

**MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY
June 3-4, 1999**

Board Members Present

Charles E. Johnson, Chair
Aileen H. Clyde, Vice Chair
Kenneth G. Anderton
David J. Grant
L. Brent Hoggan
James S. Jardine
Michael R. Jensen
David J. Jordan
Evelyn B. Lee
E. George Mantes
Robert K. Reynard
Winn L. Richards
Paul S. Rogers
Maria Sweeten
Dale O Zabriskie

Board Members Excused

Jerry C. Atkin
Pamela J. Atkinson
Larzette G. Hale
Karen H. Huntsman
Jay B. Taggart

Office of the Commissioner

Cecelia H. Foxley, Commissioner
Fred R. Hunsaker, Associate Commissioner for Finance and Facilities
Michael A. Petersen, Associate Commissioner for Academic Affairs
Philip V. Bernal, Director of Student Services and Minority Affairs (Friday)
Cheri Burnside, Intern
Joyce Cottrell, Executive Secretary
David R. Colvin, Academic Affairs Program Officer
Harden R. Eyring, Executive Assistant to the Commissioner (Friday)
Jerry H. Fullmer, Director of Information Systems (Friday)
Angie Loving, Program/Fiscal Officer (Friday)
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 PRESENT

University of Utah

J. Bernard Machen, President
David W. Pershing, Senior Vice President for Academic Affairs
Michael Benson, Special Assistant to the President
Paul T. Brinkman, Associate Vice President for Budget and Planning

Utah State University

George H. Emert, President
G. Jay Gogue, Provost
C. Blythe Ahlstrom, Assistant Provost

Lynn E. Janes, Interim Vice President for Administrative Affairs
Peter F. Gerity, Vice President for Research
Patricia S. Terrell, Vice President for Student Services
Donald H. Cooley, Department Head, Computer Science
Richard W. Jacobs, Budget Director
Joe Koebbe, Associate Professor, Mathematics and Statistics
Weldon S. Sleight, Associate Dean, Continuing Education

Weber State University

Paul H. Thompson, President
David L. Eisler, Provost
Anand K. Dyal-Chand, Vice President of Student Services
Carol J. Berrey, Executive Director of Government Relations/Assistant to the President
Brian Davis, Professor, Business Administration
Bruce Davis, Director, Center for Business/Economic Training & Research
Carol V. Gaskill, Director of Budget and Institutional Research

Southern Utah University

Steven D. Bennion, President
Ray Reutzel, Provost
Sterling R. Church, Vice President for Student Activities
Gregory L. Stauffer, Vice President for Administrative and Financial Affairs
Neal Cox, Director of Public Relations & Assistant to the President
Kristian J. Olsen, Student Body President
Dorian Page, Associate Vice President for Administrative & Financial Services

Snow College

Gerald J. Day, President
Rick White, Vice President for Academic Affairs

Dixie College

Robert C. Huddleston, President
William D. Fowler, Vice President, Student Services
Stanley J. Plewe, Vice President, Administration & Information Technology
Max H. Rose, Academic Vice President
Thales A. Derrick, Associate Director, Institutional Advancement
Joe Peterson, Dean, School of Arts, Letters & Sciences

College of Eastern Utah

Grace S. Jones, President
Raelene Allred, Vice President of Finance and Administrative Services
Karen Bliss, Dean of Institutional Advancement
Gail Glover, Dean of Administrative Services, San Juan Campus

Utah Valley State College

Kerry D. Romesburg, President
Gilbert E. Cook, Vice President for College Relations and Campus Support
Ryan L. Thomas, Vice President for Student Services & Campus Computing
Lucille T. Stoddard, Vice President for Academic Affairs
Benjamin Bean, Department Chair, Accounting
Kathleen Richards, Department Chair, Business Communications & Office Technology
Douglas E. Warner, Executive Director, Budgets/Management Studies
Ian Wilson, Dean, School of Business
J. Karl Worthington, Associate Vice President for Academic Affairs

Salt Lake Community College

Frank W. Budd, President

Marjorie Carson, Vice President of Academic Services

Judd D. Morgan, Vice President of Student Services

Richard M. Rhodes, Vice President of Business Services

Rand A. Johnson, Assistant to the President

Dana Van Dyke, Budget Director

Representatives of the Media

Dan Egan, *Salt Lake Tribune*

Jennifer Toomer Cook, *Deseret News*

Tracie Sullivan, *Spectrum*

Others Present

Shannon Bittler, Joint Liaison Committee

William T. Evans, Office of the Attorney General

Boyd Garriott, Office of the Legislative Fiscal Analyst

Debra Headden, Office of the Legislative Fiscal Analyst

Paul D. Henderson, American Federation of Teachers

John Massey, 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 10:00 a.m. and declared the presence of a quorum. He excused Regents Atkin, Atkinson, Hale, Huntsman and Taggart.

Farewell to Regent Robert K. Reynard

Chair Johnson asked Regent Reynard to explain what he would be doing this summer. Regent Reynard said he was serving as an intern to Senator Orrin G. Hatch this summer. This fall he will go to Baylor Law School in Waco, Texas. He thanked the Regents and Presidents for the opportunity to work with them. Commissioner Foxley presented Regent Reynard with a plaque in recognition of the Board's appreciation of his efforts as Student Regent.

Discussion on Quality

Chair Johnson directed the Regents to Tab A and referred to the background material on quality and the assignments of break-out discussion groups. A President was asked to lead the discussion in each group, with a member of the Commissioner's staff as resource, and a Regent from each group to report back to the Committee of the Whole. The group dismissed to small groups at 10:10 a.m. Following productive discussions in each of the three break-out groups and lunch, the Committee of the Whole reconvened at 1:55 p.m. for summary reports.

Discussion Group #2 -- Metropolitan/Regional Universities and State College

Regent Kenneth G. Anderton served as reporter for the group. President Paul H. Thompson was the facilitator, and Associate Commissioner Michael A. Petersen served as staff resource.

Regent Anderton said the group had an excellent discussion. They determined that defining quality was elusive, but it could be done by the following process: (1) Establish quality indicators. (2) Set benchmarks against which the indicators can be measured. (3) Identify links to funding. Effective quality assessment must be multi-dimensional. Differing assessment materials must be developed for the different types

of institutions. Quality must be measured against the mission of the institution. Assessment of quality must be communicated in language which is clearly understood by the Legislature and the general public, avoiding educational jargon. Quality measures must start from the student perspective and be built on a basis of educational outcomes.

The following suggestions were made for standards of quality indicators: (1) Faculty qualifications and effectiveness in teaching. (2) Timeliness and relevance of curriculum. (3) Student assessment, advisement and academic assistance. (4) Access to learning resources, technology, and safe facilities. (5) Administrative and support staff qualifications and effectiveness.

