



October 29, 2021

Strategic Plan Update: Board Committee Priority Review

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 the Office of the Commissioner of Higher Education engaged in a rigorous, collaborative, and creative process that built on past initiatives from previous boards and incorporated feedback from institutions, state leaders, students, faculty, and other stakeholders. The Board's strategic plan focuses on six key priorities:

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

The strategic plan is guided by two main themes:

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

The Commissioner's office has assigned strategies from the plan to specific board committees. This does not mean a specific strategy will not impact other committees, but rather that an identified committee will be keeping an eye on the progress of its assigned strategies and actively work to shepherd the strategies along. (A note: The Academic Education and Technical Education Committees share responsibility for numerous strategies, as they affect both degree-granting and technical institutions; the Academic Education Committee is also assigned some tactics that fall under strategies assigned to the Student Affairs Committee.)

The Commissioner's office developed 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 presented the first progress report on the strategic plan at the September 2021 Board meeting. Progress reports will be updated monthly and will be available on ushe.edu.

Committee Discussion

The Academic Education Committee is asked to review strategies and tactics in the attachment to prioritize and verify the efforts are moving in the right direction.

The committee will have detailed conversations about three tactics: 1. Ensure concurrent enrollment is accessible for all students (TAB B); 2. help institutions in their efforts to recruit and retain a diverse faculty and staff (TAB C); and 3. support presidents in meeting expectations of the Board and streamline presidential reviews and policies (TAB D).

Commissioner's Recommendation

Information item only; no action required.

