



BOARD OF TRUSTEES MEETING | AGENDA

February 7, 2020 | 7:30 am – 8:00 am

BY CONFERENCE CALL

Utah System of Technical Colleges

310 South Main St. #1250 – Salt Lake City, UT 84101

801-341-6000

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|---|-------------------------------|---------------------|
| A. Call to order and welcome | | Chair Steve Moore |
| B. Update on Board Vision: Statewide Technical Education Coordination | <u>ITEM B</u> | Vice-Chair Osmond |
| C. Higher Education Governance Bill | <u>ITEM C</u> | Commissioner Haines |
| D. Higher Education Strategic Planning Commission Workgroups | <u>ITEM D</u> | Chair Steve Moore |

CLOSED SESSION:

The Board may elect to go into closed session which will not be open to the public, pursuant to Utah Code Title 52, Chapter 4, Sections 204, 205 and 206.

ADJOURNMENT:

Public Notice of Electronic Meeting Access (UCA 52-4-207 (3): This meeting will be provided with electronic meeting access via conference/speaker telephone for Board of Trustees members only by prior arrangement with the Board secretary. The Utah System of Technical Colleges shall be the anchor location for public attendance.

ATTAINMENT GOAL WORKING GROUP CHARGE

Utah's higher education systems currently operate without a meaningful, achievable statewide attainment goal for students. The lack of a strong, statewide attainment goal has resulted in systems setting goals and strategies that lack cohesion and a unified vision. This working group is charged with establishing statewide attainment goals and associated sub-goals that will require education leaders to establish policies and strategies cohesively, with a shared commitment and collaboration necessary to meet these goals.

Anchor the goals to data

For the statewide attainment goals to drive cohesive policy and practice, they must be anchored to a foundation of comprehensive data analysis. These data should include an accurate measure of current student attainment, college going rates, workforce attachment based on attainment, and projected demographic growth. Data analyses should identify achievement gaps based on socio-economic background, gender, race and ethnicity, and identify anticipated workforce and industry growth and needs.

Set achievable attainment goals that require innovation and cooperative leadership to accomplish

Based on the data and projections for demographic and industry growth, the attainment goals should be realistic and achievable, but also stretch the agencies charged with meeting educational and workforce needs. The goals should spur leaders to find new and innovative approaches to meet these goals and should necessitate partnership across agencies and disciplines.

Set specific, measurable sub-goals that lead to achieving the statewide attainment goals

The broad, statewide attainment goals must be broken down into measurable, achievable components that give direction to the state and educational organization tasked with accomplishing the attainment goals. Meeting the sub-goals should result in moving the state towards achieving the statewide attainment goals.

Attainment goals should target underserved populations and returning adults in addition to traditional students

Utah's demographics show widening achievement gaps among underserved populations and a growing demand for options for returning adults to increase their economic opportunities. Attainment goals and sub-goals should target those populations as well as traditional students.

Working Group Membership: Chair: Carrie Mayne (USHE); Zac Barrus /Kim Ziebarth (UTECH); Nate Talley (GOMB); Ben Hart (GOED); Juliette Tennert (Kem C. Gardner Inst.); Mark Knold/Jeremias Solari (DWS); Representative from K-12 Education (Tiffany Stanley will send a name); Representative from Salt Lake Community College (Pres. Huftalin will send a name); Micah Wixom (Legislative Staff)

Timeline: The Legislature will consider legislation to extend the Higher Education Strategic Planning Commission for an additional year. If the Legislature passes this legislation, the working group will provide a preliminary report at the commission's next meeting and final recommendations in fall 2020.

AFFORDABILITY STANDARD WORKING GROUP CHARGE

Utah has established a tradition of keeping tuition low, with significant support from state appropriations. A narrow focus on keeping tuition low, however, overlooks the need for a broader measure of affordability across income levels based on the full cost of attendance rather than just the cost of tuition. This working group is charged with establishing an affordability standard for higher education in Utah.

A measure of affordability should focus on what varying student populations can afford rather than how much higher education costs

Though a contributing factor, lower tuition does not necessarily mean higher education is affordable for all student populations. The affordability standard must consider whether the total cost of attendance is affordable, which will then inform leaders on what strategies will effectively increase affordability across income levels.