Suggested internal institutional benchmarks were: (1) An institution should evaluate itself and examine its improvement from year to year. (2) Comparisons should be made nationally to peer institutions. (3) Standards should be determined by experts (accrediting agencies, etc.). (4) Standards should be based on business and community expectations. (5) An historical standard must be maintained, and the institution's vision measured against the historical perspective. Look at higher education in terms of responding to classical education over the ages. Accountability should be linked to funding. We need to specify what we are accountable for. We have institutional areas which are not performing; they should be improved or eliminated. There should be incentives for accountability.

President Thompson noted that Weber focuses on whether students are gaining what they want from their education. They use the nationally-normed Noel-Levitz survey to evaluate the students' perceptions of their educational experiences. From those sources come the focus for future planning. Chair Johnson asked if the Noel-Levitz survey would be useful for comparisons at all nine institutions. President Thompson agreed it would help, as long as the differences among institutions are kept in mind. He preferred comparisons with like institutions. Regent Zabriskie said the study provided very valuable information.

President Romesburg said he felt very strongly that a discussion on quality was distinct from a discussion on effectiveness, which may be different from a discussion on efficiency. Measures can be identified to judge quality, whereas efficiency measures will probably be tied to budget decisions. These are different levels of measurement.

President Bennion noted that in the USHE one of the ways quality is achieved is by the diversity of missions of the institutions. These distinct missions must be recognized and supported. We need to better ascertain value added to students. This adds to the assessment focus and the learning climate at institutions.

Regent Anderton concluded that it was very important to continue to define and refine quality indicators and to get additional funding to improve quality.

Discussion Group #3 -- Community Colleges. President Day was the facilitator, David Colvin was the recorder, and Regent Lee was the reporter.

Regent Lee said the group had had a very meaningful and productive dialogue. Each president made a presentation. They discussed performance indicators which were applicable to the respective institutions. Much is already going on in terms of assessment in the community colleges. We need to do a better job of communicating this effort. We have to start with the mission statement before goals and objectives are developed and performance indicators identified. Nationally only about one-third of our community colleges build their goals around their mission statements. The

instruments which are currently being used were discussed, and some commonalities were identified. Many focus on service -- student, employer, tracking of developmental education and general education, etc. Most community colleges in the country are not tracking students, so Utah's colleges are ahead of the others.

A booklet entitled "Core Indicators of Effectiveness for Community Colleges" was distributed by President Huddleston. Dixie College will be using these core indicators this year. The group determined that they would like to incorporate them into the Utah System of Higher Education. The group reviewed the 14 indicators identified in the book: (1) Student Goal Attainment, (2) Persistence (Fall to Fall), (3) Degree Completion Rates, (4) Placement Rate in the Workforce, (5) Employer Assessment of Students, (6) Licensure/Certification Pass Rates, (7) Client Assessment of Programs and Services, (8) Demonstration of Critical Literacy Skills, (9) Demonstration of Citizenship Skills, (10) Number and Rate Who Transfer, (11) Performance After Transfer, (12) Success in Subsequent, Related Course work, (13) Participation Rate in Service Area, and (14) Responsiveness to Community Needs.

The four community college presidents agreed that a subset of these performance indicators would make a reasonable definition of quality which would be common to all and measured in a common way. They agreed that before the next Board meeting, the Presidents and institutional personnel would meet to agree on measurable indicators to be reported back to the Regents at the July 12 meeting. Chair Johnson asked if the same performance measurements could be extended to the rest of the system. What about peer community colleges? President Day said national norms were available for some of the indicators. They would not work very well for other schools in the system, as developmental education and vocational education are mostly unique to the community colleges. Some of the measures will require substantial work on the part of the other institutions for feedback to the community colleges, however. He requested the cooperation and assistance of the other five institutions. Regent Sweeten noted that the group had discussed a three-tier document of quality indicators, which would be identified by type of institution.

Commissioner Foxley asked about the work which was done by the Task Force on Accountability. President Day said the presidents would take those indicators as systemwide. Regent Jordan noted the mission of the task force's work on performance indicators was not related to quality, but to efficiency.

President Jones said the opportunity to have this conversation had been extremely important. Each institution came from its own perspective; together they reached common ground.

Discussion Group #1 -- Teaching and Research Universities. President Machen was the facilitator, Assistant Commissioner Brad Winn was the recorder, and Regent Jordan was the reporter.

Regent Jordan noted that common elements had come out of all three groups. There is a difference between quality and the perception of quality. We may have a level of quality within the system which is not perceived by our stakeholders. We need to do a better job in effectively communicating the quality we already have. There is a recognition that quality is measured differently and has different meanings to individual institutions. There is no real need or desire to have one uniform sense of quality across the system. There are some common factors but many more varying factors. Quality of institutions does not need to be uniform throughout the system. We need to accept the reality that all institutions do not need to have faculty at the same level for all factors, such as terminal degrees. It is appropriate for some institutions to do some things better than others, and for each institution to be better for some

students than others. Finding the right institution for the students' needs and expectations will determine satisfaction rate.

It was agreed that it is easier to measure efficiency than effectiveness in pursuing quality. Sometimes the pursuit of quality can be lost in the measuring. Some things are already done so well that there is little room left for improvement. Homogenization of institutional missions is undesirable. Devaluing of education is going on at all levels. For example, as concurrent enrollment is encouraged, the baccalaureate degree is becoming devalued. A four-year education may no longer be sufficient to qualify some people as professionals in some fields. This is a pervasive trend throughout higher education. There is a trade-off between money and quality. Quality has a cost. There are funding restraints on what we can do.

The following specific recommendations came out of the discussion:

1. Put together a systemwide consumer information brochure which would be available to students, parents, guidance counselors and others, which would discuss the differences between the institutions and the right fit for the student and institution, so more informed choices can be made in directing students to the appropriate institution(s).
2. Increase admissions standards at the University of Utah and Utah State University. This would promote a greater level of diversity. Present funding formulae are not constructed to encourage change of this kind. The University of Utah now competes with Salt Lake Community College for students. This is not healthy for the system. If students were allowed to select their schools by career goals and funding were provided, this unhealthy competition would disappear.
3. Compare performance data with national peers.
4. Concurrent enrollment courses may not be as good as they could be. There is a desire for more performance testing of students coming out of concurrent enrollment courses.
5. It is important to increase public confidence and legislative support through proactive accountability reports. We need to make significantly more progress in obtaining funding to allow our two research universities to differentiate on admissions requirements.

President Emert said 13 core courses were required for graduating high school students. This number may need to be increased. The idea of outcome-based quality factors (employment rates, licensure exam pass rates, etc.) was discussed at length in this group. President Machen noted that for the purpose of assessing performance in general education, the CAAP test or an equivalent needs more work and a broader look. The universities are aware of the difficulty with pilot programs, but this must be moved along this year if it is to be useful as a quality indicator. Regent Jordan said there was a dedication and a commitment to learn what we can from the pilot program and determine how to proceed from there.

