



**Utah Board of Higher Education
Technical Education Committee Meeting
Teleconference
Friday, August 20, 2021**

Agenda

10:00 AM – 10:05 AM	Welcome and Introductions, <i>Shawn Newell</i>
10:05 AM – 10:10 AM	Introduction of Valirie Serawop, Technical Education Student Board Member, <i>Shawn Newell</i>
10:10 AM – 10:20 AM	Strategic Plan Committee Assignments, <i>Kim Ziebarth</i>TAB A
10:20 AM – 10:35 AM	Items to be Reported to the Technical Education Committee, <i>Kim Ziebarth</i>TAB B
10:35 AM – 10:45 AM	Industry Advisory Council Update, <i>Jared Haines</i>TAB C
10:45 AM – 10:50 AM	Credit Implementation Update, <i>Kim Ziebarth</i>TAB D
10:50 AM – 10:55 AM	Utah Programs and Majors Update, <i>Kim Ziebarth</i>
10:55 AM – 11:10 AM	Program Alignment Update and Discussion, <i>Dr. Will Pierce</i>TAB E
11:10 AM – 11:30 AM	Technical College Secondary Articulation Agreements, <i>Kim Ziebarth</i>TAB F
11:30 AM – 11:35 AM	Work with the Utah Hospital Association, <i>Jared Haines</i>
11:35 AM – 11:55 AM	Equity, Diversity, and Inclusion Activity Summary, <i>Lais Martinez</i>TAB G
11:55 AM – 12:00 PM	Conclusion, <i>Shawn Newell</i>

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 84101 (801-646-4783), at least three working days prior to the meeting. TDD # 801-321-7130.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB A

August 20, 2021

Strategic Plan Update: Assigning Strategies to Specific Board Committees

In 2020, Utah's two higher education systems merged, creating a single system of 16 higher education institutions. The Utah Board of Higher Education adopted a comprehensive strategic plan in May 2021 to guide the newly-merged 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 built on previous boards' past initiatives and incorporated feedback from institutions, state leaders, students, and other stakeholders. The Board's strategic plan focuses on six key priorities:

- System Unification
- Access
- Affordability
- Completion
- Workforce Alignment
- Research

Two main themes guide the strategic plan:

1. Alignment of measures between statewide postsecondary attainment goals and performance-based funding
2. Centering of educational equity and inclusion so that higher education opportunities exist for all Utahns

Strategies to Board Committees

The Commissioner's office has assigned strategies from the strategic plan to specific Board committees. This does not mean a specific strategy will not impact other committees, but that an identified committee will keep an eye on its assigned strategies' progress and actively work to shepherd the strategies along. (A note: The Academic Education and Technical Education Committees share all of their strategies, as they impact both degree-granting and technical institutions.)

