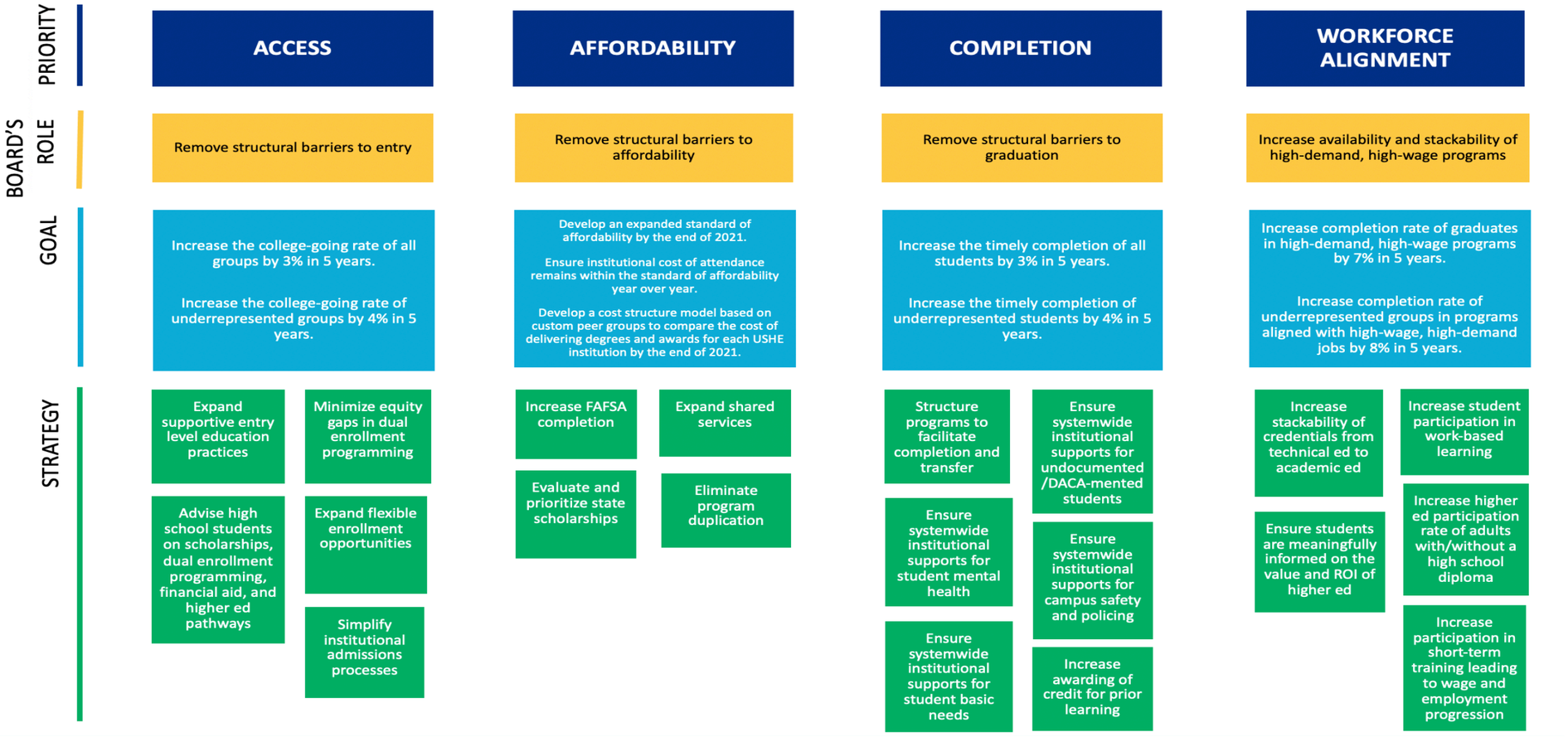
students who complete a high-demand, high-wage program
students who complete a program

ENSURING EQUITY, DIVERSITY, AND INCLUSION ARE CENTRAL TO THE STRATEGIC PLAN



Every student has the ability to learn.

When students aren't given the opportunity to succeed, it is because of a failure of educational structures, not the students themselves.

The best educational outcomes happen when students, faculty, and staff reflect Utah’s growing diversity.

EQUITY LENS FRAMEWORK

(adopted December 2020)