When assessing affordability, the standard must use the full cost of attendance

Because attending college includes costs not often considered when determining affordability, any measure of affordability must use a complete and accurate cost of attendance. The affordability standard should require a clear, objective, consistent measure of total cost of attendance that all public institutions use to calculate their respective attendance costs.

The working group should review multiple methodologies, including the rule of ten, net present value, return on investment, or an adapted or combined version of methodologies

There are many methodologies for measuring affordability—all have advantages and disadvantages. The Board of Regents and the Higher Education Strategic Planning Commission have both commissioned studies that—in part—address setting an affordability standard. The working group should use the data, resources, and suggested methodologies as a starting point for setting an affordability standard for Utah. These could be adapted, combined, adopted outright, or disregarded in place of another methodology, as the working group recommends.

Preliminary Working Group Membership: Int. Comm Woolstenhulme (chair); Regent Chair Harris Simmons; Regent Ron Jibson; Regent Mark Stoddard; Regent Steve Lund; Regent Crystal Maggelet; Regent Jesselie Anderson; Regent Lisa-Michelle Church; President Noelle Cockett; President Brad Mortensen; President Deneece Huftalin; Tyler Brinkerhoff (UTech); Susan Johnson (UTech Board of Trustees); Tami Pyfer (Governor's Office); Sean Faherty (Legislative Fiscal Analyst)

Timeline: The Board of Regents has initiated the process of establishing an affordability standard. This working group will make its recommendation for a standard in time for the Regents' meeting on March 27, 2020, at which time the Board will adopt an affordability standard. This working group will continue reviewing research, data, and assess the success of the Regents' affordability standard and—if appropriate—may make recommendations for additional revisions to the commission.

GOVERNANCE TRANSITION WORKING GROUP CHARGE

Based on recommendations from the National Center for Higher Education Management Systems, the consultant selected by the commission to develop a strategic plan, the Legislature will consider legislation to reform higher education governance. If that legislation passes, the Utah System of Higher Education and the Utah System of Technical Colleges will combine into one system under a new governing board. This working group is charged with developing a transition plan, enabling the new governing board and new system office to begin its work July 1, 2020.

The Governance Transition Plan should include specific timelines and assignments for the following items:

- The Board of Regents and UTech Board of Trustees begin a search for one or more candidates for the Chancellor position for recommendation to the new governing board.
- Combine system staffs, establish hierarchies and assign staff positions, duties, and responsibilities as appropriate.
- Review current office space needs, availability, and outstanding lease terms and combine system physical office locations.
- Assess and combine system operating and administrative budgets and appropriations.
- Develop proposed bylaws for the new governance board to review and adopt in its first meeting.
- Develop comprehensive board orientation and training for the new governing board members.
- Schedule and prepare for the inaugural meeting of the new governing board. At the inaugural meeting, the board may:
 - Appoint board officers.
 - Review and adopt bylaws.
 - Consider candidates for or appoint a new chancellor
 - Approve the chancellor's recommendations for vice-chancellors over technical education and academic education, respectively.
 - Make additional decisions or appointments as necessary to complete the governance transition.

Preliminary Working Group Membership: UTech Interim Commissioner Jared Haines (chair); Senator Ann Millner; USHE Interim Commissioner Dave Woolstenhulme; Tami Pyfer (Governor's Office); Pres. Noelle Cockett; Pres. Biff Williams; Allyson Hicks and Michael Curtis (Legislative Staff).

Timeline: The transition should be ready to start at the time the legislation passes and complete at the inaugural meeting of the new governing board prior to July 31, 2020.