Progress on the Strategic Plan Thus Far

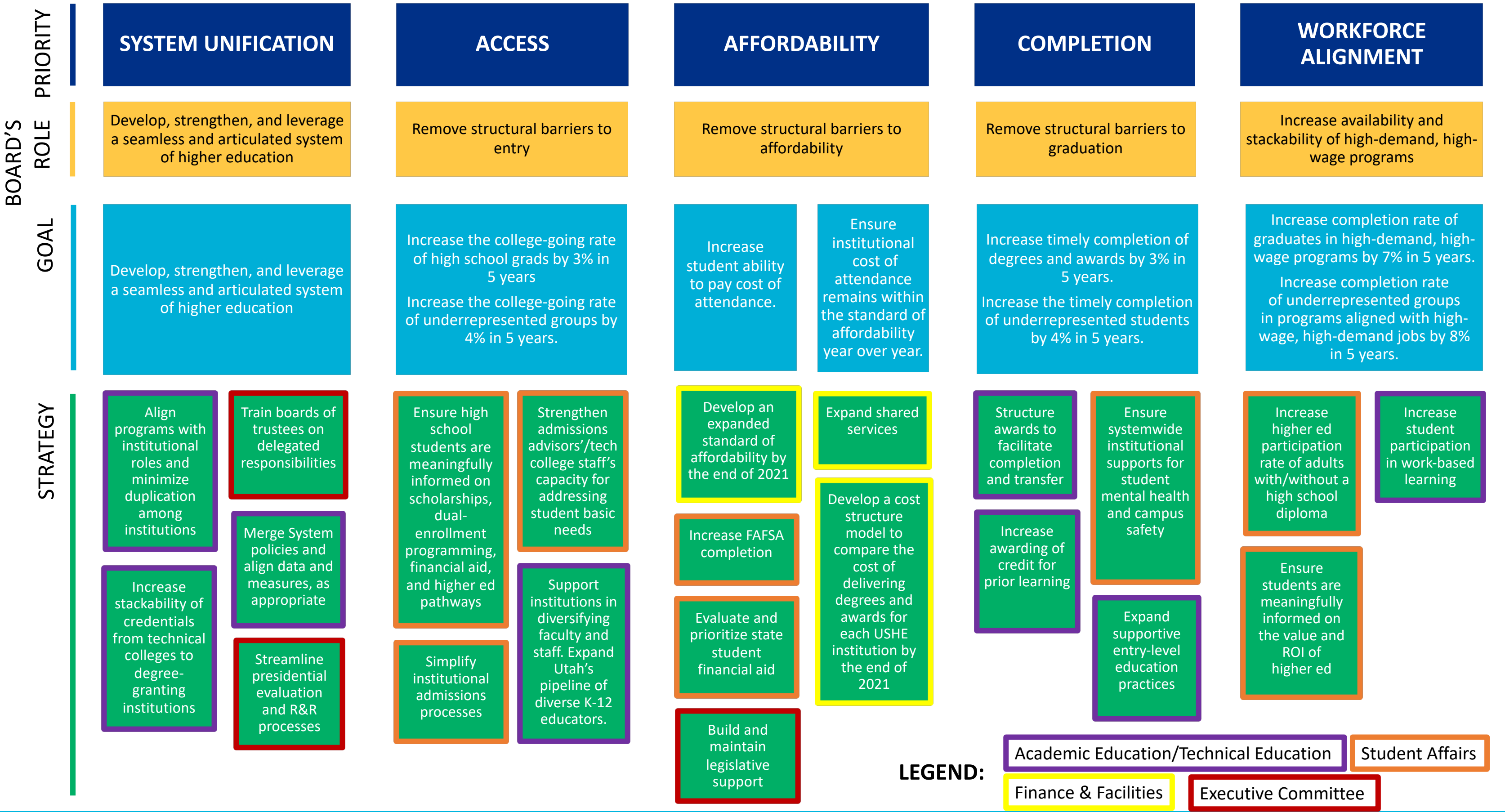
The Commissioner's office is developing project plans for each tactic identified in the strategic plan, as well as an implementation timeline for the next 12 months. The Commissioner's office will present the first progress report on the strategic plan at the September 2021 Board meeting. The progress reports will be updated monthly and available on www.ushe.edu.

The Commissioner's office will present a draft of the Research priority of the strategic plan (added at the May 2021 Board meeting) to the Academic Education Committee in August for discussion. A final draft will be presented to the Board for consideration in September.

Commissioner's Recommendation

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

Attachment





UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB B

August 20, 2021

Items to be Reported to Technical Education Committee

The Commissioner's office would like to develop a schedule to report information, data, and progress on strategic initiatives to the Utah Board of Higher Education Technical Education Committee. The Committee will be asked for discussion and to provide feedback on any additional items that should be considered for inclusion.

