
MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY
CEDAR CITY, UTAH

July 9, 1998

Board Members Present

Kenneth G. Anderton
Pamela J. Atkinson
Charles E. Johnson, Chair
Aileen H. Clyde, Vice Chair
David J. Grant
Larzette G. Hale
L. Brent Hoggan
Karen H. Huntsman
Evelyn B. Lee
Victor L. Lund
Robert K. Reynard
Dale O Zabriskie

Board Members Excused

Ian M. Cumming
David J. Jordan
Paul S. Rogers
Jay B. Taggart

Office of the Commissioner

Cecelia H. Foxley, Commissioner
Fred R. Hunsaker, Associate Commissioner for Finance and Facilities
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid
Michael A. Petersen, Associate Commissioner for Academic Affairs
Joyce Cottrell CPS, Executive Secretary
Linda Fife, Academic Affairs Program Officer
Jerry H. Fullmer, Director of Information Systems
Max S. Lowe, Assistant Commissioner for Applied Technology Education
Norman C. Tarbox, Assistant Commissioner for Finance and Facilities
Bradley A. Winn, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

J. Bernard Machen, President
Jerilyn S. McIntyre, Vice President for Academic Affairs
Paul T. Brinkman, Director, Planning & Political Studies
Raymond A. Haeckel, Executive Director, Government and Community Relations

Utah State University

George H. Emert, President
G. Jay Gogue, Provost
C. Blythe Ahlstrom, Assistant Provost
Lee H. Burke, Assistant to the President
Peter F. Gerity, Vice President for Research
Lynn E. Janes, Interim Vice President for Administrative Affairs
Richard W. Jacobs, Director, Budget Office

Weber State University

Paul H. Thompson, President
Carol J. Berrey, Executive Director of Government Relations/Assistant to the President
Carol V. Gaskill, Director of Budgets and Institutional Research

Southern Utah University

Steven D. Bennion, President
Frain G. Pearson, Interim Provost
Sterling R. Church, Vice President for Student Services
Michael D. Richards, Vice President for Planning and Technology
Georgia Beth Thompson, Associate Vice President for Student Services

Snow College

Gerald J. Day, President
Larry J. Christensen, Vice President for Administration
Richard White, Vice President for Academic Affairs
Gary C. Arnoldson, Controller

Dixie College

Robert C. Huddleston, President

College of Eastern Utah

Grace S. Jones, President

Utah Valley State College

Kerry D. Romesburg, President
Ryan Thomas, Vice President for Student Services and Campus Computing
Gilbert E. Cook, Vice President for College Relations
Robert L. Loveridge, Assistant Vice President for Student & Academic Support
Douglas E. Warner, Executive Director of Budgets

Salt Lake Community College

Frank W. Budd, President
Marjorie Carson, Vice President of Academic Services
Richard M. Rhodes, Vice President of Business Services
Rand Johnson, Assistant to the President

Representatives of the Press

Robert Bryson, *Salt Lake Tribune*
Jennifer Toomer-Cook, *Deseret News*

Others Present

David Colvin, Office of the Legislative Fiscal Analyst
Boyd Garriott, Office of the Legislative Fiscal Analyst
John Massey, Office of the Legislative Fiscal Analyst
Leo L. Memmott, Legislative Fiscal Analyst
Brad Mortensen, Governor's Office of Planning and Budget
Kevin Walthers, Office of the Legislative Fiscal Analyst

Chair Johnson called the meeting to order at 8:15 a.m. He excused Regents Cumming, Jordan, Rogers and Taggart and explained that Regent Anderton would be attending meetings of the Community Impact Board concurrently with the Board of Regents meeting. He welcomed Rob Reynard as the new Student Regent. Regent Reynard explained that he was a native of Beaumont, Texas, and a political science student at SUU. He said he was looking forward to meeting with the Regents this year. Chair Johnson introduced Brad Mortensen, who is working in the Governor's Office of Planning and Budget as the higher education administrator. Mr. Mortensen comes from Phoenix, where he worked for the Legislative Fiscal Analyst's office. Mr. Mortensen said he had also worked as an intern to President Bennion at Ricks College. He stated he was looking forward to working with the Regents in the field of higher education.

Chair Johnson briefly reviewed the agenda for the two-day meeting. He asked President Bennion to explain the plans for dinner and the theatrical productions.

Reports from the Presidents

Chair Johnson asked the Presidents to report noteworthy events which were taking place on their campuses. President Jones said CEU was in the process of searching for an Academic Vice President. President Budd said SLCC has been discussing with Jordan School District the possibility of a building on the Jordan Campus, built by the school district and shared by joint programs in the ATE areas. The Jordan School Board has been very excited at the prospect. President Day said Snow College has been working diligently on the merger with the Sevier Valley ATC. The student services operation is in place. The current issues are to bring the faculties together and to integrate the curriculum. The merger is moving more smoothly than anticipated.

President Emert said the Festival of the Opera would begin in two weeks with three performances. He invited the Regents and Presidents to contact his office for tickets. The Festival of the American West will be held outside this summer. Provost Gogue recently hired three replacement deans for the Colleges of Education, Natural Resources, and Humanities, Arts and Sciences. All will be full-time late this fall. President Emert acknowledged Peter Gerity for having signed off on final contracts with competitive grants at over \$106 million. USU now leads the nation in competitive grants received per faculty member.

President Huddleston noted that the papers had been signed for the exchange of property with the LDS Church. Dixie hopes to be into the new facility by next Christmas. A donation was received from the Eccles Foundation for the art instruction facility and gallery.

President Romesburg noted that UVSC will be out of its Provo facility by July 10; BYU is taking over the facility on July 11. The building may be razed completely, since the cost to bring it up to code was exorbitant. UVSC has moved into the new Mountainlands facility. Summer semester is in session. President Thompson said Weber's new Vice President of Student Services, Anand (Nandi) Dyal-Chand, would be on campus this fall, replacing Marie Kotter.

President Bennion noted several administrative changes at SUU. Two new deans were recently appointed — Bruce Barker for Continuing Education, and Charles Metten for the new College of Performing and Visual Arts. He expects to announce a new provost very soon. Shakespeare Festival season tickets have been selling better than ever. A school bond passed which enabled the local school district to build a new facility on another site. This opened the door for SUU to acquire the land on which to locate their new PE Building. President Machen said the University of Utah was anticipating the semester system. He is making personnel changes, but they are not ready to be announced.

USHE Master Planning Session

The Board heard progress reports of the four USHE Master Planning Task Forces.

Accountability. Regent Lee, Vice Chair of the Task Force, reported that progress was moving rapidly. Regents were able to meet the July 1 deadline of submitting recommendations on performance indicators to the Legislative Executive Appropriations Committee. Discussions are ongoing. She invited comments or questions on the issue of testing for general education. President Thompson said he had recently attended a conference in Colorado and learned that Missouri schools have done a great deal of work in performance funding and outcomes measurement. He recommended their model as a good place to start. President Thompson said he was supportive of performance outcome measurements but was concerned that we do not make the mistakes other states have made. Commissioner Foxley said she would be meeting with the State Higher Education Executive Officers (SHEEOs) later in the month and would discuss this issue at the meeting.

Regent Anderton said he thought the proposed tests should be relative to the disciplines and backgrounds of the students taking them. Associate Commissioner Petersen said one of the next steps of this process would be to request that the Chief Academic Officers (CAOs) focus on the following four elements in their next meeting: (1) Begin to identify elements within the general education program on which to focus. (2) Identify competencies for which tests would be norm-referenced and standardized, and which best match the evaluation of those competencies. (3) Develop a set of recommendations regarding a pilot program. (4) Make recommendations on how a pilot program could move into a full-scale program and how costs associated with that program would be covered. The CAOs will forward their recommendations to the Board of Regents.

Regent Huntsman suggested these considerations: Are our students moving through the system faster? Are they back out into the workforce after a certain number of years, contributing to the state's economic growth? Regent Lee said these factors had been included in the task force's deliberations.

President Emert said the system is implementing the new academic calendar as well as the new general education curriculum this fall. The Board approved the general education program to be implemented at all institutions. Courses contain multiple examinations which measure competencies of the students who take them. Regent Lund said the exam should not be allowed to exclude people who are proficient but who have limited skills in certain areas. President Bennion pointed out there is also substantial diversity in institutional missions and roles. One single measure should not be used to test students attending institutions with differing missions.

Regent Lee called attention to pages 4 and 5 of the report, which dealt with mission-related indicators, as opposed to those on page 3 which were appropriate for the system. She invited the Regents and Presidents to give her other suggestions to be taken back to the task force. She also encouraged measurement of programs other than ATE. Chair Johnson thanked the Regents and Presidents for the productive discussion.