POSITION STATEMENT

November 2019

Utah System of Technical Colleges Board of Trustees &
Utah State Board of Regents



Utah System of Technical Colleges and Utah System of Higher Education Statement on Governance

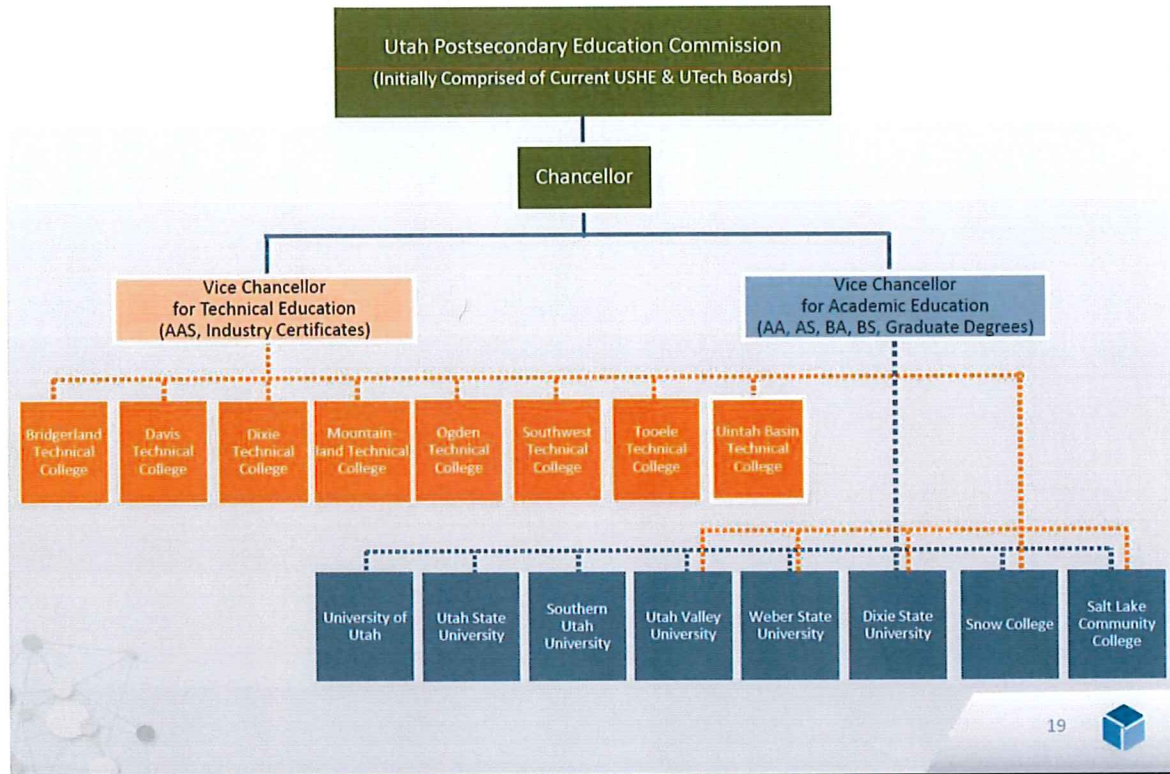
In 2018, the Legislature created the Higher Education Strategic Planning Commission to ensure higher education is positioned to meet Utah's current and future education and workforce needs. As the Commission considers several recommendations, the leadership of the Utah System of Technical Colleges Board of Trustees and the Utah Board of Regents jointly present several core principles for successful higher education structure and governance.