EXPANDED SHARED BELIEFS

COMMON DEFINITIONS

CONTINUAL EXERCISE THAT INCLUDES PRACTICAL ACCOUNTABILITY

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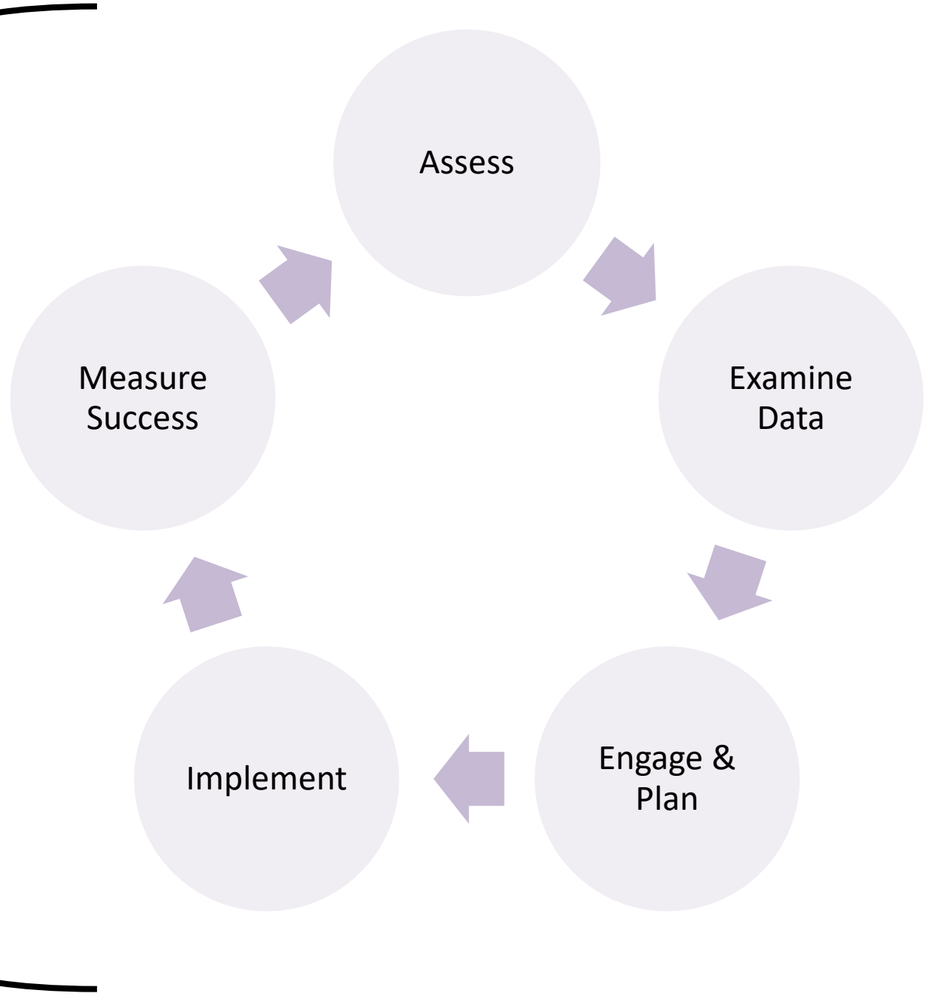