Funding Mechanisms. Chair Johnson said the Funding Mechanisms Task Force had met twice. They started with the things valued in a funding system: First was flexibility at the institutional level in two areas — state appropriations and tuition. Second was acknowledgment of the differences between institutions. The task force is focusing on the following elements: (1) Similarity between institutions, (2) the institutions' varying missions and roles, (3) the value of rewarding efficiencies, (4) quality, (5) access, (6) outcome measurement, and (7) maintenance of assets — physical, faculty, and student quality. Reliability of data is also extremely important and must be the Board's top priority. The Commissioner's Office must be centrally in control of this data. Common definitions are needed.

Chair Johnson referred to Tab C and the supplement in the Regents' folders. The task force spent some time discussing tuition and costs. He explained that the Direct Instructional Costs column included tuition. The Full Cost column added the overhead component. What is funded by the Legislature is different entirely. The Lower Division Cost data (supplement) took tuition out of the formula. "Formula Cost" is the state appropriation per institution.

Chair Johnson posed these questions: When dealing strictly with lower division funding of students, how alike and how different should the institutions be as a system? If lower division is more alike, should tuition for lower division courses also be closer? Associate Commissioner Petersen said the issue in the task force was not whether programs should be funded at the same level, but whether student tuition would be standardized. Should all lower division students pay the same rate of tuition?

President Romesburg said if tuition is going to be tracked to the cost of instruction, costs would be different at SLCC and UVSC for general education students and ATE students. The cost is appreciably higher for ATE students. Specialized programs would require very high tuition. The ATCs charge substantially less to the student because they get a higher subsidy from the state. If a uniform tuition were to be charged for all lower division students with the same subsidy from the state, the larger institutions (universities) would receive severe damage. The state subsidy would have to be increased greatly if a uniform tuition were adopted.

Chair Johnson asked President Machen to speak to the issue of tuition. President Machen said various elements had to be considered — the diversity of mission, flexibility and institutional control. At the graduate and professional levels, the institutions need more flexibility in determining tuition because of the differing costs and competition within the market.

Chair Johnson summarized the recommendation: At the lower division, the Board would set the parameters. Institutions would determine the upper division and graduate level tuition and report to the Board.

President Romesburg said the key to this discussion is whether or not the state continues to count tuition as a dedicated credit. We do not want to increase the burden on the student in order to decrease the taxpayers' contribution. Regent Grant asked if standardizing tuition costs would cause a shift in enrollments. Chair Johnson answered affirmatively. President Day agreed and said if the only issue is price, there should be shifts. Perhaps admission criteria would have to be changed. The cost/price relationship is not as important on a graduate level as the quality/price relationship.

Regent Lee said this discussion had reinforced the issue of the difference in costs of tuition for ATE classes. This becoming an increasing factor between public and higher education. The ATCs are training more adults, and for less money, in short-term job training. If this continues and our costs continue to increase, it will harm the community colleges. The Legislature seems to be more willing to fund ATCs. The Joint Liaison Committee has discussed this issue at length. She recommended that the task force look carefully at it also.

President Jones said on the lower division, tuition is too high in Utah, causing a real economic struggle for students. She expressed her concern for people in lifelong learning or Work Force Services training, who pay by course rather than taking a full load. She asked the task force to consider this as part of its discussion. We appear to be driving on the side of equity for a level of learning rather than students' ability to pay and diversity in programs and costs per faculty, equipment, etc.

Chair Johnson said the task force had started to run some models for funding mechanisms. They take into account enrollment, which has traditionally been funded, and the shift toward selected enrollment growth, depending on missions and roles. Base funding adjustments will be higher in institutions where there is less enrollment growth. Where access and attraction of

more students is important, enrollment growth will be more heavily funded. Strengthening and enhancing programs will be prioritized, rather than simply bringing in new students. A second and related consideration is the issue of capacity and facilities. What kind of enrollment increase could be obtained with the existing infrastructure? At what point should buildings be added to house enrollment growth? He referred to Tab B and said the task force had looked at long-term enrollment projections with relation to facilities. The task force would like to get the Boards of Trustees more involved with their institutions. They asked that the Presidents and Boards of Trustees take a good look at the enrollment growth projections and the existing infrastructure, examine the reliability of the enrollment growth projections and the institution's mission and role for the facilities on each campus, and then put the information together to determine the policy to determine where students should be placed.

President Emert said the USU Board of Trustees would be delighted to accept this assignment. He asked if the task force had discussed the student expectation of capacity of facilities. Classroom and lab space has been allocated for Fall 1998. The majority of classes are between 7:30 a.m. and 1:30 p.m. The institutions can schedule many classes for other times, but those schedules must meet student demand. He recommended getting input from the students.

President Romesburg asked Chair Johnson to set out parameters for the chairs of the Boards of Trustees. He applauded the approach of asking the Trustees their opinion of what the institutions will look like in their communities in the future. President Budd requested clarification on growth and capital facilities. What product did the Regents expect to receive from the Trustees? Chair Johnson said he would like a growth plan for each institution. President Emert requested clarification on enrollment growth funding. A model is being developed for controlling growth. Are we proposing to cap enrollment in particular areas? Chair Johnson said this may be the end result. He also requested a brief discussion of donated facilities and their O&M costs and whether or not donors must be expected to come up with an O&M allotment.

Regent Lund pointed out that there is a great backlog of funding for maintenance of existing buildings. Regent Atkinson agreed that we must also budget for ongoing maintenance and convince the Legislators to accept this as a critical component of maintaining our campuses.

Missions and Roles. Vice Chair Clyde invited the Regents to review the charge given to the task force. It is a comprehensive charge, which will probably expand to reflect the views and issues raised by the other task forces. She applauded the discussion with Regents and Presidents to deal with these matters, raise questions, express concerns and listen to the concerns of others. She invited the Regents to speak to members of the task force with ideas to be considered.

A letter was sent to the institutional Boards of Trustees under the signature of Chair Johnson and Commissioner Foxley inviting their participation and discussion. The letter requested the Boards' interpretation of their institutions' missions and roles in the future. The Boards of Trustees will also wrestle with accountability, performance measures, and technology. Vice Chair Clyde encouraged the Presidents to invite members of the Board of Regents, the task force, and the Commissioner's staff to assist them. The task force has scheduled additional meetings and will report back more specifically at a future Board meeting.

President Romesburg asked what timeline the task force had in mind. Regent Clyde asked that the institutions look at where they are now and what needs are being met through their mission statements. She asked if the Boards of Trustees could submit a report to the task force by December 1, 1998, to enable preparation for the Legislative session. Commissioner Foxley encouraged the Presidents to discuss these issues with their Trustees incrementally. If the results are shared with the Council of Presidents, it is possible the reports could be made earlier than December.

President Emert said it would help the Boards of Trustees to have some specific directions from

the Regents, Presidents and task force. Regent Clyde said the task force would work on guidelines in their next meeting.

Regent Huntsman asked if the task force had discussed remedial education courses being taken at community colleges and the accountability of public education. Regent Atkinson agreed that this is one of the most important components of higher education planning. High school counselors may not understand institutional missions and roles and may be pushing high school seniors into colleges and universities, where many of them would excel in vocational training instead. The JLC has had two very good retreats recently. Some of these issues were brought up and discussed in those meetings. Barriers to a continuum of education must be identified and a plan developed for removing them.

Regent Clyde said the task force had agreed that this was one of its most important charges. The task force will focus on population projections in its next meeting, where service will be needed, and workforce needs in terms of skills required for employment.

Technology. Regent Lund said the task force has had one meeting, which was a general discussion of technology. The primary challenge is not what USHE institutions are going to do with technology, but how higher education is going to use technology to support its role in the state. Members of the task force were assigned to three specific discussion groups.

The focus of the first group was: With Legislators, determine a list of monitoring facts that the Legislature wants to use over a five-year period. This data should be such that we can consistently monitor it over a period of time. Chair Johnson affirmed that the Regents need to take the lead on getting the information they feel is useful.

The second group's discussion centered around this question: Do we want to move to a common computer platform? How long would this take, and how much would it cost?

The third group's focus was: What is the impact of technology on higher education in the state? We can only control how we use technology inside what we define our role of higher education to be. Regent Lund emphasized that technology will increase the cost of education; however, it would make education available to a broader spectrum of people.

A common misconception is that the Board of Regents will have a say in the Western Governors University. We are only one of their customers. In fact, WGU will probably be a major competitor of the USHE at all levels. We cannot control their curriculum. Many of the technologically-based institutions will go to proficiency testing. This is different from mandating a course curriculum necessary for graduation.

The task force does not have answers for these issues yet. Two more meetings have been scheduled. Regent Lund said he would come back to the Board in August with additional information.

Chair Johnson referred to the earlier discussion on capacity and asked these questions: How do the institutions build the number of courses to be delivered by distance learning into their formulas? What is the impact on administrative personnel in telecommuting? Should these two factors be built in? Do we have any feel for the next 10-15 years? Regent Lund responded that the major issue will be geographic service regions. Most institutions will develop their own method of delivery for distance learning. Should this continue, or should the Regents determine and control methods of delivery? Associate Commissioner Petersen affirmed that distance learning will have an impact. Last year 5% of the student credit hours generated at USU were via distance learning. CEU had 8% of their classes generated via distance learning. This will probably increase for all USHE institutions.

