Recommendations for a Research Priority on the Board's Strategic Plan

Priority: Research

Goal: Leverage the resources and the agenda of the Utah System of Higher Education to bolster Utah's communities, culture, and economy and position Utah as a leader in the global knowledge economy through research and discovery, scholarship and creativity, and technological innovation.

1. <u>The Board shall use policy to identify the expectations for research and scholarly activities within defined institutional roles and support the strengths and priorities of individual institutions.</u>

    ▪ Update Policy R485, *Faculty Workload*. Institutional roles reflect expectations for the level of engagement in scholarly activities and innovation in policies on institutional roles and missions and faculty workload. Faculty may take on various designated roles within the institution, from a primary research role to a combined teaching and research role, to a focus almost exclusively on teaching. The Board recognizes faculty efforts to engage in meaningful and consistent research, scholarship, and creative activities and to provide opportunities for students to engage in research and creative activities.

        - Technical colleges do not have an expectation for research and scholarship for faculty or students; the expectation is for faculty and student engagement in applied learning and work-based learning experiences.
        - Community college faculty have a teaching role, with opportunities for research and scholarly activities that enhance their classroom teaching, student engagement, and community development.
        - Regional universities: research and scholarly engagement are essential to the contribution of regional university faculty to their disciplines and enhance the relevance of their teaching, student engagement, and community development.

- Research university faculty with a research role is responsible for scholarly engagement and knowledge-generation and are critical to institutional efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.

2. <u>Establish expectations for student participation in research, scholarship, or applied technology at all 16 USHE institutions suitable to defined institutional roles.</u>
   o Promote degree-granting institutions' efforts to earn the Carnegie Foundation's Community Engagement or Leadership for Public Purposes Classifications.
   o Facilitate opportunities for students to participate in research, applied learning, work-based learning, or community-engaged learning as part of the award program structure at technical colleges, community colleges, regional universities, and research universities.
     - Technical colleges: Technical college programs focus on applied and work-based learning.
     - Associate and bachelor's degree programs: Embed undergraduate research, applied learning, work-based learning, community-engaged learning, or other key high-impact practices into associate and bachelor's degree program structures.
     - Professional and master's degree programs at regional universities: Ensure graduate students at regional universities have scholarly and applied opportunities appropriate to their career pathways.
     - Facilitate the competitiveness of graduate programs at research universities:
       - Assess the impact of USHE graduate students as employees of USHE institutions; compare financial support for graduate students to out-of-state peer institutions and address inequities.
   o Strengthen the pipeline of underrepresented Utahns into graduate research and professional programs and careers.
     - Measure the percentage of undergraduates who earned degrees from USHE institutions and continue into graduate programs. Work with institutions to identify and address equity gaps.
     - Facilitate collaboration across USHE institutions to recruit Utah students, especially those from underrepresented backgrounds, into graduate programs.
     - Facilitate collaboration across USHE institutions to provide teaching and other opportunities for graduate students, for example, by creating graduate assistant instructor opportunities at community colleges.

3. <u>The Board shall promote the research agenda for the state system and leverage the scholarship generated by USHE institutions, consistent with their institutional roles, to help enhance communities, culture, quality of life, and economic development of the State of Utah.</u>
   - Identify significant challenges and opportunities facing Utah's citizens, communities, regions, the state, and the world and mobilize the system's resources to address them.
     - Tap into the scholarly expertise of USHE faculty and students to address challenges facing the system, including student retention, completion, college affordability, equity gaps, etc.
     - Leverage scholarship of faculty and students to address local, regional, and state problems and urgencies.
     - Identify critical state needs for particular research programs and work with research and regional universities to implement and support them.
       - Support the efforts of the state's research institutions to become nationally and internationally recognized as leaders in critical disciplines.
       - Leverage the system's resources and facilitate cooperation among institutions to meet critical workforce needs for particular professional graduate programs at regional universities and research universities.
     - Boost production and growth in Utah's businesses and industries by increasing entrepreneurship and the commercialization of research discoveries and technology transfers at regional and research universities.
     - Support institutional community outreach at community colleges, regional universities, and research universities to address local or global problems and improve the quality of life within the state.
   - Recognize the unique role and expectations of research universities.
     - Support the research universities' efforts to increase their national measures of scholarly significance, such as:
       - Higher Education Research and Development (HERD) survey rankings from the National Science Foundation.
       - Peer recognition of faculty research (for example, faculty memberships in National Academies; faculty awards in the Arts, Humanities, Science, Engineering, and Health, etc.)
       - Total Research and Development grants and expenditures; the percentage of funding from external sources, business, and industry.

4. <u>The Board shall increase public awareness and understanding of the state system's stewardship of resources and the impact of research produced by USHE institutions.</u>
   - Measure and communicate the impact of:

- Delivery of knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service at all 16 USHE institutions.
- Undergraduate students' civic engagement and global learning at all 16 USHE institutions as a leading system in the national AACU Civic Evidence Project.
- Grants, research funding, entrepreneurship and transfer activity, national recognition of research faculty, and other measures.
    - Increase awareness of student research opportunities and career pathways for K-12 and USHE students.