October Report

- Student Enrollment and Outcomes

Year-End Secondary

- Headcount
- Membership hours (Credit Attainment)
- Graduation

Year-End Postsecondary

- Headcount
- Membership Hours (Credit Attainment)
- Short-Term Training
- Graduation
- Placement

Strategic Plan Initiatives

- Policy Development and Implementation
 - Institution Roles
 - Award Types
- Credit Implementation
- Program Alignment
 - Implementation of Alignment effort
 - Ongoing: New/Modified/Discontinued Programs
 - Ongoing: Programs offered by institution

- Work-Based Activities Overview
 - Programs that include work-based learning activities
 - Participating students
- Credit for Prior Learning
 - Secondary articulation agreements
 - Alternate Documentation
 - Demonstration of Competency

Other

- Industry Advisory Council
- High-Demand, High-Wage Classified Programs
- Occupational Advisory Committee Membership
- Custom Fit
- Workforce Development Programs (i.e., Learn and Work, Strategic Workforce Investment, etc.)

Commissioner's Recommendation

Information and discussion item only.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB C

August 20, 2021

Industry Advisory Council Update

Utah Code 53B-1-407, as established by the Utah Legislature in S.B. 111, Higher Education Amendments, during the 2020 Legislative Session, directed the Utah Board of Higher Education to establish an industry advisory council. Its purpose is to inform the Board of Higher Education's technical education and academic education committees, as well as the Utah State Board of Education.

The Board of Higher Education Bylaws states that "The Board shall establish an Industry Advisory Council that shall inform the committee for technical education; the committee for academic education; and the State Board of Education. The Industry Advisory Council shall include representation from (a) employers; (b) kindergarten through grade 12 representatives; (c) degree-granting institution faculty; and (d) technical college faculty."

The attached document outlines the plan for the establishment of the council. This update will include information about the identification of council participants and an effort to convene the council as outlined.

Commissioner's Recommendation

Information item only.

Attachment

Industry Advisory Council Implementation Plan

Statutory Provisions

UCA 53B-1-407. Utah Board of Higher Education – Industry advisory council.

- (1) The board shall establish an industry advisory council.
- (2) The board shall ensure that the industry advisory council includes representation from:
 - (a) employers;
 - (b) kindergarten through grade 12 representatives;
 - (c) degree-granting institution faculty; and
 - (d) technical college faculty.
- (3) The industry advisory council shall inform:
 - (a) the committee for technical education;
 - (b) the committee for academic education; and
 - (c) the State Board of Education.

Role and Responsibilities

The purpose of the Industry Advisory Council is to review and provide industry perspectives regarding the workforce and economic development pipeline for current high-skill, in-demand, emerging, or other regionally important occupations in Utah, and gaps in available talent that could be filled by academic and technical education programs; and to inform the Utah Board of Higher Education’s technical and academic education committees and the State Board of Education of those perspectives. The council will consider collaboration and coordination of industry advisory groups across the state in its review.

Structure

Participants in the Industry Advisory Council will be invited by the Chair of the Utah Board of Higher Education upon recommendation by the Commissioner.

Industry Participants: Most of the participants (at least eight and no more than twenty) will be currently-employed members of Utah industries. The participants will be broadly representative of significant industry sectors, geographic regions, employer characteristics (size, scope, type, etc.), and social diversity. Where applicable and available, the Commissioner will consult with industry associations.

State Partners: Six of the participants will be currently-employed members of Utah workforce partner organizations, to include one state-level executive each from USBE, USHE, GOED, and DWS; one degree-granting institution faculty member from recommendations by the faculty senate presidents jointly from the degree-granting institutions; and one faculty member from a technical college.

The council will be supported by the Office of the Commissioner of Higher Education. The council will meet at least twice yearly to review and provide perspectives as provided in “Roles and Responsibilities.”



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TAB D

August 20, 2021

Credit Implementation Update

In their May 2021 meeting, the Utah Board of Higher Education unanimously supported the development of a policy to support the transition of Utah System of Higher Education (USHE) technical education institutions offering instruction from clock-hours to credit-hours.