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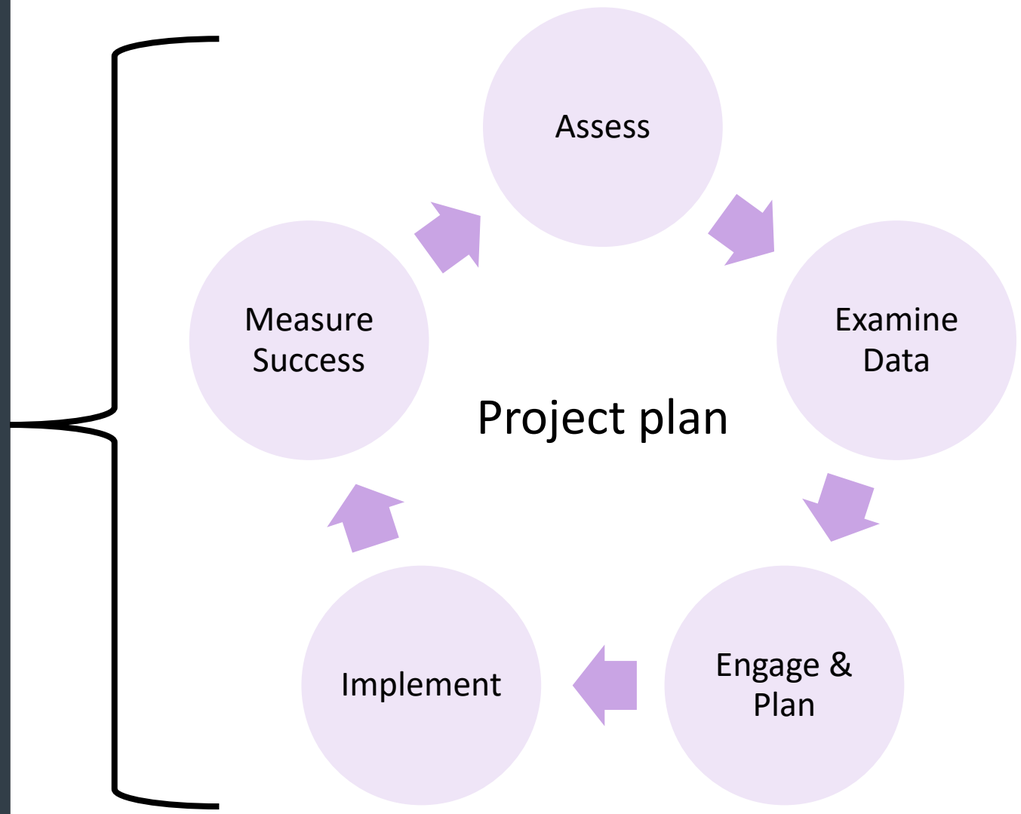
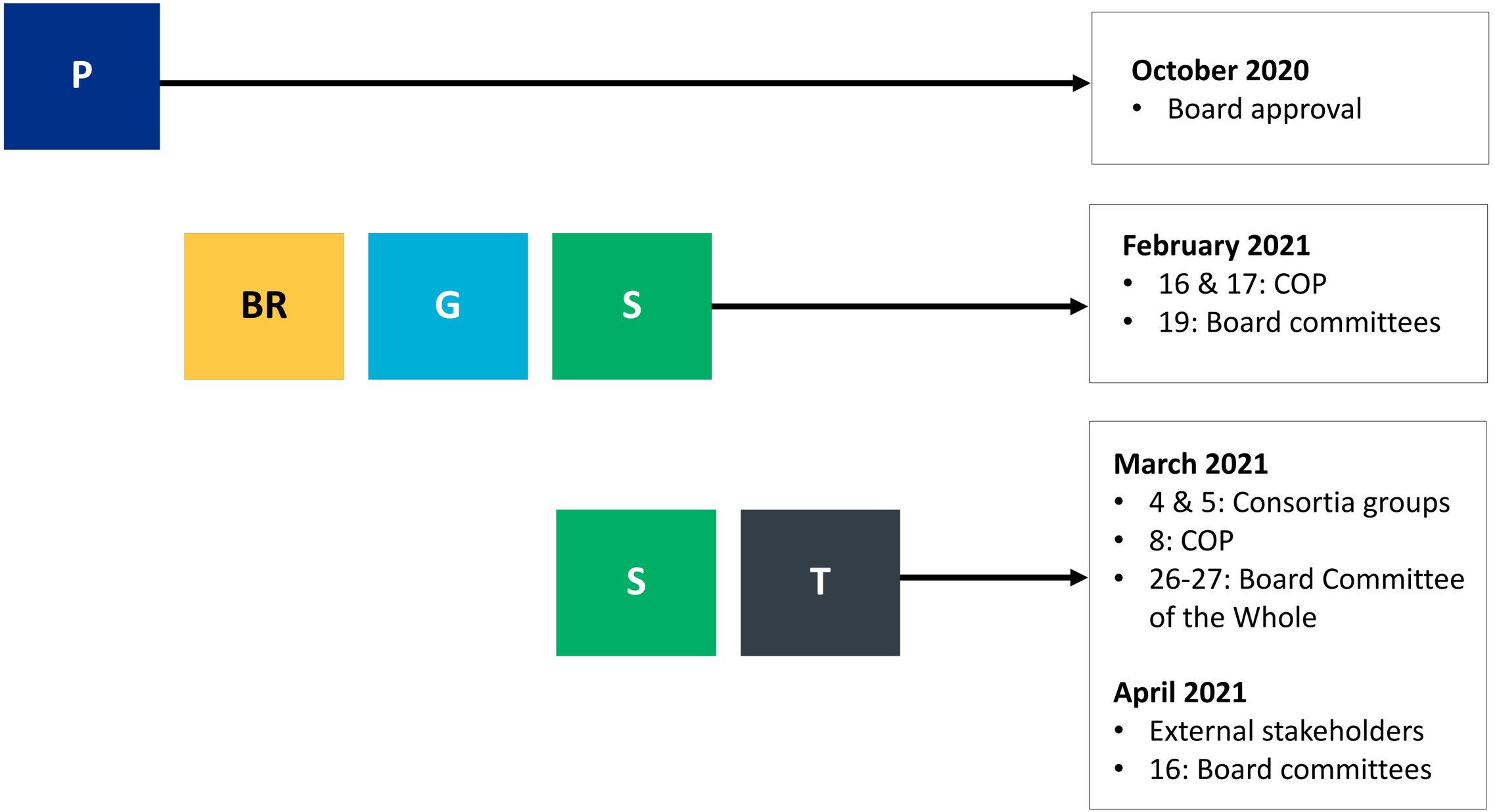


TIMELINE FOR INPUT & ADOPTION


P
October 2020
• Board approval
BR
G
S
February 2021
• 16 & 17: COP
• 19: Board committees
S
T
March 2021
• 4 & 5: Consortia groups
• 8: COP
• 26-27: Board Committee of the Whole
April 2021
• External stakeholders
• 16: Board committees

P
BR
G
S
T
May 2021
• Board of Higher Education approval

DISCUSSION

	ACCESS	AFFORDABILITY	COMPLETION	WORKFORCE ALIGNMENT
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PHASES

- Implementation
- Planning
- Understanding