Utah Must Establish a Unified System of Higher Education

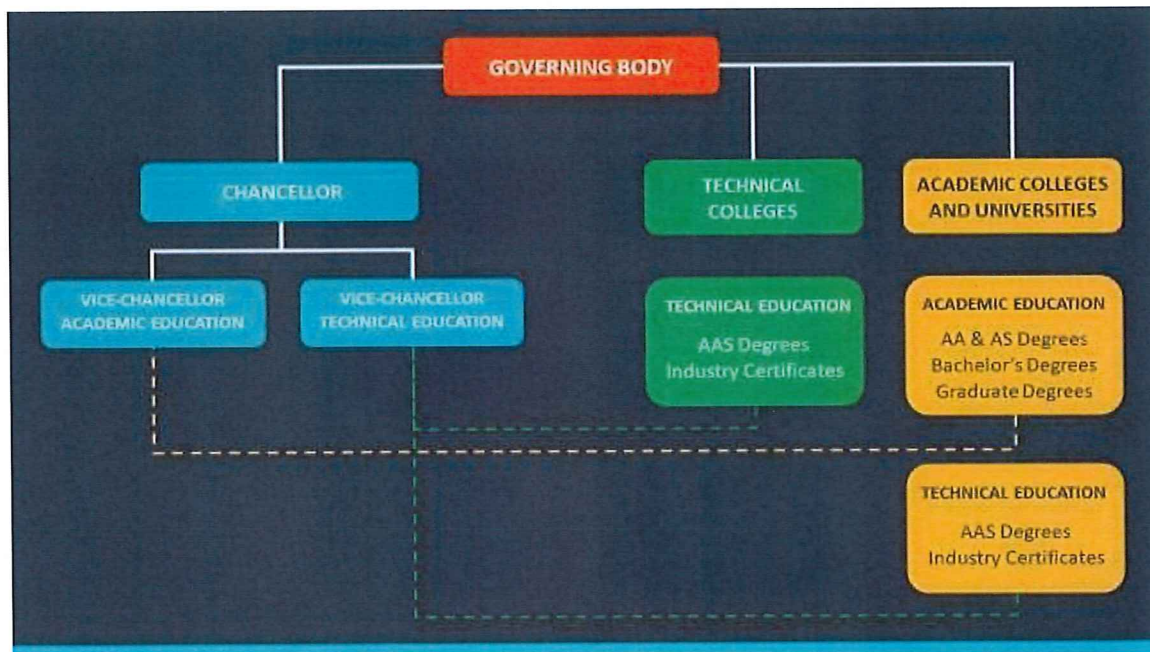
We support a single, unified higher education system. Utah has likely missed opportunities to provide better access and outcomes for students by treating technical education and academic education as two separate endeavors housed in two separate systems. The Commission's consultants—NCHEMS—presented three potential governance structures, all of which attempt to unify higher education, but with different approaches. We support *Option Three* because it creates a unified, single system but also recognizes the importance of giving technical education and academic education equal roles. Our position is built on and expands *Option Three's* organizational principles.

For *Option Three* to succeed, the governing body must lead with the view that technical and academic education are not mutually exclusive options for students, but are in fact educational opportunities that can complement and build on each other, can provide pathways to better access and outcomes for all students from all backgrounds, and can lead to partnerships within the system that will make higher education more efficient and effective moving forward.

It is critically important to consistently understand how *Option Three* would operate. In the NCHEMS diagram below, institutions have dotted lines to the respective vice-chancellors based on education type, but those dotted lines do not mean the institutions report to the vice-chancellors or even to the chancellor. Instead, institutions would report to the governing body, as they do now in their separate systems. The chancellor would serve as the chief executive officer for the system, just as the commissioners do today.



The chancellor's office will have a vice-chancellor devoted solely to coordinating system-wide technical education, as well as one assigned to coordinating academic education. Rather than introduce additional reporting lines or create two commissioners managing two systems, technical education will have an equal level of importance within the new system rather than being subsumed within the current academic education structure. The following diagram better illustrates this structure.



The vice-chancellors will—among other duties—coordinate system-wide academic and technical programming, articulation, transfer and concurrent enrollment programs. The vice-chancellors will collaborate with chief academic officers and vice-presidents of instruction to identify and address system issues. Additional staff within the chancellor’s office will coordinate other system-wide areas such as finance, institutional research, policy, law, student services and access, which resembles current responsibilities in the respective commissioners’ offices.

The Governing Body Must Have Representatives From Across Industries and Regions with the Statutory Mandate to Provide Statewide Strategic Leadership and Oversight

The Governor should appoint the governing body members with the consent of the Senate. When appointing the members of the governing body, the Governor should select representatives from major industries across Utah, such as:

- information technology
- manufacturing
- life sciences
- education
- healthcare
- finance

Likewise, the Governor should select members from various regions of the state to ensure geographic diversity. The collective expertise and experience the membership brings will help ensure system-wide policies, programs and directives are well-informed. The governing body may also appoint ad hoc advisory groups for specialized issues. The institutions and chancellor will also provide expertise in technical and academic education administration.