President Emert noted that faculty had been discussed as the key ingredient of quality. We need to be competitive on salaries so we can hire faculty of high quality. Many institutions have had to hire a high percentage of adjunct faculty because of their financial inability to hire full-time faculty. Regent Jordan pointed out that when applications are taken in competition for a new faculty member, institutions frequently have to choose their fourth, fifth or sixth choice because of the low salaries which are offered in Utah.

Regent Zabriskie asked President Romesburg to report what is being done in Missouri. President Romesburg said the issue was institutional effectiveness. On the institutions' admission forms, students were asked what their goals and expectations were. A survey exit then asked if those goals had been achieved. By using this data, institutions are not penalized for having students who do not graduate if this was not their intent. Neither are they penalized for having a limited number of students enter the workforce if it was not the intention of the students to do so.

Chair Johnson reflected that the last four years of his public accounting career were spent with a firm attempting to win the Malcolm Baldrige Quality Award. That firm went from focusing on the bottom line on quality to focusing on check lists, filling out documents, and whatever was necessary to win the award. This detracted from the firm's quality and profitability. He cautioned that if we carry assessment and measurement to an extreme, we could find ourselves focusing on something we do not want.

President Budd said South Carolina had added 38 performance indicators to their objectives. They have had to hire additional staff to keep track of statistical reporting, but they have not increased the quality of education offered to students. They are not focusing on students or on education, and they have not improved their educational processes at all.

Regent Jordan noted that the system was at this point because of decisions made in master planning in 1986. It is healthy and wise to check our planning periodically to make sure our bearings are true. Vice Chair Clyde noted that we are presently planning for the future during a time of economic growth. We have had times of economic decline. We need to be excited that this is happening now and that there are new things in the world of technology which can be implemented and planned for our system. Regent Zabriskie said the previous master planning discussion had focused on balancing access and quality. That dilemma is still with us; it will not go away.

Chair Johnson thanked everyone for the productive discussions in each group. From these discussions, items will come to form a basis for our master planning. Commissioner Foxley said handouts from the discussion groups would be distributed to the Regents and Presidents.

Report of the Master Planning Task Force on Effective Working Relationships

Regent Mantes reported that a very high quality group of interested people had met with this task force. The group met twice and had some very interesting discussions on our working relations with the Legislature, institutions, Boards of Trustees, faculty and students, and with the media and general public. They reviewed previous efforts over the past ten years to strengthen relationships and improve the image of higher education in Utah. The problems have remained the same, but solutions are elusive. The two meetings eventually focused on three major problem areas:

- Improved and expanded relationship with the Legislature in general, and legislative leadership in particular, is crucial to our future success. This would include discussions on policy direction, legislative agenda, etc.
- Improved handling of media and public relations at the Board of Regents level could be very helpful. Their strong recommendation was to separate the public relations task from the legislative relations task, as it is too much for one person to handle properly.
- We must increase efforts to provide effective, ongoing education to ALL concerned parties about the importance of higher education. This would include

(1) organizing institutions to coordinate efforts, (2) working with institutional representatives to ensure full understanding of the broad continuum of higher education in the USHE, and (3) developing a rapport with media sources to ensure positive coverage of higher education stories and events. This is where a dedicated, professional PR staff member could be of invaluable assistance. When we succeed on our performance indicators, we need to let the people know of our success. If we do not articulate to the Legislature and public that we have improved our performance, we will not win their support.

To continue the Regents' efforts and further refine future directions, the task force developed a questionnaire for the Legislature to honestly reflect how the USHE is viewed. In order to get the most complete results, Regent Mantes and Chair Johnson will personally present this issue at the June legislative caucuses and urge their participation. When the results of the questionnaires are compiled, the committee will meet again to review the results and finalize their recommendations to the Board. Chair Johnson noted that Attachment 7 to Tab A was the shortened version of the questionnaire to which Regent Mantes referred. Commissioner Foxley said the shortened version was being used in conjunction with the community discussion on master planning. The longer version prepared for the Legislators asks specific questions relative to relationships with various groups within the USHE.

Regent Sweeten observed that the Legislators want personal communication with the Regents. Chair Johnson said the Regents would be asked to join the USHE Presidents in meeting with Legislators during the 2000 Session. Regent Mantes stressed the need to let the Legislature know of the importance of their support of the Regents' master planning efforts. He and Chair Johnson will tell the Legislators the value the Regents place on their relationship with them.

Review of Discussion with Consultants

Chair Johnson asked the Regents to turn to Attachment 6 of Tab A, which was Dennis Jones' and Pat Callan's list of Good Practices and Practices To Be Avoided. He also distributed a set of Guiding Principles, which was his summary of the April discussion. He first reviewed the consultants' list with the Regents to see if there was agreement or concern about their conclusions.

Good Practices

1. Commit to providing needed services to clients -- individuals, employers, communities -- wherever those services are needed using the instructional capacities of **all** the institutions in the system.

Regent Jordan asked about regional service areas. Chair Johnson defined the issue as "responsibility areas" vs. "service areas." Commissioner Foxley said telecommunications already breaks down the former service areas. Vice Chair Clyde said this question had arisen in the Missions/Roles task force. We presently have a system to provide the services needed for the state. It must be flexible enough to ensure that these services are received where they are needed. The Regents' responsibility is to define that system so it can be changed, and not allow the communities to demand the same things as the system. Systems configuration is very important. Regent Anderton said his understanding was that the consultants' list recommended that the course of changing from geographic service areas be explored and that resources be reviewed and a plan instigated to provide service to the entire state without "turf wars." Associate Commissioner Petersen said the consultants also recognized the need for responsiveness to local relationships and community needs.

Commissioner Foxley agreed that this was not necessarily a conflict. Communities have to be able to receive the service as long as they want it.

President Romesburg said Oklahoma was breaking down geographic service areas by assigning roles to specific institutions. Not all institutions would be competing in every area; rather, they would be assigned a role by the Board of Regents to meet a specific need. President Jones noted the necessity of being able to deliver the expertise to the region which needs it. In most cases, we are already doing this.

2. Use rigorous analysis to assess needs and to distinguish one-time from ongoing needs.
3. Emphasize provision of student support services (rather than development of content delivery capacity) at local sites.
4. Provide funds to receive sites to "buy" programmatic services rather than funding providers and trusting that they will deliver services where and when needed.

President Machen asked if this was based on the consultants' experiences where they could provide examples, or if it was written because they knew we had changed our model for the University Centers. He requested follow-up in the form of specific examples, so we could be reassured that we were moving in the right direction.

5. Design approaches to delivery of educational services that ensure that increasing numbers of students can be served without commensurate increases in expenditures. In all likelihood, this means the necessity of developing innovative, cost-effective approaches to delivering a small number of high enrollment, lower-division courses.

President Romesburg wondered if this was a "good practice" or a "necessary practice." There is not enough money to meet the demand in the traditional models.

6. Recognize the importance of a "physical facilities" presence to a local community. Emphasize the creation of "learning centers" rather than "campuses."