Commissioner Foxley said even though they are a competitor, WGU should also be a part of

our system. USU has been designated as a pilot institution. WGU has also had discussions with Weber. President Thompson referred to an AAHE article, "Our Not-So-Distant Competitors," which discussed the growth of the University of Phoenix, the Sylvan Learning Center, the British Open University's presence in the United States, and similar programs. The competition has millions of dollars to spend, and this will change our world dramatically. He said he would send copies of the article to all the Regents and Presidents.

Chair Johnson said Leo Memmott, Legislative Fiscal Analyst, had raised the concern of the costs involved in the Y2K problem. Associate Commissioner Petersen said a separate group of individuals within the Commissioner's office and the institutions had been dealing with this specific issue. Every institution has a liaison who has been assigned to work on this issue. Chair Johnson asked if the Regents would need to ask for funding next year for problems we are late in addressing. Jerry Fullmer said we had requested funds last year but did not have the documentation in place to justify it. We will definitely request money again next year with better justification.

Commissioner Foxley said adding technology to the curriculum taps new populations and has not diminished the demand for students coming to our campuses. Institutions have observed a new pattern of students on campus who are also taking courses through technology. Regent Atkinson said she would like to see a longitudinal study five years after graduation which compared students who have gone through electronic courses with traditional students, to see if the method of delivery made a difference in the long run. President Budd pointed out that by brokering courses from existing institutions and ascertaining competencies required for successful completion of degrees, the WGU will make a tremendous impact on USHE curriculum processes.

Report of SBE-SBR Joint Liaison Committee Retreat of June 30, 1998

Chair Johnson presented the actions passed by the Joint Liaison Committee in its retreat: (1) There will be a presentation of all ATE/ATC courses from both public education and higher education and where they overlap. (2) There will be a review of all facility expansion by either higher education or public education, to be reviewed by the JLC to determine if there shall be a component from the other areas. (3) All new or expanded ATE/ATC courses would come before the JLC to see if they are being duplicated. (4) All new expansions and modifications would have a market justification study attached.

Assistant Commissioner Lowe reviewed the trip to Las Vegas which he made with Associate Commissioner Petersen, and Associate Superintendent Rob Brems at the request of Regent Lee to look at areas in which public education and higher education were cooperating by sharing facilities. A report of the trip was included in the Regents' folders. Dr. Lowe explained the Las Vegas model of a community college high school on campus, where students take college classes in the mornings, which are funded in a traditional higher education manner. In the afternoons, core high school courses are taken, funded by traditional public education funding and taught by public ed teachers. The tuition for college courses is paid by the school district, with a stipend for books. This has proved to be successful on all three campuses. The college faculty have had no problems with high school participation. A traveling principal takes care of problems with secondary school students.

"High tech centers" are built on college campuses or secondary facilities. One of the new high schools has an adjacent high tech center built by the college system on public education property. High school students use it during the day, and after 1:30 p.m. the college has primary responsibility for the facility. A new high school is being built in Henderson, Nevada, with an adjacent community college. By locating the new high school next to the community college, the systems found they could save 70,000 square feet of building space in the new high school and the new high tech center. Local citizens and the Legislature love the idea. Several

vocational programs are being taught by college faculty in the high school.

Chair Johnson asked Regents Lee and Atkinson to comments. Regent Lee said she had requested this trip to urge public education and higher education to look at other options of dealing with growth. The State Office of Education has proposed to expand their ATE program throughout the state by adding 11 new ATCs. This would cause much duplication and overlap of what is already being done by the community colleges in those areas. The Joint Liaison Committee is exploring other options. She said she appreciated the information which the group brought back to the JLC and to the Regents.

Regent Atkinson said public education has a better database for ATE data which higher education has not been able to match. Because of duplicated counting there is no clear picture of who is doing what. Space is available at different times at various locations. There are many barriers to be overcome but it can be done through collaboration with public education. Dr. Lowe said we could also demonstrate great areas of collaboration and cooperation. This trip was to determine whether or not facilities could be shared and savings effected.

President Budd pointed out that the Jordan School District, the largest and most rapidly growing school district in the Salt Lake Valley, would like to buy property in proximity to SLCC's Jordan Campus and to build a building on that land, or they would like to buy or lease a piece of SLCC property. They have already identified programs they would like to offer there which are compatible with what SLCC's programs. There is great potential in this idea. The Wasatch Front South Consortium Board recently adopted a resolution recommending two more ATCs and a center in Tooele, with the clear understanding that the secondary student is the responsibility of public education and the adult student is the responsibility of the college. President Budd said he would support public education's request for new facilities as long as that request is based on needs generated by high school students.

Chair Johnson thanked everyone for their participation. He acknowledged the work of the Commissioner and her staff in making the task forces work efficiently and asked Commissioner Foxley to review the afternoon's events. The Governor will be addressing the combined groups during lunch, after which the meeting would reconvene at 1:30 p.m. Topics to be discussed in the afternoon session were listed in Tab D. After meeting together initially, the group will break into small groups for discussion. She urged everyone's participation in the small group discussions.

Joint Meeting: Legislative Education Interim Committee,
State Board of Education and State Board of Regents

Representatives of the Utah Legislature

Senator David Steele
Senator Howard Stephenson
Senator Joseph Hull
Representative Lloyd Frandsen, House Chair
Representative Ron Bigelow, House Vice Chair
Representative Sheryl L. Allen
Representative Duane Bourdeaux
Rep. Judy Ann Buffmire
Rep. John W. Hickman
Rep. David L. Hogue
Rep. Keele Johnson
Rep. Susan Koehn
Rep. Pat Larson

Rep. Tammy J. Rowan
Rep. Richard M. Siddoway
Rep. Bill Wright
J. Wayne Lewis, Research Analyst
James L. Wilson, Associate General Counsel
Wendy Bangerter, Secretary

State Board of Education

Katharine B. Garff, Chair
Linnea S. Barney
Neola Brown
Janet A. Cannon
Cheryl Ferrin
Susan C. Henshaw
C. Grant Hurst
Jill Kennedy
Joyce W. Richards

Office of the Superintendent of Public Instruction

Scott W. Bean, Superintendent
Twila B. Affleck, Secretary to the State Board of Education
Laurie A. Chivers, Deputy Superintendent
Robert O. Brems, Associate Superintendent for Applied Technology Education Services
Jerry P. Peterson, Associate Superintendent for Instructional Services
Steven O. Laing, Associate Superintendent for Planning and Project Services
Blaine Petersen, Executive Director, Utah State Office of Rehabilitation
Eileen Rencher, Public Relations Director

Others Present

Shannon Bittler, SBE-SBR Joint Liaison Committee
Julie Brinkerhoff, Eagle Forum
Mike Bouwhuis, Davis Applied Technology Center
Kathryn D. Colvin, Utah PTA
Cyrene Holt
Larry V. Lunt, Chair, SUU Board of Trustees
Karen Sewell, Eagle Forum
Richard L. Maughan, Bridgerland Applied Technology Center
Jim Eldredge, Utah Education Association
Steven H. Peterson, USBA/USSA
Gary K. Ricks, Office of the Legislative Fiscal Analyst
Brent Judd, Southwest Applied Technology Center Service Region
Mike Bennett, ICSD

Senator David Steele welcomed everyone at 12:25 p.m. He thanked President Bennion for the hospitality offered by SUU personnel. Following lunch, Senator Steele introduced Governor Michael O. Leavitt.

Governor Leavitt said he appreciated very much the opportunity to address the state's entire educational leadership community. He presented 15 observations/challenges, which were separated into these three categories: Legislative action, Public Education, and Higher Education. Specific challenges were:

To The Legislature:

1. Continue funding education. Governor Leavitt acknowledged that the Legislature, through times of heavy demand for investment in other areas, has been willing to invest in education.
2. Make the distinction between making education a federal priority or a national priority. Don't relinquish control to the federal government.
3. Continue supporting the middle school task force.
4. Return control to local schools so they can continue innovative developments.
5. Enact legislation to make schools gun-free.

To Public Education:

1. Continue doing more with less.
2. Make charter schools work; they can provide opportunities which would not otherwise occur.
3. Focus on achievement, not time. Make all 180 days productive.
4. Continue to recruit and reward competent teachers, but remove incompetent teachers.
5. Recognize that learning technology is a professional responsibility.