Bolstered by its experience, the new governing body would be empowered to meet the following duties:

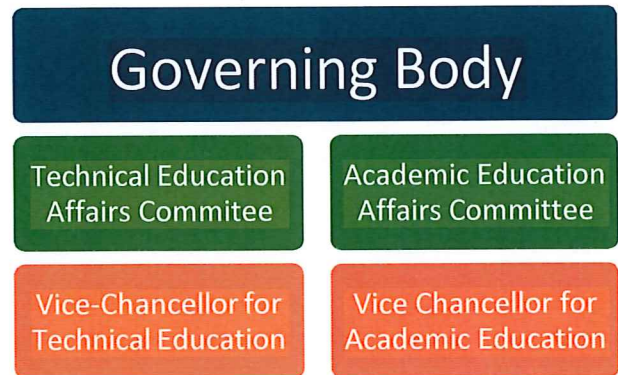
Duties and Authority

- Establish a unified vision that provides all Utah students affordable, quality higher education that will lead to high-wage, high-demand, or high-skill job opportunities, and advances Utah’s economic growth.
- Lead strategically on college readiness, access, affordability, completion, career preparedness, industry-driven partnerships, workforce alignment and other system priorities, and establish metrics and goals that demonstrate progress toward those priorities.
- Establish specific missions and roles for higher education institutions that advance system priorities, preserve institutions’ unique qualities, and promote effectiveness and efficiency, and then regulate academic and technical programming to ensure institutions operate within their missions and roles.
- Appoint, prepare and support presidents, and evaluate them based on institutional performance and progress toward system priorities.
- Collect, research and report statewide educational, demographic and economic data that supports institutional and system strategic planning and leadership.
- Achieve system efficiency, affordability and accountability by establishing unified budget, finance and capital funding priorities and practices, including performance-based funding tied to system priorities.
- Develop system-wide standards that align general education requirements across applicable institutions—including K-12 institutions—and allow earned credit to articulate and transfer across the system in all practicable circumstances.
- Delegate clear lines of authority and responsibility for institutional boards of trustees that will address institution-specific performance, presidential support and guidance, student success and effective administration.
- Establish and oversee shared services that cost-effectively support the educational missions of each institution.

The governing body’s vision and strategic goals will direct the work, priorities and resources of the system, its institutions and the chancellor’s office.

A Single, Unified System Must Establish and Preserve Unique Institutional Roles and Missions

To be successful, the new system must have statutory clarity, structure, and accountability around the roles and missions of each institution. We specifically support preserving the role and mission for technical colleges. A technical college’s primary role is to provide affordable access to industry-driven training programs that lead to high-wage, high-demand, or high-skill jobs in Utah. The Legislature, therefore, funds technical education differently than traditional academic education. To protect that role, the Legislature should maintain separate funding models



and budget line items for technical colleges and technical education. Accordingly, the governing body would then decide issues such as tuition, capital funding or budget requests as dictated by those unique missions, roles and funding models. We also support additional provisions in statute and practice—such as executive appointments, structure, accreditation, or policy—that will assure Utah’s technical education remains prominent within the larger system.

The Governing Body’s Standing Committees Provide Equal Attention to Technical Education and Academic Education

The governing body will establish standing committees, as needed. Two of these committees will be responsible for technical education and academic education, respectively. The two vice-chancellors will staff their corresponding committees, providing expertise and counsel. Members of these committees will meet regularly to focus on the most pressing system-wide educational issues and—after exploring, analyzing and scrutinizing each issue—will make recommendations to the entire governing body for action. Each education committee will consult with a formal advisory subcommittee to regularly review and recommend program criteria with current industry needs to ensure our technical education and academic offerings meet the needs of students and employers in Utah.

Splitting technical education and academic education between two committees accomplishes two critical elements: first, it ensures that technical education receives equal consideration for governance and resources within the system; second, it allows the technical education committee to coordinate all technical education within the system, whether it is provided by academic colleges and universities or the technical colleges. This should help the system avoid the pitfall of having technical education coordinated in two silos, without consistency and common vision.