President Day asked if Utah state law would permit, if desired, a county or area to tax itself to permit higher education services. President Romesburg said this had been considered in a Democratic caucus 10 years ago. It was concluded at that time that such a tax would take a change in the law. President Day suggested that some areas may be willing to tax locally in order to have these services. Regent Mantes recommended that this be discussed with Legislative Leadership, if we want to move in this direction. Vice Chair Clyde urged the Regents to consider the implications of such legislation. Local public school districts have established foundations, and this has made public education more uneven. We do not want to give the advantage to a thriving community and neglect a smaller, needier area. President Romesburg said we can already do this with facilities. The problem is levying taxes to support higher education programs.

Regent Jordan said this related to the discussion about a Davis Campus at the last meeting. Student services there will be administered by Weber, but other institutions can offer courses. President Thompson said he had spoken with Dennis Jones after the April meeting and asked him to help identify areas for satisfying the need for a building in Davis County and providing opportunities

to bring in programs from the other institutions. President Thompson promised to continue to explore this issue.

7. Emphasize governance structures that: (a) are flexible, (b) are adaptable to the unique needs of different communities, and (c) avoid one-size-fits-all policies and procedures for different kinds of institutions.

Regent Zabriskie said during his 12-year term as a Regent, the homogenization of the system has been a trend. We are now coming back to the realization that one size does not fit all. It is incumbent upon the Regents to make more distinction between the types of institutions in the USHE.

To Be Avoided

1. Creation of permanent educational capacity in the absence of demonstrated substantial and ongoing demand.
2. Any actions that permit an institution to reduce below institutional norms the teaching loads for any or all of its faculty.

President Romesburg said this was a political and cost (efficiency) issue, not a quality issue. Associate Commissioner Petersen said the consultants were urging us not to do something that would reduce the number of classes being taught by specific faculty. President Machen said if Utah's teaching norms could be brought back into alignment with national norms, this would be a good thing.

3. A focus on institutions rather than on the provision of services to the clients of those institutions.
4. Decision making that addresses specific local/regional needs outside the context of the broader assessment of needs -- failing to consider "opportunity costs" when making decisions.

Chair Johnson then asked the Regents to consider his Guiding Principles:

Basic Beliefs

1. Non-traditional student base + enrollment growth in traditional students = Big challenge for higher education. We are a growth industry.

We expect growth in traditional students until 2008, at which time it should level, then rise again. Associate Commissioner Petersen said Utah already has very high levels of non-traditional students. The greater growth will likely be with traditional students.

2. Take education to the people. Look at the student needs in all parts of the state.
3. Regents have a responsibility to the people of the state, not just the nine institutions they govern.
4. Access will remain the largest public policy issue.
5. Regents will have the responsibility to protect the uniqueness of the roles and missions of our institutions. Protecting the diversity of the system takes hard work.
6. Budget and resource allocation models are a big driving force. If the Regents have greater control over the disposition of funds, they will have greater control over the

destiny of the system as a whole.

7. We should think more in terms of learning centers and less in terms of campuses as we plan the future. We should look for ways to distribute education away from campuses.

President Thompson said as we move more toward online instruction, "learning centers" will have different definitions. The next ten years will see significant differences in the way students are obtaining their education. President Jones noted that, conversely, that terminology may be different at another time. This may not be fair to specific geographic areas. Regent Lee asked, "In looking at the concept of learning centers, is this with traditional or non-traditional students in mind?" She pointed out that campus life is still ideal for traditional (18-21 year old) students.

Quality

1. The U.S. is more market-driven with respect to higher education than any other country. Quality is judged more in the marketplace than it is by elected officials.
2. For quality assurance, the most important element is assessment.
3. Resist policies that cause institutions to adjust teaching loads above standard levels.

Governance

Putting one institution under the control of another institution does not generally work.

Technology

1. Technology is not a silver bullet to solve our access problems. Two-thirds of students taking distance education courses are also enrolled on a campus.
2. Distance education courses should concentrate on the large demand courses and not as much on boutique courses. Fifty to sixty percent of lower division credits are concentrated in 20-25 courses.

President Thompson said this should not be exclusively large demand courses. We should not rule out pockets of students with a specific need. Associate Commissioner Petersen noted that most of the cost of courses is in their development. Increasing the size of the sections is not that easy. He was not convinced that this was an accurate conclusion. Regent Sweeten said human interaction may mean discussions in a classroom or via e-mail. President Bennion related the experience of a psychology graduate from SUU who credited the intense human interaction with his success and career preparation in the program. President Budd pointed out that technology is another delivery mechanism, which will not necessarily replace traditional methods of learning.

Regent Jordan said he did not think this should be used to drive policy. The market will drive the demand as the institutions respond to it.

3. With technology, we still need human interaction.

Community Issues

1. Communities have a strong belief in the economic development benefits of higher education. The evidence indicates that higher education is important in economic development, but community activity must lead the effort. If higher education was the driver, some of the strong university towns would be quite different than they are.

2. Elements where there should be local control (fund accordingly):

- Needs assessment (which programs)
- Student services (counseling, student aid)
- Academic support (libraries, technical support)
- Administrative support (facilities)

3. Elements not requiring local control (fund accordingly):

- Development of content
- Delivery capacity on-site

President Romesburg said we do not want to lose the flavor of responding to local needs from business and industry. Vice Chair Clyde said this was an important distinction. "Control" may not be the best word. Initiative for what is prepared and offered is very local. Associate Commissioner Petersen said this idea anticipates a somewhat more separated role of developing and delivering curriculum which in the future may or may not be the way it is now. Currently, there is a responsibility for a faculty member to develop and teach the curriculum. It will be interesting to see if the consultants' vision in fact occurs. This idea assumes moving more toward a distance model or a University of Phoenix model, which is not common in higher education today.

4. Once you are in a community, you cannot gracefully exit or reduce the presence. Make sure that any community expansion is sustainable over time.

President Thompson said Weber has been involved in the health professions in many places in the state with their EMT program. Faculty complete a two-year certificate program and then move to another community. There is no facility; they use local high schools or other local facilities. Specialized programs can be administered in a community without a physical presence.

Productivity and Efficiencies

1. Using non-tenure track faculty to leverage tenure faculty should be considered.

The consultants said leveraging part-time or non-tenure track faculty was not being done enough in the USHE.

2. Cooperation with public education is essential. Dealing with remedial courses, concurrent enrollment, etc., will lead to more efficiency in higher education. There is a need to provide incentives to education to achieve this cooperation.