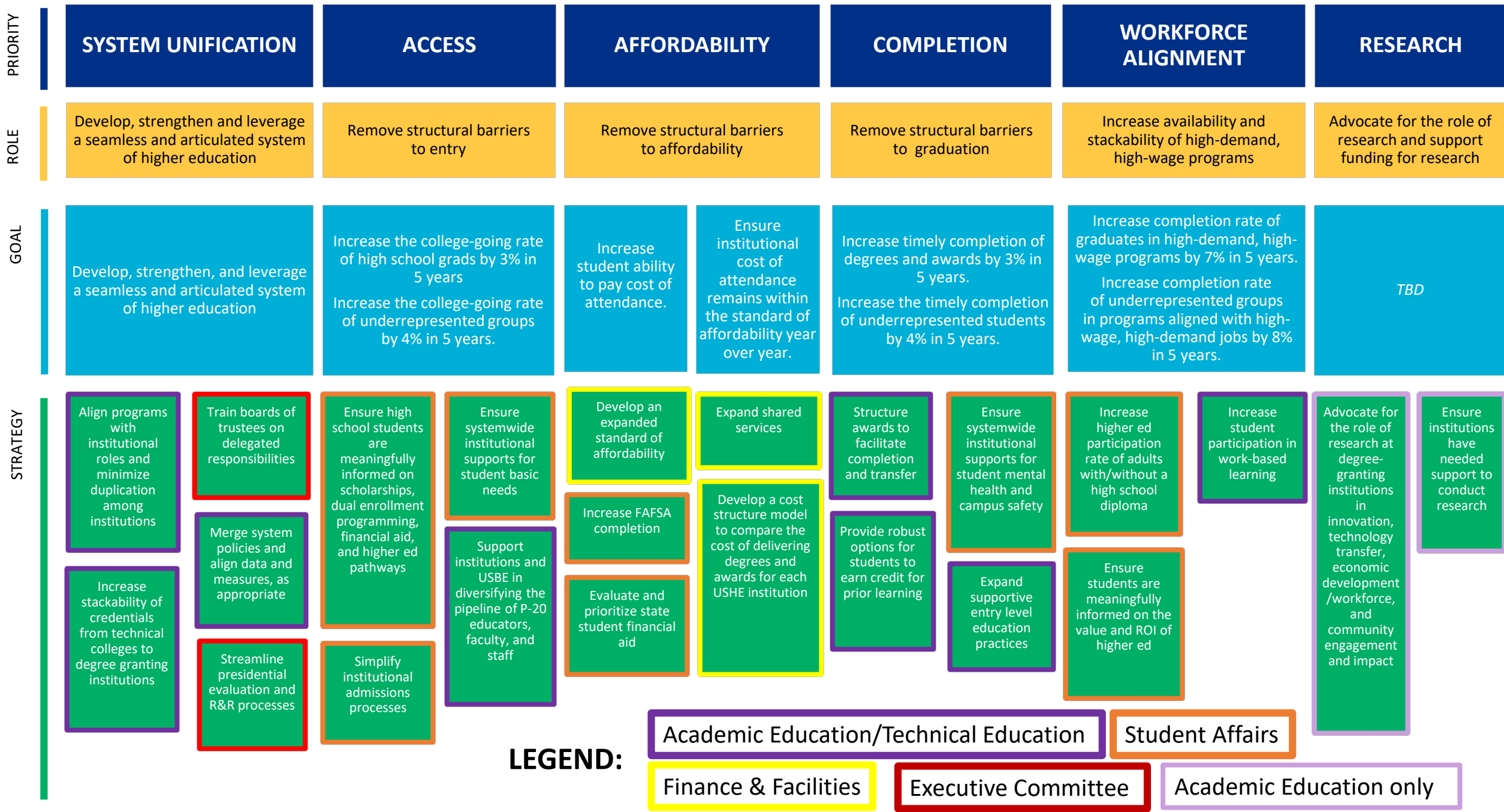
USHE Strategic Plan

Academic Education Committee Priorities

October 29, 2021



UTAH
SYSTEM OF
HIGHER
EDUCATION



SYSTEM UNIFICATION	
Align programs with institutional roles and minimize duplication among institutions	<ul style="list-style-type: none"> • Study current program offerings to ensure fit with institutional role.
Increase <u>stackability</u> of credentials from technical colleges to degree-granting institutions	<ul style="list-style-type: none"> • Review policy governing award types to ensure policies are equity minded and supported by data to support <u>stackability</u> between institutions.
Train boards of trustees on delegated responsibilities	<ul style="list-style-type: none"> • Trainings on program approval and review
Merge system policies and align data and measures, as appropriate.	<ul style="list-style-type: none"> • Review related policies and align data and measurements between technical colleges and degree-granting institutions, when appropriate.
Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&R; streamline presidential evaluation and (R&R) processes	<ul style="list-style-type: none"> • Policy updates
ACCESS	
Make CE and TE accessible for all high school students by standardizing processes and communicating options to students.	<ul style="list-style-type: none"> • Work with LEAs and institutions of higher education to ensure adequate CE course offerings. • Partner with USBE to develop and offer a statewide CE Career and College Success course. • Partner with USBE to recruit target students into CE.
Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff.	<ul style="list-style-type: none"> • State of Diversity Report • Policy updates • System-wide mentoring and collaboration • Approving institutional and system goals

COMPLETION	
Structure awards to facilitate transfer and completion.	<ul style="list-style-type: none"> •Upgrades to the Utah Transfer Guide •Address transfer barriers in policies around degree structures •Create direct transfer degree pathways
Provide robust options for students to earn credit for prior learning	<ul style="list-style-type: none"> •Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff. •Ensure equity in processes relating to the award of credit for prior learning.
Expand supportive entry level education practices	<ul style="list-style-type: none"> • Improve pass rates in key introductory course work •Standardize placement practices and co-requisite options
WORKFORCE	
Increase higher ed participation rates of adults	<ul style="list-style-type: none"> •Identify postsecondary education programs, services, and outcomes within USHE for incarcerated individuals and identify funding mechanisms for postsecondary education within prisons
Increase student participation in work-based activities.	<ul style="list-style-type: none"> •Consider policy to define systemwide practices for reporting and expansion of availability of, and participation in, work-based learning activities. •Advocate with industry and GOED to form work-based learning. •Engage employers to strengthen the connection between degrees/certificates and employment options.
RESEARCH	
Advocate for the role of research at degree-granting institutions in innovation, technology transfer, economic development/workforce, and community engagement and impact	
Ensure institutions have needed support to conduct research	