To Higher Education:

1. Continue to work toward giving Boards of Trustees governance over institutional issues, while Regents concentrate on larger, historical issues:
 - Are we using the full power of strategic alliances among institutions?
 - Are our institutions aligned correctly?
 - What is the role of technological delivery of education?
2. In USHE strategic planning effort, envision a higher education system which will be a global marketplace, to include publishing companies, corporations, international competition. Expand higher education's role beyond simply educating a steady stream of new students. The society of the future will lift the level of learning of all its citizens.
3. Move forward with the UECC and have it fully operational this year. Develop system strategies to deal with technology, and determine how best to exploit the opportunities presented by WGU. Challenge to everyone: Take a technologically-delivered course. COP: Make a list available of the finest electronic courses.
4. Regents: Create a series of Regents- or institutionally-offered competency degrees based on the degrees currently offered by WGU.
5. Higher ed and public ed: Develop a system whereby a student can graduate from high school and a community college at the same time. Offer incentives, such as a scholarship to a USHE institution for the last two years of a baccalaureate program.

Governor Leavitt thanked everyone for all they did in making Utah a great state for education. He then invited and responded to questions from the audience.

Chair Johnson said everyone agrees theoretically with competency-based degrees. But how will they be accepted? Governor Leavitt said the marketplace will accept a degree from a credited high-quality Utah institution. He suggested alternative ways of demonstrating competencies. He offered the resources of Western Governors University (WGU) in developing this degree. Chair Johnson asked if this worked for WGU as a WGU degree. Governor Leavitt responded that time would tell whether or not the marketplace will accept a competency-based degree.

President Bennion referred to the Governor's challenge to public education to attract and retain the best and brightest teachers, and said higher education faces the same challenge. He asked what else could be done to attract these teachers. Governor Leavitt replied that this was partially a funding issue. Present trends in higher education will lead to a point of fewer but better-paid people. Education is a growth industry. Different skills will be required than we presently require of our faculty. Teachers will be less tied to campuses, and more technologically capable. Classroom skills will be used differently. The marketplace will make that determination.

President Thompson said when he commended a student in Ogden who had graduated with an associate degree and high school diploma the same week, one of his faculty commented that it was "watering both down." Governor Leavitt disagreed. He expressed his hope that one of the charter schools would be so challenging that its graduates would be competent to the level of an associate degree.

A comment was made that many teachers are "counseled out" so that the state does not have to remove them. The Governor again urged public education administrators to remove the cultural barrier to removing incompetence. Another comment was made about the need to improve the professional image of teachers. Governor Leavitt said teaching is still seen as a noble profession. It attracts people because of life circumstances. A person working within a profession must be able to support a family. We need to make sure our teachers' salaries are adequate to support their families.

Speaking of lifelong learning, Regent Lund asked the Governor what he felt the state's role was in the expansion of learning. Governor Leavitt responded, "We absolutely have to be involved in it." This is a huge growth industry and an amazing opportunity for higher education as a community. He cited the example of Beijing, which has created 500 productivity centers for which they would like an English-based curriculum. These productivity centers will deliver business and science courses to 1.2 billion people. This presents a great opportunity to strengthen ourselves as a nation. Governor Leavitt said, "Societies which succeed and prosper are those who view their missions as lifting the knowledge of their entire community."

The Governor again thanked everyone for the opportunity to meet with them. He asked the various groups to accept his challenges in the spirit in which they were delivered.

Senator Steele thanked the Governor, Commissioner Foxley, Superintendent Bean, members of the Board of Regents and Board of Education, Legislators, and Trustees for their participation in joint meetings. He announced that the entire group would meet together in the ballroom for brief introductions, then break into three discussion groups. The meetings would conclude from the discussion groups at 4:30 p.m. He invited everyone to a barbecue at 5:30 p.m., the Green Show at 7:00 p.m. and the various Shakespearean Festival performances at 8:30 p.m.

As he convened the 1:30 p.m. meeting, Senator Steele remarked that it was a great opportunity for the Legislators and Regents to meet together and dialogue.

Chair Johnson announced that every year the Education Commission of the States (ECS)

presents its Chairman's Award to an ECS Commissioner who has provided outstanding service and leadership to the organization, furthering ECS work in their state and nationally. This year's recipient was Senator Steele. The award was presented by Iowa Governor Terry Branstad, 1997-98 ECS Chairman at the 1998 ECS National Forum and Annual Meeting in Portland, Oregon earlier in the week. Chair Johnson read Governor Branstad's remarks: "Senator Steele has used his considerable talents to improve learning for all students, and to enhance the work of the Education Commission of the States. His leadership of the Annual Meeting Planning Committee, his efforts to improve ECS, and his thoughtful advocacy of using technology to improve teaching and learning have been invaluable to my work as ECS chairman." Senator Steele thanked Chair Johnson for that acknowledgment.

He introduced Katharine B. Garff, chair of the State Board of Education, who asked everyone around the table to introduce themselves. Senator Steele asked the USHE Presidents and ATC Superintendents to stand and be recognized.

Associate Superintendent Robert O. Brems and Assistant Commissioner Max S. Lowe introduced the topic of Applied Technology Education (ATE) and explained the lack of trained workers and the need for ATE in Utah. They asked the discussion groups to consider the following questions: How can public education, higher education and the Legislature cooperate to address ATE needs in Utah? What should we be doing in order to help meet this need?

Associate Superintendent Steven O. Laing and Associate Commissioner Michael A. Petersen introduced the topic of teacher development needs and programs. They explained that the Joint Liaison Committee (JLC) had developed a task force to focus on teacher development issues in five particular areas. The task force made specific recommendations to the JLC on September 9, 1997. Dr. Petersen and Dr. Brems asked that discussion in the breakout groups center around preservice and inservice issues. As background for the discussion to follow, they identified the task force's five areas of concern, the recommendations made to the JLC, and subsequent actions:

1. Continuum of preservice and professional development of teachers.

Recommendation: A funding plan supporting school/university partnerships strengthening teacher preparation and professional development. A combined effort is being made in contracts issued between public education and higher education. The Legislature has appropriated \$1,474,127 for professional development during FY1999.

2. Technology during preservice and inservice.

Recommendation: Increase appropriation for Education Technology Initiative (ETI) allowing expansion of professional development and specific allocation for teacher preparation programs. The Legislature has increased the ETI allocation for FY1999 to \$8.5 million ongoing funds, with an additional \$5.5 million in one-time funding. HB7 provided for a technology pilot program, and HB184 included intent language to provide ETI allocations to colleges of education. Specific funding will be requested in the next Legislative session.

3. Diverse student learners.

Recommendation: Funding for university/school partnerships for professional development addressing diverse student learners. Alternative Languages Services Funding has been increased to \$2.8 million for language services. The State Board of Education has addressed Principles of Equity in Utah's public schools to show the importance of dealing with diversity for all of Utah's citizens.

4. Teaching and administration in middle schools.

Recommendations: State Advisory Council on Teacher Education (SACTE) study middle school credentials and make recommendations; consider recommendations from other schools. To date, USU has incorporated a middle level endorsement, a subcommittee on standards has been formed, and the Governor has appointed a Task Force on Middle Education. The 1998 Legislature allocated \$9 million to reduce classroom size in middle schools.

5. Continuing professional development.

Recommendations: Adoption of policy requiring continued professional growth; funding for joint school/university partnerships for educator professional growth. The Utah Education Association (UEA) has formed a Professional Development Task Force. They have made considerable progress in identifying areas of professional growth which should be approved. They have also outlined a professional development plan for professional growth and recertification.

Ms. Garff thanked the Legislature for creating the Joint Liaison Committee where issues can be addressed such as those before this body. The entire Committee feels that communication has been better in areas which relate to public education and higher education. She expressed her desire for continued participation by this extremely important group in the future. Ms. Garff explained that the discussion questions which had been developed for the afternoon session were a result of the work of the JLC. Senator Steele suggested that the meeting be adjourned directly from the individual groups, rather than reconvening as an entire group.

The meeting adjourned to discussion groups.

Group # 1 -Discussion Leader - Sen. David Steele

Pre-service Training for teachers

Teachers admit they are not fully prepared at graduation to teach in the classroom. The discussion group considered the possibility of conducting a survey to learn what first-year teachers felt is the most valuable training they received during college. Requiring student teachers to spend time in a classroom early in their training could help them develop basic ideas for classroom management. The discussion group felt it would be useful to offer specialized teacher training during the first two years of college. Some felt that college programs should be required to be NCADE (National Council of Accreditation for Teacher Education) accredited.

The discussion group felt it would be important to help teacher candidates understand the diverse student backgrounds found in Utah public schools. Some felt elementary teacher training should be subject specific, and Utah should offer uniform certification so teachers can be interchangeable at a variety of grade levels. Every teacher should receive an incentive to participate in inservice programs and participate in a balance of education subjects and technology training that is updated annually. Most importantly, the discussion group felt it was critical that basic classroom management skills be taught.

Group #2— Discussion Leader - Rep. Lloyd Frandsen

Rep. Frandsen chaired a discussion on shortages of skilled workers along the Wasatch Front and the accompanying need for more training centers. Since the largest population base in Utah is along the Wasatch Front, it has been proposed that additional Applied Technology Centers (ATC's) be established in the area known as the Wasatch Front South region in Salt Lake and Tooele Counties.