Chair Johnson said this needs some work because the financial incentives have not been provided. Regent Hoggan said there was a significant quality issue dealing with concurrent enrollment. This needs early attention and the ability to assess quality. There is a financial cost, also; higher education must monitor continuing education programs. Public education gets two-thirds of the money, which does not leave higher education enough to fund our monitoring function. Vice President White said Mark Spencer had done a study on concurrent enrollment students while he was on the Commissioner's staff. That study showed that these students take more electives and do not graduate more quickly than if they had not taken concurrent enrollment. If this is true, is there an efficiency which arises from concurrent enrollment? Commissioner Foxley noted that students get more education, which is valuable. The cost savings come when the students and their families do not pay tuition for those classes. That revenue is being lost to higher education. There are now incentives for

students to graduate and complete associate degrees and then get financial assistance for their remaining two years, which may be more of an incentive for them.

President Budd said last year at SLCC over 5000 students took more than 11,000 courses through concurrent enrollment. These are not equipment-intensive programs. We cannot count FTEs for concurrent enrollment students and we are not funded for them. If our FTE enrollment is down, the Legislature takes money away. If we lose funding, that affects the remaining students at the college. These are issues of quality, inequity in funding of FTEs and "punishment" issues. President Romesburg suggested a good study and report on this issue. The Presidents have tracked student performance. He requested a white paper on funding, impact on students, future enrollments, etc. This should include data which is not anecdotal. Chair Johnson recommended that this be added to the JLC agenda for joint sponsorship.

3. We need to better utilize facilities, such as longer hours for classes, year around and Saturday schedules.
4. We should use store fronts and already available space wherever practical.

President Thompson suggested adding public schools to this list. President Huddleston said there was no encouragement to fund store fronts from the Legislature. There is no motivation to lease if there is no funding. President Emert said USU currently uses four dozen sites at a lease cost, which is added to the student fees. He agreed that these operations are inadequately funded without legislative support.

5. At least one state is considering taking 20% of its projected enrollment growth and bidding it out to private providers, while protecting the quality control aspect.

President Emert related the experience of Japan selling something at less than the cost of production in order to get market share, then increasing the price after the competition was closed down. Some private providers charge as much as 15 times what the state institutions charge for education. Eventually students will suffer greatly. President Romesburg suggested that this be explored and that the System put out some bids and see what happens. UVSC has tried this in specialized areas, such as remedial and developmental areas. Experience has proved that private providers are not competitive.

President Jones said using adjunct faculty in specialties is a similar idea. This could change how we would teach. Chair Johnson said he looked for the day when enrollment growth was such that we would explore these options.

Missions/Roles Task Force Update

Vice Chair Clyde said prior to the previous Board meeting, the task force had formed subgroups to look at specific areas. She recognized the help and expertise from various institutions who were meeting with the subgroups and expressed her appreciation for their work and their time. The ATE Subgroup is chaired by Regent Pamela Atkinson. That group is in the process of preparing a formal report to the Board. (Each of the subgroups will report to the task force and subsequently to the Regents.)

The Cost Subgroup has been assisting in many ways. They are presently discussing

the idea of merger or consolidation of institutions, which works best while constructing or reconstructing a system of higher education, or when tightening or expanding a system. A study of the subgroups indicates that this approach may not achieve a cost savings. Whenever such a merger is done, it requires a "romance" if it is going to work. The Cost Subgroup is also looking at the cost of technologically delivered education. They are trying to precisely establish a matrix to help understand this issue. Each of the institutions has been helpful in doing this. Five areas have been identified; each has a unique cost structure and is being used in the system presently: (1) Interactive two-way audio and visual interactive education (EdNet), (2) interactive two-way audio, one-way visual (UEN Satellite), (3) TV self-produced (KULC), (4) TV pre-produced (KULC), and (5) online. Regent Clyde said they are getting informed estimates, but getting true costs is extremely complex. She commended the institutions for their willingness to accept and meet this challenge.

Two other subgroups have met. The Associates Degree Subgroup has met once. Their discussion centered around reaffirming the value of the community colleges in this state. There are certain pressure or high-need areas in Davis County, Tooele, Moab, and other sparsely populated areas of the state. The subgroup will establish criteria for when opportunities should be provided for communities to receive additional educational opportunities.

The other subgroup is on Masters Education. Much emphasis has been given to the devaluation of the bachelors degree. With the availability of concurrent education and the possibility of getting an associate degree in high school, the pressure is becoming very great on masters degrees to meet specialized needs of the society in which we live and the requirements of hiring employers, especially in areas such as teaching and nursing. It is thought we are undersupplying masters degrees in our institutions. This is a significant funding issue.

Each subgroup will prepare and give the task force and the Regents a final report. Vice Chair Clyde invited the Regents and Presidents to sit in on any of the task force and subgroup meetings in which they were interested. Commissioner Foxley noted that the Missions/Roles Task Force was scheduled to meet on June 29 from 9:00 a.m. to 12:00 noon. Regent Rogers asked that the Regents be made aware of the meetings as they were scheduled.

Chair Johnson said we are still in the foundation stages of master planning. He assured the Regents and Presidents that they were still on schedule.

President Day announced that a red and green lightweight parka had been left at Snow College after the April Board meeting.

The meeting was adjourned until the following morning. President Bennion hosted the meeting attendees to dinner in the Sharwan Smith Student Center. During dinner, the group was entertained by Fred Adams and the Green Show cast, who did a mini version of the summer Green Show. Following dinner, the Regents met in executive session.

Friday, June 4, 1999

The meeting reconvened at 9:40 a.m. Friday morning, June 4. Chair Johnson noted that a list of new trustees which had been appointed to serve on institutional Boards of Trustees (subject to Senate approval) was included in the Regents' folders. He expressed his excitement about the addition of these fine individuals.

Reports from the Presidents

Chair Johnson asked the Presidents to report new appointments on their campuses.

University of Utah. President Machen announced that two new vice presidents had been appointed at the University of Utah as the result of national searches. Arnold Combe, who has been serving as Interim Vice President for Administrative Services, has been appointed to the position permanently. He has been with the University of Utah since 1985. President Machen thanked Associate Commissioner Hunsaker for serving on the search committee. Barbara Hancock Snyder has accepted the position of Vice President for Student Affairs, effective August 1. She has been at the University of Nebraska at Kearney for the past 11 years, where she is currently serving as Vice President of Students.

Utah State University. President Emert said he was delighted to have Fred Hunsaker back as Vice President for Administrative Services, where he served prior to his appointment as Associate Commissioner for Finance and Facilities. Mr. Hunsaker will return to USU on July 1.

Weber State University. President Thompson announced the appointments of Joe Cravens as basketball coach, and Guy Beech as associate coach. Dr. Jeff Livingston, who has served as CEO of Western Governors University since its inception, is Weber's new Dean of Continuing Education. Prior to his service with WGU, Dr. Livingston served as Associate Commissioner for Academic Affairs.

Southern Utah University. President Bennion announced that SUU, in its efforts to refocus its strength on assessment, had appointed Dr. Michael D. Richards as Associate Provost, effective July 1. A new Dean of Science, Harold Ornes, has also been appointed. Dr. Ornes comes to SUU from the University of South Carolina Aiken where he was Chair of the Department of Geology and Biology.