Finally, as we work to integrate our higher education system for maximum effectiveness and efficiency, our new governing body will also work carefully to strengthen the partnership and articulation path with our K-12 partners on the Utah State Board of Education. To ensure long-term success for our students and employers in Utah, we must establish strong articulation agreements and clear technical education and academic pathways that support our students through their entire education and workforce readiness journey.

We look forward to implementing these principles with the Higher Education Strategic Planning Commission and the Legislature, and remain committed to working together to provide what is best for the students and best for Utah.

Steven R. Moore
Chair
Utah System of Technical Colleges Board of Trustees

Harris H. Simmons
Chair
Utah Board of Regents

Aaron Osmond
Vice Chair
Utah System of Technical Colleges Board of Trustees

Nina Barnes
Vice Chair
Utah Board of Regents

UTAH SYSTEM OF TECHNICAL COLLEGES BOARD OF TRUSTEES

Draft Version January 31, 2020



DRAFT - UTech Board of Trustees 2020 Vision and Goals - DRAFT **Utah's Technical College System is uniquely positioned to support the growth, collaboration, and consistent implementation of Technical Education in Utah**

1. Build and Approve a 10-year Strategic Framework for Technical Education:

- Develop a strategic framework in partnership with UTech leadership, USBE and USHE leadership, industry leaders, select members of the Utah Legislature, and other key stakeholders.
- Use the framework to guide the technical college system in setting goals for student outcomes, budgeting, facilities strategy, and structuring long-term Technical Education pathways and articulation between UTech, USBE and USHE.
- Use the framework to focus the technical college system on preparing students to enter the workforce or continue their education to enhance the economic well-being of Utah.

2. Establish Statewide Program Guidelines for Technical Education in Utah:

- Proactively partner with the Utah Legislature, USBE and USHE to statutorily require the following:
 - UTech, USBE, and USHE shall agree upon statewide *program eligibility requirements* and *required student outcomes* to govern all Technical Education programs offered in Utah's Education System.
 - The Boards shall annually update the statewide *program eligibility requirements* and *required student outcomes* to ensure that all Technical Education programs lead to current high-skill, in-demand, emerging or other regionally important occupations in the state of Utah, based on recommendations from the Statewide Technical Education Employer Advisory Council (see below).
 - Audit and report annually to the Education Interim Committee that all Technical Education programs offered in Utah are adhering to established statewide *program eligibility requirements* and *required student outcomes* and meeting the Technical Education needs of students and employers in Utah.

3. Establish a Statewide Technical Education Employer Advisory Council:

- Partner with the Utah Legislature to statutorily establish an independent Statewide Technical Education Industry Advisory Council to annually review and recommend to the UTech, USBE and USHE Boards statewide *program eligibility requirements* and *required student outcomes* for all Technical Education programs offered in Utah.
- Enable a process for UTech, USBE and USHE Boards to collaboratively select advisory council members from a variety of regional employers throughout Utah.
- Enable the selection one non-voting council member from each Board, DWS and GOED.
- Annually rotate the responsibility of staffing and managing the Statewide Technical Education Employer Advisory Council meeting process between UTech, USBE and USHE.
- Require the advisory council to proactively seek input from established regionally based employer advisory councils as part of their annual recommendation process.

4. Actively engage and partner with USBE and USHE to address statewide need for improved consistency in Technical Education program development, funding models, articulation, pathways, and desired student outcomes statewide.

TECHNICAL EDUCATION DEFINITIONS DOCUMENT

Statewide Technical Education Program Eligibility Requirements:

Criteria outlining the specific types of technical education programs or classes that are needed in our Utah Education System to meet the needs of employers in the state of Utah. The criteria will ensure that such programs or classes lead to high-skill, in-demand, emerging, or regionally important occupations in Utah. The criteria will include specific examples of occupations needed in the Utah marketplace that currently qualify under those definitions.

Required Technical Education Student Outcomes:

The minimum technical education pathways, institutional and industry certifications, credentials, or licensure a student must complete to secure a high-skill, in-demand, emerging, or regionally important occupation in Utah. Minimum performance benchmarks and metrics shall be established, setting the expected student achievement rates for successful completion of pathways and institutional or industry credentials for any technical education program offered in Utah..