The proposed ATCs in the Wasatch Front South region would be governed by the State Board of Education and administered by Wasatch Front South school districts. Those local districts would administer Applied Technology Education (ATE) programs for secondary students and Salt Lake Community College would train ATE post-secondary students in the region and be under the governance of the Board of Regents.

Difficulties with the ATE program generally were discussed. High school counselors typically do not have adequate information on training programs at existing ATC's, which adds to the difficulties facing students choosing careers. Parents usually aren't knowledgeable about ATC offerings and often have a negative mind set about applied technology education. They usually assert their desires for their children to attend colleges and universities.

The Wasatch Front South regional model will work best if funding policies between public and higher education can be reconciled. Since funding sources are different at the two levels of education, legislation may need to be introduced to provide greater fiscal equity.

Mr. Brems, Associate Superintendent of Public Instruction and Mr. Lowe, Associate Commissioner of Higher Education, visited Las Vegas, Nevada to observe the dual use system of ATE high tech facilities located adjacent to one another. In Las Vegas, a community college campus is located across the street from a high school campus and both units share programs and technical facilities and students from both levels of education share in a cooperative educational program.

Before the Wasatch Region South concept can move forward, data demonstrating the need for an ATE center must be collected. There is a major concern in higher education for coordination which avoids duplication. Requested further development of the concept is based on strict criteria and actual need. Substantial differences exist between the community college environment and the campus of an ATC. The Board of Regents feels significant attention must be given to establishing an equitable funding formula.

MOTION: George Emeret, President of USU made a motion recommending the following ideas to the Joint Liaison Committee: 1) search for and gather the right kind of data to develop an equitable funding formula for ATE; 2) implement a holistic approach to solving the need for skilled workers and assign a specific responsibility to individual ATC's and colleges to meet the need; 3) research marketing service program; 4) use a variety of ways to assess needs; 5) collaborate to expand resources; 6) work with the presidents of post-secondary institutions and district superintendents; and 7) listen carefully to Wasatch Front South requests and consider the options available. The motion passed unanimously with all present voting favorably.

Teacher Development

The teacher development discussion focused on the benefits of issuing one teaching certificate and then offering an endorsement in a specialized topic after one year of teaching. It was noted that one way to improve teacher quality may be to impose tougher entrance requirements to teacher education programs. However, it was also pointed out that fewer of the brighter students may apply since they often select a career where there is opportunity for a substantially larger income. It was suggested that the education community gather data that can be used to make recommendations for greater teacher compensation

The discussion group suggested several options for stronger teacher development programs including a requirement that student teachers spend more time in the classroom, perhaps through an internship program, prior to beginning their careers. It was also suggested that an extensive program be initiated where school districts receive feedback from first year teachers about their training programs and what they were taught in college and what they should have

been taught.

MOTION:Sen. Joseph Hull made a motion requesting the Joint Liaison Committee gather data and develop a proposal on how to attract, retain, and reward effective educators. The motion passed unanimously with all present voting in favor.

MOTION:Regent Atkinson made a motion for the colleges of education to implement a longer period for the student teacher to spend in his or her student practicum, and then provide feedback within the next year to the Board of Regents on changes or improvements in the teaching process. The motion carried unanimously.

The discussion group suggested that professors who teach student teacher candidates counsel those who would not be good teachers to leave teacher education to pursue another field of study.

Group #3 — Discussion Leader - Rep. Judy Ann Buffmire

Following a vigorous discussion, the group came up with the following responses to the questions outlined in the agenda materials:

Applied Technology Education

1. How can public education, higher education and the Legislature cooperate to address the skilled worker shortage in Utah through Applied Technology Education?

- Continued funding for the SOAR campaign from public education and higher education
- Comprehensive counseling program in high schools, community colleges and universities, with an emphasis on vocational programs
- Preservice and inservice counseling
- Counselors trained in SEOPs (Students' Educational Opportunity Plans)
- Recruit employers to advertise their success of hiring ATE students
- Follow Las Vegas model of sharing resources and facilities, with high tech centers at high schools, and high schools on community college campuses
- Articulation with high schools that image is everything

2. What input can this group provide the Joint Liaison Committee regarding this proposal?

- Up-to-date, accurate data on what is being done and what should be done
- Coordinate with Job Service on ATE opportunities
- On-site training with business and industry
- Focus on availability of programs
- Enhance counseling

3. *What indicators of success should public education, higher education and the Legislature be looking for to ensure that these resources are properly and effectively utilized?*

- Placement and retention data from job market
- Evaluate programs and fund accordingly, based on effectiveness
- Overall educational level of the community
- Flexibility to meet needs of individual areas across the state
- Broad scale articulation with high schools, ATCs and USHE institutions

Teacher Development

1. *What should be the entrance requirements for students desiring admittance to the colleges of education?*

- Refer to JLC: What are the requirements for success in the field of education?

2. *Should all four years of college be focused on teacher preparation for future educators, i.e., should the first two years of general education/liberal education be modified and focused specifically for future teachers?*

- It is critical for college students to get experience early in their college career to find out whether or not they have an aptitude for teaching. They recommended exposure to teaching in the freshman year.
- General education courses should be taken throughout the college career, rather than only in the freshman and sophomore years.
- Should/could a pre-education core be taught at the community college level?

3. *Should there be one license for all educators with endorsements added for level and subject specialization?*

- A straw poll favored this proposal with some concern. The group recommended that this be referred to the JLC.

4. *What knowledge, skills, and abilities should educators possess at the conclusion of their preservice training?*

- Minimum: Understanding of subject and a degree earned in the subject area.
- There was a general consensus that every teacher should be able to teach reading, no matter the subject area.
- A straw poll indicated unanimous agreement that professional development requirements be linked to recertification at a specific time interval.

Representative Buffmire thanked the group for their meaningful input and adjourned the meeting at 4:30 p.m.

Meeting of the Legislative Education Interim Committee
and State Board of Regents

Representatives of the Utah Legislature

Senator David Steele
Senator Howard Stephenson
Senator Joseph Hull
Representative Lloyd Frandsen, House Chair
Representative Ron Bigelow, House Vice Chair
Representative Sheryl L. Allen
Representative Duane Bourdeaux
Representative Judy Ann Buffmire
Representative John W. Hickman
Representative David L. Hogue
Representative Keele Johnson
Representative Susan Koehn
Representative Pat Larson
Representative Tammy J. Rowan
Representative Richard M. Siddoway
Representative Bill Wright
J. Wayne Lewis, Research Analyst
James L. Wilson, Associate General Counsel
Wendy Bangerter, Secretary

Board Members Present

Kenneth G. Anderton
Pamela J. Atkinson
Charles E. Johnson, Chair
Aileen H. Clyde, Vice Chair
David J. Grant
Larzette G. Hale
L. Brent Hoggan
Karen H. Huntsman
David J. Jordan
Evelyn B. Lee
Robert K. Reynard
Paul S. Rogers
Dale O Zabriskie

Board Members Excused

Ian M. Cumming
Victor L. Lund
Jay B. Taggart

Office of the Commissioner

Cecelia H. Foxley, Commissioner
Fred R. Hunsaker, Associate Commissioner for Finance and Facilities
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid (Friday)
Michael A. Petersen, Associate Commissioner for Academic Affairs
Joyce Cottrell CPS, Executive Secretary
Linda Fife, Academic Affairs Program Officer
Jerry H. Fullmer, Director of Information Systems
Max S. Lowe, Assistant Commissioner for Applied Technology Education
Norman C. Tarbox, Assistant Commissioner for Finance and Facilities
Bradley A. Winn, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

J. Bernard Machen, President
Jerilyn S. McIntyre, Vice President for Academic Affairs
Paul T. Brinkman, Director, Planning & Political Studies
Raymond A. Haeckel, Executive Director, Government and Community Relations
Christine St. André, Executive Director, University Hospital
Michael K. Openshaw, Administrative Director, University Hospital

Utah State University

George H. Emert, President
G. Jay Gogue, Provost
C. Blythe Ahlstrom, Assistant Provost
Lee H. Burke, Assistant to the President
Peter F. Gerity, Vice President for Research
Lynn E. Janes, Interim Vice President for Administrative Affairs
Richard W. Jacobs, Director, Budget Office

Weber State University

Paul H. Thompson, President
Carol J. Berrey, Executive Director of Government Relations/Assistant to the President
Carol V. Gaskill, Director of Budgets and Institutional Research

Southern Utah University

Steven D. Bennion, President
Frain G. Pearson, Interim Provost
Sterling R. Church, Vice President for Student Services
Michael D. Richards, Vice President for Planning and Technology
Gregory L. Stauffer, Vice President for Administrative and Financial Services
Georgia Beth Thompson, Associate Vice President for Student Services

Snow College

Gerald J. Day, President
Larry J. Christensen, Vice President for Administration
Richard White, Vice President for Academic Affairs
Gary C. Arnoldson, Controller