In fall 2020, the Board's Technical Education Committee created a task force to evaluate and verify that such a transition would accomplish three objectives:

- Provide for a common currency among the 16 USHE institutions
- Remove attendance requirements currently imposed on clock-hour institutions by the U.S. Department of Education, impacting the ability of these institutions to deliver hybrid and distance education instruction to all students equitably
- Ensure such a transition will not compromise flexible enrollment and student progression practices currently provided through competency-based education

Task force subcommittees met with and received guidance from the U.S. Department of Education and the Council on Occupational Education, the body that accredits USHE technical colleges. The subcommittee presented their findings to the task force, confirming the transition of clock-hour institutions to credit would address all three objectives. The task force recommended that USHE proceed with the initiative.

Commissioner's Recommendation

Information item only; no action required.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB E

August 20, 2021

Program Alignment Update and Discussion

The Utah Board of Higher Education's strategic plan includes a strategy for program coordination and alignment as part of the completion priority. The tactic is to "Facilitate coordination among programs to align program structure to support transfer, wherever possible."

Considerations

Areas that influence this initiative include:

- Technical education programs that are intended to provide students with the broad knowledge and foundational skills that are needed for entry-level employment.
- Of the unique programs offered, about half are regulated in content or outcomes by a third-party accreditor or licensing agency.
- Each approved program has an Occupational Advisory Committee made up of a minimum of three members who are external to the institution with expertise in the program area. Committees meet at least twice annually to review the program and ensure the instruction aligns with industry demand. This guidance remains critical to the development of relevant programs across the state.

Objectives

- When industry hires technical education graduates, they should be able to depend on the consistency and quality of that employee regardless of the institution attended.
- Students who have explored technical education programs throughout Utah should have a reasonable expectation that they will receive the same quality of training regardless of the institution they attend.
- Consistent course offerings will improve efficiency and quality in sharing curriculum, instructional resources, and developing transfer agreements.
- Consistent graduation requirements will assist and result in employers and industry representatives across the state better understanding the opportunities and outcomes of technical education.

Expectations

In their June meeting, the Committee supported the following expectations in the implementation of this initiative:

- The System office will coordinate the effort with program committees made up of at least one faculty member from each institution offering the program.
- The initiative should include the participation of all technical education institutions.
- Graduation requirements must be the same for each program.
- Programs must include a core with foundational courses that are common across all institutions offering the program, represent entry-level employment requirements, and make up 70% of the total program length.
- Program committees may develop a list of elective courses that institutions may choose from in accordance with regional needs.
- Programs will include title, lengths, and objectives.
- Courses will include numbers, titles, length in instructional hours, descriptions, and objectives or competencies.
- The system office will develop a guidance document to assist with the effort.

Timeline

- July 1, 2023 Graduation requirements and core courses implemented
- July 1, 2024 Alignment effort finalized

Reporting

- Initiative updates
- New/modified/discontinued programs

Commissioner's Recommendation

Information and discussion item only.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB F

August 20, 2021

Technical College Secondary Articulation Agreements

In 2020, technical colleges served over 32,000 secondary students. This enrollment makes up 31% of the total student population. Many secondary students who enroll in technical college programs have already completed some Career and Technical Education course work at their high school.

The acceptance of this course work begins with the development of articulation agreements. Honoring these agreements by awarding high school credit for completed coursework saves students time, expediting their path to completion, increasing completion rates, and saving tuition dollars. While high school students attend tuition-free, many programs are longer than what a high school student can reasonably complete during high school. Expediting progress reduces course work that may have to be taken as a tuition-paying adult student.

Each year, instructional officers from each institution work with faculty to develop articulation agreements. Faculty review courses defined by the Utah State Board of Education to determine equivalency. A single agreement for each institution ensures that any student, regardless of district, high school, or charter school, can receive credit for completed course work.

Last year 278 unique high school courses were represented in articulation agreements. These courses provided opportunities for students to receive credit for 333 unique technical college courses. Technical colleges are just embarking on this important and valuable effort for the new fiscal year.