College of Eastern Utah. President Jones announced that Dr. Charles Foust would begin serving as CEU's Vice President for Academic Affairs on July 1. He comes to Utah from Slippery Rock State University of Pennsylvania, where he has been serving as Provost and Vice President for Academic Affairs.

Utah Valley State College. President Romesburg said two UVSC vice presidents would be retiring: Dick L. Chappell, Vice President for Administration and Institutional Advancement, and Gilbert E. Cook, Vice President for College Relations and Campus Support, will retire on June 30. The college is currently advertising for these two positions.

The Regents were dismissed to their individual Board committee meetings. The Committee of the Whole reconvened at 12:28 p.m.

Report of the Commissioner

Appreciation to Fred Hunsaker. On behalf of the State Board of Regents and Utah System of Higher Education, Commissioner Foxley expressed her appreciation to Fred Hunsaker for his two years of service as Associate Commissioner for Finance and Facilities. He was extraordinary in his work with the Legislature, State Building Board, and DFCM, as well as the institutional budget officers and Capital Facilities Task Force. Mr. Hunsaker said serving in the Commissioner's Office had been a great opportunity for him. He learned to appreciate the value of each institution as well as

the strength of the system as a whole. He said he was very pleased to have worked with the institutional Presidents and their staffs, and commended the able people in the Commissioner's Office for the excellent work they do.

Appreciation to Phil Bernal . Commissioner Foxley announced that Philip V. Bernal, Director of Student Services and Minority Affairs, had accepted a position as Deputy Assistant to the Secretary of the U.S. Army. He will begin his new role on June 7 and will be in charge of manpower for the Army. He has carried a very full and versatile load during his seven years in the Commissioner's Office. He has met with the Student Services Vice Presidents, handled diversity and ADA issues, community service and volunteerism, and drug education and prevention. Mr. Bernal has been a valuable colleague and staff member. The Commissioner expressed her deep appreciation to him and wished him well in his new challenge. Chair Johnson commended Mr. Bernal and said it was an honor to the system to have him achieve a position of this stature.

Report of the Ad Hoc Advisory Committee on Proprietary Schools . Commissioner Foxley referred to Agenda Tab S, and asked Regent Hoggan, who chaired the committee, to give this report. Regent Hoggan reviewed the events surrounding the closure of the Certified Technical Institute (CTI). Some of CTI's students had prepaid as much as \$15,000 in tuition, which was lost when the school shut down without notice. The issue before the committee was the prevention of such a catastrophe in the future. Proprietary schools cover a broad spectrum in Utah. Some, such as LDS Business School and Stevens Henager College, have been around for many years and are very respectable and financially sound schools. Proposals were discussed in committee to require that the proprietary schools be bonded, that the tuition be escrowed and given as it was earned, and that background checks of principals be made. The committee concluded that it was an issue of consumer protection. The Regents are not qualified and do not want to handle consumer protection or accrediting aspects of proprietary schools. They recommended that the Division of Occupational and Professional Licensing (DOPL) be asked to take over the licensing requirement. Assistant Attorney General Tom Anderson had spoken with DOPL, and they do not want this responsibility, either. However, it fits their jurisdiction. It is also a funding issue. Someone would probably have to be assigned to deal with licensure. Legislators may be willing to fund additional money to take care of DOPL oversight. If that plan fails, restrictions will have to be imposed.

Chair Johnson recommended involving the Governor's Office and asked Brad Mortensen to follow up. Commissioner Foxley said if any legislation needs to be drafted, Jim Wilson from the Office of Legislative Research and General Counsel, will assist, as he serves on this ad hoc committee.

Regent Hoggan pointed out that the spectrum of institutions presents a problem. For instance, why should Stevens Henager pay for a program which has no application to them in practicality? Commissioner Foxley said the institutions which are accredited are not required to register with the Regents office. Most have not presented a problem. Regent Jordan said it was a funding and staffing issue with DOPL. They are fully qualified to administer a program such as this. Vice Chair Clyde noted that in the meantime, these schools register with the State Board of Regents. This creates a perception of legitimacy. Until this can be worked out with DOPL, the Regents are still vulnerable. Regent Hoggan said statute defined the Regents' requirement regarding licensing. The Regents do not have the authority to pursue anything except criminal background checks in the field of education. In response to questions from Regents Mantes and Sweeten, Harden Eyring reported that approximately 70 schools are registered with the SBR office, and approximately 70 more are accredited and are not required to register.

President Romesburg relayed his experience in another state where another state agency was involved with licensing. If the DOPL option does not materialize, bonding would be a good strategy. The Regents may have to go through the Legislature to get this requirement revised. A bond provides security, and a bonding agency would make the background checks.

Regent Grant moved that the Regents adopt the ad hoc committee's proposal and direct the Commissioner's staff to meet with the Department of Commerce, Division of Occupational and Professional Licensing, to review the law and pursue adequate protective consumer legislation that places responsibility for its implementation with DOPL, and that draft legislation be developed to strengthen the Utah Postsecondary Proprietary School Act, regardless of which state agency administers the law. The motion was amended to include approaching the Governor's Office and the Legislature to obtain support and was seconded by Regent Lee and carried unanimously.

Dangerous Weapons on College and University Campuses (Tab T). Commissioner Foxley asked the Regents to reaffirm their 1996 position on weapons, which was that the campuses are not the appropriate places for weapons of any kind, concealed or unconcealed. She has asked Governor Leavitt to include higher education institutions in new legislation. Vice Chair Clyde moved that the Board reaffirm the Commissioner's recommendation, "that the Board and the Presidents discuss current policies and practices at the institutions regarding dangerous weapons, and that the Regents request the Commissioner to explore possible legislation which would authorize the Regents and institutions to provide for campus safety by restricting the presence of guns and other dangerous weapons, concealed or unconcealed, on System campuses." She said it was important that this information be sent forward and that the position of the Regents be made clear and transmitted to the Governor and the Legislature. Regent Grant seconded the motion.

President Budd recommended that this go even further than reaffirming the Regents' earlier position. There is confusion about our schools' ability to enforce policy over state law. He requested clarification and change in the law to allow institutions to have their campus police prohibit people from carrying weapons on campus, even with concealed weapons permits. Chair Johnson said this was part of the intent of the proposed legislation and it will be part of the legislative debate. Vote was taken on the motion, which carried unanimously.

Report of the Chair

Presidential Salary Recommendations. Chair Johnson referred to the Presidential Salary Comparisons and Recommendations for 1999-2000, which had been distributed. The Regents had discussed these recommendations the previous evening in executive session. They concluded that the Presidents and Commissioner do an excellent job. They have hard jobs which they do extremely well. All are paid well below national medians. However, in looking at the realities of available funds and the amounts of increase given to faculty and staff, a corresponding increase was recommended for the Presidents and Commissioner. Regent Grant moved, and Vice Chair Clyde seconded, approval of the salary recommendations for the USHE Presidents and Commissioner. The motion carried unanimously. Regent Jordan noted that there was still some catching up to be done at an appropriate time when funds are available.