Dixie College

Robert C. Huddleston, President

College of Eastern Utah

Grace S. Jones, President

Utah Valley State College

Kerry D. Romesburg, President
Lucille T. Stoddard, Vice President for Academic Affairs
Ryan Thomas, Vice President for Student Services and Campus Computing
Gilbert E. Cook, Vice President for College Relations

Robert L. Loveridge, Assistant Vice President for Student & Academic Support
Douglas E. Warner, Executive Director of Budgets
J. Karl Worthington, Associate Vice President for Academic Affairs

Salt Lake Community College

Frank W. Budd, President
Marjorie Carson, Vice President of Academic Services
Richard M. Rhodes, Vice President of Business Services
Rand Johnson, Assistant to the President

Student Leaders

Treon Mueller, Southern Utah University; UCSP Chair
Brian Brown, Weber State University
Doug Dubitsky, University of Utah
Matthew Harker, Weber State University; UIA Governor
Dave Nabrotzky, Utah Valley State College
Steve Nelson, Westminster College
Jocelyn Palmer, Dixie College
Rob Peterson, Snow College

Representatives of the Press

Robert Bryson, *Salt Lake Tribune*
Jennifer Toomer-Cook, *Deseret News*

Others Present

Thomas C. Anderson, Office of the Attorney General
Mike Bennett, ICSD
Shannon Bittler, SBE-SBR Joint Liaison Committee
Mike Bouwhuis, Davis Applied Technology Center
Julie Brinkerhoff, Eagle Forum
David Colvin, Office of the Legislative Fiscal Analyst
Kathryn D. Colvin, Utah PTA
Jim Eldredge, Utah Education Association
Boyd Garriott, Office of the Legislative Fiscal Analyst
Cyrene Holt
Susanna Johnson
Brent Judd, Southwest Applied Technology Center Service Region
Larry V. Lunt, Chair, SUU Board of Trustees
John Massey, Office of the Legislative Fiscal Analyst
Richard L. Maughan, Bridgerland Applied Technology Center
Leo L. Memmott, Legislative Fiscal Analyst
Brad Mortensen, Governor's Office of Planning and Budget
Kenneth E. Nye, DFCM Program Director
Steven H. Peterson, USBA/USSA
Gary K. Ricks, Office of the Legislative Fiscal Analyst
Karen Sewell, Eagle Forum
Blake Wade, Ballard Spahr
Kevin Walthers, Office of the Legislative Fiscal Analyst

Representative Frandsen called the meeting to order at 9:15 a.m. and excused President

Bennion, who was meeting with the SUU Board of Trustees. He thanked President Bennion, Jackie Bulloch and the rest of the SUU staff for their arrangements in coordinating the various meetings. Representative Frandsen said there had been great discussion in the meetings Thursday, and he looked forward to another productive day. He expressed his appreciation for working with Senator Steele in chairing the Legislative Education Interim Committee. He indicated his deep respect for the Legislators, Regents and Presidents for their cooperation in dealing with challenging issues.

Commissioner Foxley expressed her appreciation to the Legislators who completed and returned the USHE survey on master planning. She also thanked the Legislators who serve on the USHE Master Planning Task Forces and thanked all the Legislators for being involved in the education process.

Representative Frandsen said it had been suggested that the Regents and Presidents meet with the Legislative Education Interim Committee during interim meetings once or twice a year for discussion groups similar to these. He said the Legislators like to have access to these constituencies.

Senator Steele also complimented those who worked hard to put the meetings together. He thanked Jim Wilson, Wayne Lewis and Wendy Bangerter for their great work. The purpose of this meeting was to discuss problems and arrive at solutions. He complimented the groups for their participation and dialogue and urged continued discussion after the meetings conclude. Following introductions around the table, the agenda focused on the master planning process.

Chair Johnson said the Regents' master planning process was well underway. Four task forces have been formed — on Accountability, Funding Mechanisms, Institutional Missions and Roles, and Technology. In their meeting the previous day, the Regents heard progress reports from the four task forces. The Board had committed to the Legislature that by July 1, 1998, they would submit recommendations on performance indicators to the Executive Appropriations Committee. This was done. The Board is now looking at funding for facilities; funding for operations will take longer. Each of the task forces has short-term and long-term expectations.

The USHE Master Planning Task Force on Funding Mechanisms, for which Chair Johnson is chair, began by looking at values. They focused on the following issues: (1) Flexibility, (2) differential between institutions on two levels: common and unique characteristics, (3) improving efficiency, (4) quality, (5) results orientation, (6) access, and (7) delivery of education to the people. They have discussed tuition and fees and are looking at new ways of setting tuition. The task force agrees that the institutions need greater flexibility in upper division and graduate programs. Another change is considering the unique missions and roles of the institutions when considering funding.

The USHE Master Planning Task Force on Technology, chaired by Regent Lund, and the Task Force on Accountability, chaired by Regent Jordan, have met and have scheduled additional meetings, but have made no recommendations to the Board. The Task Force on Institutional Missions/Roles and System Governance is chaired by Vice Chair Clyde. That group is focusing on the following areas: (1) Are there enough institutions to meet the needs? (2) What are the capital facilities needs? (3) Should geographic service areas be maintained? (4) Partnerships with public education should be strengthened.

Chair Johnson asked that higher education become the Legislature's top priority after the freeway project has been completed. Representative Frandsen pointed out that external data collection is another important issue. The present collection system is flawed. Chair Johnson said the Regents and Presidents are working to correct this problem.

The main body divided into two discussion groups at 10:00 a.m. Each group was assigned a specific topic. If time allowed following that discussion, the groups could discuss the other

issues. Representative Frandsen again expressed his appreciation for the opportunity of working together and dismissed the committee to their assigned breakout groups for further discussion.

Group #1 - Discussion Leader - Sen. David Steele

The discussion group reviewed the question of board flexibility to establish tuition rates at the graduate or professional school level. They concluded that lower division tuition requires oversight from the regents and the legislature and is often not cost-based, but politically driven. Other points discussed regarding tuition flexibility included:

- the difference between the cost of administrating an undergraduate program compared to graduate level programs;
- the market for a program must be considered.
- return on the investment is critical;
- flexibility to reallocate state funds into some low demand and low return programs to enhance the enrollment in those programs;
- the University of Utah will limit their participation in state-funded growth allocation, but will increase their budget from tuition increases;
- the Legislature only controls 20-30% of the higher education budget, but the public perceives it is much more;
- the state's limited education budget is spread so thin at times that each allocation is not enough to really affect a program;
- if universities had the flexibility to raise tuition and did so, there would be extra funds to give to schools that cannot afford to raise tuition;
- some schools have reputations that draw students away from schools in Utah. As programs improve, the quality of education offered could keep students in the state;
- and because of previous legislation, a guarantee for tuition increase exists.

Raising entrance standards at the universities has caused some students to first seek lower division credit at a community college, and then transfer to a university. Transfers may be desirable, since community colleges typically have lower tuition because they often use large numbers of adjunct professors. Using the transfer idea, students typically don't incur as much debt during the early years of college. On-going cooperation to articulate classes between universities and colleges is essential.

The discussion group noted that Applied Technology Centers (ATC's) are funded by public education and community colleges are funded through the higher education budget. There is a concern that ATC students are already more highly subsidized than community college students for identical training.

The regents previously discussed using performance indicator tests which are tied to funding as an incentive. Performance indicators need to be measured over a long-term period so they don't become a punishment to the institution.

Sen. Steele asked the regents about the kinds of things they need to communicate to the

legislature. Those present said they desire to do long range planning that provides for positive changes, but they have no incentive to plan without flexibility in setting tuition rates. They asked legislators to consider the broad picture of educational needs and their desires to work closely with one another. The point that seemed to be emphasized most is that the Board of Regents is in charge. Legislators present were supportive of their requests.

Legislators were asked what they felt the Board of Regents need to hear. Legislators expressed a desire to share common data and a reporting system. They emphasized that large amounts of complicated information are not needed. Legislators are aware that the regents deal with many problems and they requested that the Legislature be informed about what is being done to resolve those issues. They asked the regents to understand that legislators are under extreme pressure from the demands of multiple agencies and requested they not dwell on negative issues, but recognize the good things accomplished by the Legislature.

Group # 2 - Discussion Leader - Rep. Lloyd Frandsen

Group 2 was chaired by Representative Frandsen and assigned to discuss Accountability and Institutional Missions/Roles and System Configuration.

Regent Jordan, chair of the Task Force on Accountability, referred to the four discussion questions in the agenda material and asked the Legislators if they felt that these questions were comprehensive, and if they had any suggestions for other areas. Representative Frandsen expressed his concern about internal data integrity. He suggested the task force move beyond higher education as far as indicators of internal data are concerned. These reports need to be consistent throughout the entire education system, including public education. He recommended the creation of a mechanism to bring public education to the table and jointly address the issue. Regent Jordan said the Joint Liaison Committee would be involved.