Commissioner's Recommendation

Information item only.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB G

August 20, 2021

Equity, Diversity & Inclusion 2020-2021

Board & System Accomplishments: A Look Back

1. Reframing the [Opportunity Gap](#) narrative – A tremendous amount of strategic effort was placed on ensuring opportunity gap conversations at the Board and System-level are contextualized with the acknowledgment that structural and systemic barriers exist in policy, practice, and procedure that perpetuate gaps seen in higher education access and completion quantitative data. This shift helps focus the board levers (i.e., policy, legislative funding, data, advocacy, and collaboration) that support creating learning environments that enable each student to thrive.
2. Public Commitments towards Equity Action – The Board of Higher Education was created to include both degree-granting institutions and technical education. Board leadership supported adopting the first [resolution to advance equitable systemic change](#); two additional resolutions were created to look at the specific needs of different underrepresented communities ([Juneteenth Resolution](#), [Dreamers Resolution](#)). These resolutions help leverage the Board's public commitment and advocacy for underrepresented students, staff, and faculty. Each has a call to action with items that the Board and System office and its 16 public institutions commit to *doing*.
3. Building Infrastructure for System Equity Efforts – Creation of the [EDI Board Workgroup](#) – The workgroup members include Board executive leadership, the Commissioner and his staff, institutional Chief Diversity Officers, and community representatives. The workgroup acts as the structural arm for creating transparency and accountability on statewide equity progress. It also acts as a bridge to informing decision-makers on tactics tied to the Board Strategic Plan. The workgroup also provides an opportunity for Board and System leadership to be trained on equity-related issues by stakeholder students, staff, and faculty. A tremendous amount of focus was placed on providing presentations from institutional staff and faculty working with students facing economic barriers, first-generation students, undocumented students, LGBTQ, and BIPOC students.
4. [USHE Equity Lens Framework](#) – During the summer of 2020, institutional Chief Diversity Officers created an equity lens framework. At its core, the beliefs and definitions ensure institutions begin from a common asset-based understanding and sets the groundwork for clear accountability, allowing all efforts to be focused on closing opportunity gaps for marginalized

populations. The Board adopted the framework in its December 2020 meeting. Since then, training and building capacity for operationalizing the framework has been a top priority. The framework has received state and national attention, and ongoing efforts are being placed to tailor the framework to the specific needs of each institution.

5. [Measuring for Equity](#) & Performance Funding – The alignment between measuring for equity progress within the Board Strategic Plan and institutional performance funding measures ensures a commitment to closing statewide attainment gaps.

Takeaways: Opportunities to Expand Equity Efforts

Although a significant amount of attention has been placed in addressing structural equity at the Board and System level, several items have been identified as opportunities to enhance our equity efforts moving forward.

- Commitment to communicating with stakeholders (i.e., students, community, institutional partners, legislators, and state leaders) on equity efforts to build trust and buy-in. With specific attention and commitment to circling back and following up with stakeholders and partners.
- Leveraging existing external institutional, community, state resources, and partnerships to avoid reinventing the wheel and duplicating efforts.
- Equity is never the role of one but a shared leadership commitment. Additional attention is needed to support CDO-type roles in sharing the weight and responsibility of equitable systemic change.

Commissioner Recommendations & Future Commitments

To ensure progress is made towards the resolutions created last year, the Commissioner would like to leverage the expertise of the institutions to form two task forces (Undocumented & LGBTQ) tied to the EDI Board workgroup that helps to inform policies that will increase access, completion, and workforce alignment for these two marginalized populations.

In 2020 funding allocations were appropriated to hire a new USHE General Legal Counsel who will support conducting an equity-minded, anti-racist policy review of all existing and new USHE policies. This will be a priority of focus tied to the Board Strategic Plan over the next couple of years.

Additionally, USHE is in the process of collaborating with the University of Utah to leverage the [New Leadership Academy curriculum](#) to support efforts to build Board and System leadership capacity on equity, diversity, and inclusion.