City/Town Meetings. Chair Johnson said master planning discussion meetings have now been held in Moab and Price, to which elected officials, educators, and higher education representatives were invited and the general public was welcomed. The discussions have been forward-looking. Utah's citizens are very interested in higher

education, and the communities are happy to share their vision of higher education in their areas. The next such meeting will be held in the Uintah Basin later this month. Chair Johnson invited all Regents to attend if they were interested and available. Regent Jensen said he had been pleased to hear the comments from the residents and students in Price. Regent Sweeten requested that the Regents be notified of the dates and locations of future discussion meetings.

Reports of Board Committees

Program and Planning Committee

Utah State University -- Master of Science Degree in Industrial Mathematics (Tab B). Chair Zabriskie said this proposal had been discussed at length in committee. The new degree will train mathematicians to work with professionals in other disciplines and prepare them to work in high-tech jobs in industry. He moved approval of the program, seconded by Regent Anderton. Vice Chair Clyde and Regent Zabriskie informed the new Regents that masters programs require approval by two-thirds of the entire Board, rather than a simple majority. Vote was taken on the motion, which carried unanimously.

Utah State University -- Doctor of Philosophy and Master of Computer Science Degrees (Tab C). Chair Zabriskie commended this collaborative effort of the Mathematics and Computer Science Departments. This program will help companies meet their computer and information technology employment needs. Chair Zabriskie moved approval of the proposal, with the addition that the Regents support the need for additional funding. The motion was seconded by Regent Grant and carried unanimously.

Weber State University -- Bachelor of Science Degree and Minor in Construction Management Technology (CMT) (Tab D). Chair Zabriskie reported that this request had been driven by the marketplace. Both employer need and student interest are high. This request was supported by local, state and national construction organizations, as well as SLCC and Ricks College, whose graduates in construction-related programs could transfer into Weber's program. Chair Zabriskie moved approval of the program, seconded by Regent Lee. The motion carried unanimously.

Utah Valley State College -- Bachelor of Science Degree in Accounting(Tab E). Since 1990, USU has provided the Accounting Program at UVSC. Now UVSC is proposing that the program be administered by its own faculty. The CPA element will still be handled by USU. Regent Lee referred to Appendix II, which provided an impressive list of faculty who were proposed to teach these classes. It is the Regents' responsibility to ensure that quality is present when new programs are proposed, and all of the UVSC faculty shown are full-time, tenured faculty. Regent Zabriskie moved approval of the request. The motion was seconded by Vice Chair Clyde and approved.

Minutes of the SBE-SBR Joint Liaison Committee (JLC) Meeting Held on March 23, 1999 (Tab F). Chair Zabriskie informed the new Regents that the Board regularly receives minutes of the JLC committee and is asked to approve them. By so doing, they approve the actions taken by the Joint Liaison Committee. Assistant Commissioner Lowe pointed out that the decisions which were made in the March 23 JLC meeting were reported in the Commissioner's cover letter. One regarded ATCSR Boards, which are jointly administered by the State Board of Education and the State Board of Regents. Recommendations have been made for new business members to be appointed to the JLC by the Governor. The JLC's recommendation was that the two business representatives currently serving be considered for reappointment. There was also extensive discussion in the Joint Liaison Committee meeting of teacher

preparation and professional development for the workforce. Legislative actions were explained to try to improve the quality of teacher education in the state. Chair Johnson asked Brad Mortensen to follow up with the Governor and make sure the names which were submitted to the Governor had been received.

Vice Chair Clyde asked Associate Commissioner Petersen to bring the Board up to date on the JLC's Teacher Preparation and Professional Development Task Force. Dr. Petersen reported a renewed priority of a fundamental objective for strengthening of teacher preparation. The federal government has developed new grant areas which have stimulated Deans of the USHE Colleges of Education, Assistant Commissioner Brad Winn, and representatives from the State Office of Education to develop proposals to make progress in strengthening the training of new teachers. The JLC represents an opportunity for the interests of higher education and the needs of public education to be brought together. This has been a very helpful process.

Chair Zabriskie moved that the Board receive the JLC minutes and approve the actions and recommendations contained therein. The motion was seconded by Regent Anderton and carried unanimously.

Southern Utah University -- Master of Fine Arts (MFA) Degree in Arts Administration (Tab G). Chair Zabriskie reported that a large contingent of SUU faculty and students had been present in committee to indicate their support for this proposal. After this was discussed in committee, it was recommended that it be moved to action status. Regent Zabriskie so moved, seconded by Regent Lee. The motion carried unanimously.

Chair Zabriskie reported that a very fine presentation had been made to the committee. The Great Hall was filled with community and university citizens, indicating great community support for this idea. This program is a natural outgrowth of the fine work in the arts which has always existed at SUU. It is significant that since SUU has been a university, this is only their second request for a masters degree program; the first request was for a Master of Accountancy 15 years ago. The Regents' original concern had been that this institution would request masters degree programs frequently. Chair Zabriskie moved approval of the program with two additions: (1) That the Regents support SUU's funding request for this program, and (2) that discussion continue between the University of Utah and SUU and that this would not preclude the University of Utah from reinstating their own MFA program. The motion was seconded by Regent Anderton. The initial funding request for the first year is \$150,000.

Regent Lee clarified that no budget priority statements being made; this motion indicates support of a funding request which will be forthcoming from SUU for this item. Vice Chair Clyde added that the Regents had been forcing the institutions to come forward with program requests which did not cost money. This will cost money, as will the previous program approved for USU. After additional discussion about budget priorities and procedures, Commissioner Foxley reminded the Regents that before the institutions put these items on their priority lists, they have to have been approved by the Regents. The institutions still need the flexibility to determine their own institutional priority lists. Vote was taken on the motion, which carried unanimously.

Information Calendar, Program and Planning Committee (Tab H). Chair Zabriskie noted the committee's information calendar, which required no action.

1998 Annual Report on Minorities in Faculty and Administrative Positions in the Utah System of Higher Education (Tab I). Chair Zabriskie noted that this information item

had been discussed at length in committee. The most current data is from 1997-1998. The committee discussed problems in recruiting minorities. The Presidents said much of the problem was financial; highly qualified minorities are in high enough demand that they can get a larger salary outside the field of higher education. The committee discussed the need to be pro-active in this area. Commissioner Foxley thanked Dave Colvin for his preparation of the report and noted that this would subsequently be combined with the annual Report on Women in Faculty and Administrative Positions.