President Budd pointed out that the JLC had formed a Common Definitions Task Force a few years ago, which he chaired. This group submitted a list to the JLC, which were accepted. The list was submitted to the Legislature in 1997. Everyone agreed and welcomed the common definitions. Salt Lake Community College received funding to conduct a pilot program to use those common definitions, particularly in the field of ATE. The result of the pilot study was that the data which is available is not sufficient to provide the information requested by the policy-making bodies. Until the necessary data is available, this cannot move forward.

Regent Anderton moved to recommend to the Joint Liaison Committee to continue to work on common definitions. Regent Atkinson seconded the motion, which carried unanimously.

Representative Frandsen said the Legislators also are concerned with faculty workload and getting reliable, consistent information on short-term and long-term accountability. He referred to the legislative funding of the freeways over a period of time and asked, if this can be done for a road, why not for an educational system? What are higher education's long-term indicators? How are they being measured? What are higher education's short-term indicators to suggest how to get there?

Representative Frandsen said one problem with the policy-making process is that of "staying the course." This is due to the two-year terms of Representatives and the turnover of Legislators and administrators. He suggested recommendations to stabilize that process. One such long-term indicator might be to strengthen the JLC. Another might be to create more opportunities for interaction between Legislators and Regents. He challenged the Regents to come up with a model to solve this problem.

Representative Bigelow said the Legislature has always been concerned about graduation efficiencies and faculty workload. The Executive Appropriations Committee needs clearer

reports to appease some Legislators who have a hard time understanding higher education. Senator Stephensen said he had sponsored legislation to look at faculty workloads and graduation efficiencies in an attempt to mandate these things from the Legislature. He said he was thrilled to see the higher education community taking this on so effectively and noted that the Regents deserved an "A" for their attempts to find meaningful indicators. Referring to Representative Frandsen's request for the Regents to stabilize the funding process, he said he preferred not to require stabilization in everything; the institutions and Regents need the flexibility to improve. He endorsed the idea of a liberal arts education, stating that it enhances society and the quality of life.

Regent Jordan asked President Huddleston to comment on the Utah Electronic Community College (UECC) and distance learning. President Huddleston said many students want a particular class where there is no more space. With the UECC, they have the opportunity to take classes via distance education. President Romesburg pointed out that this means students can take classes from any of the five community colleges in the state. All UECC classes are transferable.

Representative Rowan asked what percentage of budget allocation should be based on performance funding. Regent Jordan said the Regents did not want to exceed 5%, at least not initially. They would prefer to retain the base budget and receive only what the Legislature feels they can allocate to performance funding.

President Emert said the Task Force on Funding Mechanisms is looking at long-term enrollment projections, missions and roles. Funding mechanisms will accommodate the fact that some institutions will continue to grow and others will not, and all would be funded accordingly. Regent Jordan pointed out the state's heaviest funding has been on enrollment growth. The Regents and Presidents would like to see this changed. They want to encourage growth where there is capital space to handle that growth. Commissioner Foxley noted the same discussion was taking place in the other breakout group, where there was a strong consensus that performance funding ought not to be punitive.

Representative Frandsen suggested asking the Auditor General what kind of information should be gathered. Another suggestion was to ask the Legislature to be clear in the intent of the bill. He asked the Regents to consider ways of stabilizing this process.

Discussion then shifted to institutional missions and roles and system governance. Regent Clyde, chair of this task force, said the processes of the two task forces were different. The Task Force on Missions and Roles did not have the compelling deadline which the Task Force on Accountability faced. The Missions and Roles Task Force was particularly interested in hearing from the Legislators about the task force's charge and work.

Representative Frandsen said during the interim process, Legislators spoke with consultants about master planning for higher education. Their recommendations were to determine the needs of the educational system, then make sure the institutions can change to meet those needs. The institutions need to take into account the Western Governors University (WGU) in designing a system that is dynamic enough to be driven in that direction.

President Emert said the task force is asking for the most current data on marketplace profiles from the Department on Workforce Services and the Tax Commission. They are also attempting to predict, based on marketplace tradition, job profiles in the next 5-10 years, as well as population growth by county and by age segment.

Representative Frandsen complimented the Regents and challenged them to develop a process which would be more needs-driven than politically-driven. President Romesburg stated that the Regents' process does not violate the master planning process. Last year the Regents went through an exhaustive process and sent their priorities forward. The Building Board arbitrarily

made their own list and completely ignored higher education's recommendations and priorities. President Budd pointed out that the Regents' policy and procedure on capital facilities is not political; it is rational and fair and very subjective.

Representative Rowan referred to the previous day's discussion regarding ATCs and higher education. She said putting buildings for college use on high school campuses might circumvent this process. However, it may not be the best, most efficient approach to this problem. She asked if the colleges could be given the same authority to bond for buildings which public education has. Associate Commissioner Petersen said many states have access to property tax and bonding ability. In Utah, it would require a statutory change. Commissioner Foxley said the Regents have bonding authority, but they must balance the needs of nine institutions, whereas school districts are local. There is a backlog of needs for new buildings, replacement buildings, and maintenance. The state's ability to provide these funds must be considered with other large projects. Associate Commissioner Petersen added the Regents' authority to bond draws on institutional revenues. President Emert pointed out that other states also have the ability for a local institution to use tuition-based bonds to build new buildings. Utah does not have that capability.

President Romesburg said when this task force looks at the needs of the state, it is very likely that substantial needs will be identified for expanding or adding institutions. Higher education will soon have a crisis in Utah. We cannot accommodate the students in our facilities in the numbers who want to attend. We will need additional new institutions or branches. The State Board of Education has announced their desire for 11 new ATCs across the state. Higher education is in the process of identifying similar needs.

Representative Bigelow said there was a crisis in many programs — prisons, for example. Many of these other programs take precedence over higher education. He challenged the higher education community to discuss what will happen if the crisis arrives and there is not money to educate Utah's students. President Romesburg pointed out that the Legislature capped funding seven years ago. Quality diminishes when funding is limited. Representative Bigelow asked the task force to identify the key issues with data to clearly say, "It is time — the crisis is here." President Emert pointed out that planning ahead and making proper investments now would be less expensive than getting into a crisis situation.

Regent Anderton said the institutions are already limiting enrollment because of the students' inability to pay. President Romesburg said UVSC turned away 2300 students last fall. Regent Anderton said we continue to raise tuition, and the consequence has been that all students who want a college education are not getting one. Representative Rowan suggested making higher education a part of the discussion process with "Envision Utah," a planning system for Utah's future. Regent Atkinson said she is on the executive committee, and education was discussed in the beginning, but it had not been a priority. She promised to bring it up at the next executive committee meeting.

Representative Bigelow said he would like the task force to address the state government's role in providing subsidized education for everyone who wants it. At what point does the state say "enough is enough?" Many people go back to college for a career change. Should the state subsidize that training? He suggested that perhaps not everyone needs a college education. Representative Rowan pointed out that the 2300 students who were turned away from UVSC were qualified and admitted but could not find a class. She asked how Utah can attract the "best and brightest" students if there is no classroom space available. Associate Commissioner Petersen said community colleges are open-access institutions. If a student has completed high school, there should be room for that student in our community colleges. We should not be pricing an education beyond the students' ability to pay.

Representative Frandsen said there was total consensus that the process is politicized and should be addressed.

President Budd said there was a "dilemma of confusion" about who was providing training in Utah because of partnerships with business and industry, articulation, etc. The Regents' task force needs to deal with the appropriate roles and missions for higher education. He suggested that this issue be referred to the Joint Liaison Committee to determine coordination and overlap with public education.

Representative Rowan said this is a problem because the Joint Liaison Committee is an advisory committee only, and the Legislators are the policy-makers to whom they recommend. Regent Atkinson clarified that the Joint Liaison Committee is advisory to the Board of Education and the Board of Regents. She suggested more continuity. The Regents serve four-year terms on the JLC; State Board of Education members rotate annually.

Regent Lee said she had served on the JLC for a number of years. Four years ago the committee was greatly strengthened through statutory recommendations, expanding membership, authority to study issues in depth, and authority to bring in consultants with special expertise to help the JLC understand issues. The committee is set up to thoroughly examine issues which are important to public education and higher education. She recommended leaving the JLC with the same capacity and authority as it presently has. She asked that both boards accept more of the recommendations submitted by the committee. Both boards should be more attentive to the JLC's recommendations. Perhaps there should be a better reporting vehicle to the Legislators.

Representative Frandsen summarized by making the following recommendations to the Regents and Presidents:

- Refine and improve the method of reporting JLC recommendations to the Legislature.
- Make a recommendation to the Legislature to depoliticize this process.
- Have sufficient reliable data to back up the urgency of need.

Regent Atkinson thanked Representative Frandsen and the other Legislators for their leadership in this group.

Representative Rowan moved that higher education continue to develop the indicators proposed by the Task Force on Accountability. The motion was seconded and carried.

The discussion groups adjourned their meetings at 12:00 noon.

Committee of the Whole
Regular Business Meeting of the Board of Regents

Following lunch and Board committee meetings, Chair Johnson called the meeting to order at 2:30 p.m. with an announcement that Dr. James W. Cronin, a Nobel Laureate and physicist from the University of Chicago, has been hired by the University of Utah to teach an undergraduate course and a graduate seminar at the University every year. He congratulated President Machen for this outstanding achievement.

Report of the Commissioner

Commissioner Foxley referred to two items in the Regents' folders. The first was a tentative schedule for 1999 Board meetings. She asked the Regents and Presidents to let Joyce know if they had any conflicts so the schedule could be finalized. Regent Jordan requested that the

Regents meet with the Legislators at the Capitol during the 1999 Legislative Session. Regent Grant asked the Commissioner to check when UEA will be held, and that a meeting not be scheduled during that weekend.

The folders also contained the profiles of Board members. Commissioner Foxley asked the Regents to notify Joyce of any changes they would like made to their personal information.

The Commissioner recognized the Utah Council of Student Body Presidents who had joined the meeting. Treon Mueller has been elected chair of the UCSP; he is also the student body president at SUU. She asked him to introduce the other officers. Mr. Mueller asked his fellow officers to introduce themselves and state their major area of study. Present were Doug Dubitsky from the University of Utah, Rob Peterson from Snow College, Jocelyn Palmer from Dixie College, Dave Nabrotzky from UVSC, Brian Brown from Weber State University, Steve Nelson from Westminster College, and Matthew Harker from WSU, who is the UIA Governor until November 1998. Commissioner Foxley said she had met previously with the student officers and stressed how important their views were on the issues.

Report of the Chair

Chair Johnson thanked President Bennion and asked him to express the Board's appreciation to his staff for a great time at SUU. President Bennion thanked the Regents for coming to Cedar City. He expressed his appreciation to his staff, especially Jackie Bulloch.

Reports of Board Committees

Program and Planning Committee

Utah State University - Master's Degree in Second Language Teaching (MSLT) (Tab F). Chair Zabriskie said several questions had been raised in the previous meeting. A special meeting was held on June 8, at which all questions were answered. Chair Zabriskie moved approval of the program, with the addition that a report be submitted in one year on how this and existing programs are meeting the needs in this area. The motion was seconded by Regent Atkinson and carried unanimously.

Southern Utah University - Revised Mission Statement Proposal (Tab G). Following an extensive review of SUU's mission statement by the campus community, the Board of Trustees approved the proposed revision on June 5. Chair Zabriskie commended university personnel for their excellent work and moved approval of the revised mission statement. Following a second by Regent Atkinson, the motion carried unanimously.

Proposed Policy R467, Lower Division Major Requirements (Tab H). Associate Commissioner Petersen explained that the proposed policy represented the third major step in the move to a semester system in strengthening the students' ability to transfer. The first step was the adoption of Policy R465, *General Education*. The second step was the consistent numbering and titling of lower division courses. Policy R467 addressed the challenges of the students in their major areas. Students taking lower division courses at one of the community colleges may transfer to as many as four different universities. This policy proposed the establishment of a series of major committees with faculty representation from all institutions. These committees would have two primary tasks: Establishing a common major curriculum, and ensuring that the curriculum addressed the skill and content needs the students would face, regardless of the university's major into which he is transferring. The CAOs have been working on this proposal for many months. Regent Zabriskie moved approval of the policy, with the addition that a step be added to work on an evaluation component and to incorporate the Utah Electronic Community College (UECC). The motion was seconded by Regent Anderton. Regent

Atkinson clarified that the evaluation component must include student input. The motion carried unanimously.

Consent Calendar, Program and Planning Committee (Tab I). Upon motion by Chair Zabriskie and second by Vice Chair Clyde, the following item was approved on the committee's consent calendar: Salt Lake Community College — Programs Exceeding Credit Hour Limits.

Chair Johnson thanked Regent Zabriskie for the expeditious handling of his committee's report.

Finance and Facilities Committee

1998-99 University Hospital and Neuropsychiatric Institute Operating Budgets (Tab J). Chair Hoggan thanked Christine St. André for her report. All explanations were made to the satisfaction of the committee. Chair Hoggan moved approval of the proposed budgets. The motion was seconded by Regent Hale and carried unanimously.

Utah State University - Lease of Land to USDA/Agricultural Research Service (Tab K). Chair Hoggan moved approval of the lease of 120 acres of land near Richmond, Utah to the Agricultural Research Service of the U.S. Department of Agriculture. The animals presently housed adjacent to the USU campus would be moved to the new facility in Richmond. Regent Hale seconded the motion, which carried unanimously.

Southern Utah University - Campus Master Plan (Tab L). Chair Hoggan said revisions to the university's master plan were indicated on the Commissioner's cover letter. He moved approval of the revised master plan. The motion was seconded by Regent Jordan and unanimously approved.

Southern Utah University - Middle School Property Purchase and Lease (Tab M). Chair Hoggan said the negotiated purchase price of the middle school property was \$8 million. The appraised value was \$5.8 million. The university believes that the property's value is greater than the formal appraisal price, as explained in the Supplement to Tab M, which was distributed and discussed with the SUU Board of Trustees in executive session earlier. The committee approved the purchase on the condition that private donors provide the difference between the appraised value and the purchase price. President Bennion explained that each of the donors was willing to sign an agreement that they understood their donated money would be used to fill that component, over and above the Legislature's appropriated amount of \$4.6 million and the negotiated purchase price. Chair Hoggan moved approval of the purchase as specified by the committee. The motion was seconded by Regent Grant and carried unanimously.

Salt Lake Community College - Surplus Fuel and Power Reallocation (Tab N). Chair Hoggan said SLCC proposed to be allowed to use surplus fuel and power funds for a one-time upgrade of the Skills Center's electronic imaging system to make it electronically compatible with the rest of the college. He proposed that the Board approve this reallocation. Regent Grant seconded the motion, which carried unanimously.

Student Financial Aid - Approving Resolution, SBR Student Loan Revenue Bonds, Series 1998G, 1998H, 1998I and 1998J (Tab O). Chair Hoggan reviewed the parameters of the bond which were shown on Page 2 of Attachment B. He moved approval of the issuance of the bonds. Regent Grant seconded the motion and noted that this had been thoroughly reviewed and approved by the Student Finance Subcommittee, chaired by former Regent Jack Goddard. The motion carried with the following vote:

YEA:

Kenneth G. Anderton

Pamela J. Atkinson
Aileen H. Clyde
David J. Grant
Larzette G. Hale
L. Brent Hoggan
Karen H. Huntsman
Charles E. Johnson
David J. Jordan
Evelyn B. Lee
Robert K. Reynard
Paul S. Rogers
Dale O Zabriskie

NAY:

(None)

Consent Calendar, Finance and Facilities Committee (Tab P). Upon motion by Chair Hoggan and a second, the following items were approved on the committee's consent calendar:

- a. OCHE Investment Report
- b. UofU and USU Capital Facilities Delegation Reports
- c. Final 1997-1998 Work Program Revisions
- d. USHE Presidential Salaries
- e. USHE Spending Plans for Mineral Lease Funds

1997-98 Spring Term and End-of-Year Enrollment Report (Tab Q) and Student Financial Aid - UHEAA Board of Directors Report (Tab R) were presented as information items only and required no action.

Chair Johnson thanked Chair Hoggan for his expeditious reporting.

General Consent Calendar

On motion by Regent Hoggan and second by Regent Zabriskie, the Board approved the following items on the General Consent Calendar:

a. Minutes -

1. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held May 29, 1998, at Snow College in Ephraim, Utah.
2. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held June 26, 1998, via conference call.

B. Grant Proposals - Approval to submit the following proposals:

1. Utah State University - Research and development of innovative miniaturized radiometric sensors which will enhance the Air Force's ability to conduct space

surveillance against missiles carrying weapons of mass destruction, \$1,219,624; James C. Ulwick, Principal Investigator.

2. Utah State University - Provide Focal Plane Opto-Mechanical Assembly for Tropospheric Emission Spectrometer, \$2,162,913; Harry Ames, Principal Investigator.

3. Utah State University - Operate Regional Resource Center, Region #5, \$7,830,096; John Copenhaver, Principal Investigator. (Regional Resource Center #5 is a technical assistance project serving ten Mountain Plains States and the Bureau of Indian Affairs.)

4. Utah State University - Intermountain West Center for Environmental Stewardship and Agricultural and Rural Community Sustainability, \$2,300,500; Joanna Endter-Wada, Principal Investigator.

C. Executive Session(s) - Approval to hold an executive session or sessions in connection with the meetings of the State Board of Regents to be held at Utah State University on August 27-28, 1998, to consider property transactions, personnel performance evaluations, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Adjournment

 The meeting was adjourned at 2:50 p.m.

Joyce Cottrell CPS
Executive Secretary to the Board of Regents