Status Reports of Lower Division Major Committees (Tab J). Chair Zabriskie noted that Associate Commissioner Petersen had been commended in committee for his part in this process and given high marks for his leadership in this area. Dr. Petersen said this report summarized the work of 28 faculty committees who have been working for the past year to define core requirements that student majors have in lower division courses. It was an effort to reach common curriculum around those requirements and assure the students completing these core requirements that the universities would recognize that they were fully qualified to be admitted to their junior year on the university campuses. The universities have agreed to do this. Some areas still need additional work. Associate Commissioner Petersen said he was delighted with the progress which had been made in a limited time. There are areas where similar courses end up with different names at various institutions, but work is continuing in those areas. This is important in strengthening transfer. He commended the institutional faculties for their tremendous effort to make this progress. Chair Zabriskie said Regent Jardine had suggested in committee that this information would be appropriate to transmit and communicate to the Legislature. The committee assigned Dr. Petersen to determine how that could best be done. Associate Commissioner Petersen said this was an ongoing committee structure. These major committees will continue to meet at least annually. Some will meet more frequently.

Chair Johnson thanked Regent Zabriskie for his report and for the work of his committee.

Finance and Facilities Committee

Proposed Revision to Regents Policy R710, *Capital Facilities*(Tab K). Chair Hoggan said this policy deals with the amount of money an institution may be authorized to pay for an option to purchase property without Regents' prior approval. An issue arose last month at UVSC where \$100,000 had been paid for a purchase option. Option money is generally nonrefundable. The Regents suggested the formulation of a policy whereby institutions could sign options and pay option money without prior Regent approval. He referred to Attachment A and read the proposed change to section 4.5.4. Regent Jardine asked for clarification. Chair Hoggan said the amount of consideration paid for the option would be set at \$50,000 maximum.

Regent Anderton asked how the \$50,000 figure had been determined. He indicated he would feel some obligation as a Regent to seriously consider an acquisition if an institution had already paid \$50,000. Chair Hoggan said this concern had been raised and discussed at length in committee. Two conclusions were reached: (1) Regardless of the option, property purchases must be approved by the Regents. The institutions would have to have a fair degree of certainty that the Board would approve a purchase before paying \$50,000. (2) The Executive Committee could convene by telephone if necessary, as long as this threshold is in place. Regent Jordan said he had voted against this in committee because he favored a lower threshold. The Executive Committee is available on very short notice to take action on matters of this kind. If a President has spent \$50,000 from which he must walk away if the transaction is not approved, this may constrain the Regents' discretion to determine if it is a good acquisition. He suggested \$25,000 as a compromise. Regent Jensen pointed out that a purchase option may contain language which would require follow-through, and that an institution may

not be walking away from just the option to purchase.

Chair Hoggan moved approval of policy R710 with the following change to section 4.5.4:

4.5.4 Projects Requiring Approval - Review and approve all institutional request for property acquisition, including consideration paid for options to acquire property, that commit institutional funds in excess of \$25,000. Review and approve all other institutional requests. . .

The motion was seconded by Regent Grant and carried unanimously.

Proposed Policy R604, *New Century Scholarships* (Tab L). Chair Hoggan reported that discussion of this item took up most of the committee's time. This policy evolved out of the Governor's promotion of a program to award scholarships to high school students who complete the requirements for an associate degree prior to September 1 of the year in which they graduate from high school. Qualified applicants would be entitled to a 75% scholarship at a Utah institution of higher education. The greatest practical problem is that there is \$13,000 in the fund and it could easily be outstripped by demand. The committee concluded that the Commissioner's recommendation should be changed to accommodate the following modifications to the policy:

3.5. "Associate Degree" - An Associate of Arts or Associate of Science [~~or Associate of Applied Science~~] degree, or equivalent academic requirements, as received from or verified by a regionally accredited Utah public college or university, provided that if the college or university does not offer the associate degree, the requirement can be met if the institution's registrar verifies that the student has completed academic requirements equivalent to an associate degree prior to the September 1 deadline.

4.3. Accredited College or University - The associate degree or verification of equivalent academic requirements must be received from a regionally accredited Utah public institution [~~either public or private~~], provided the institution's academic on-campus residency requirements, if any, will not affect a student's eligibility for the scholarship if the institution's registrar's office verifies that the student has completed the necessary class credits for an associate degree.

Chair Hoggan moved that the policy be approved, with the above modifications. The motion was seconded by Regent Grant. Regent Hoggan explained that the committee had voted to strike the A.A.S. degree because it does not necessarily lead to a baccalaureate degree. The committee decided to make this available only to people who get an associate degree which will provide the basis for a baccalaureate degree. If necessary, they hope to be able to get the Legislature to make this change. Chair Johnson said Administrative Rules determines whether or not this can be done. If they say it cannot be done, we would have to go to the sponsor of the bill for a change. Regent Jardine said he thought a sponsor (legislator) would prefer to hear from the Regents rather than the Administrative Rules Committee. Commissioner Foxley said the intent of the law was for Utah institutions. Mr. Eyring clarified that this money can be used in Utah schools. The question is what institution can certify the associate degree. This is not clear in statute. An associate degree should be required to be granted by a Utah public institution because articulation needs to remain in effect. Regent Jardine said he understood the purpose of this legislation was to enable students to move more quickly through public education. Chair Johnson said this scholarship had come from the Governor's Office. He asked Brad Mortensen to take these proposed changes back to the Governor. Since this scholarship is now law, it must be implemented by the Regents.

Vote was taken on the motion, which passed with two opposing votes.

Ratification of Executive Committee's Action Supporting Dixie College Programming Funds for Graff/Eccles Fine Arts Facility Project (Tab M). Chair Hoggan said DFCM had closed the Graff Building and was willing to pay \$25,000 to help defray programming costs. The remaining money for the project will come from donated funds. This does not change the Regents' priority list for capital facilities projects. He moved ratification of the actions of the Executive Committee. The motion was seconded by Regent Zabriskie and carried unanimously.

Utah State University -- Property Purchases (Tab N). Chair Hoggan said USU was seeking approval to purchase two separate pieces of property -- one adjacent to the east border of the Logan campus and the other just west of the campus at the foot of Old Main Hill. Both would be purchased at the appraised value from discretionary funds. Chair Hoggan moved approval of the purchases. Regent Grant seconded the motion, which carried unanimously.

Southern Utah University -- Campus Master Plan (Tab O). Chair Hoggan said with two minor road modifications, SUU's master plan was essentially the same as approved last year. He moved its approval, seconded by Regent Jordan. The motion carried unanimously.

Dixie College -- Bond Refinancing (Tab P). Chair Hoggan said Dixie College had an existing bond, issued by the Washington County/St George Interlocal Agency (WCIA), which can now be refinanced at a net savings of approximately \$487,000. The bond parameters were set forth in Attachment A to Agenda Tab P. The bond would be issued by the State Board of Regents and would repay the WCIA bond. This has been discussed with the Governor's Office, House and Senate leadership, Legislative Fiscal Analyst, Legislative General Counsel, and the Attorney General's Office. Chair Hoggan moved approval of the refinancing of the Dixie College bond. The motion was seconded by Regent Zabriskie and carried unanimously. Chair Johnson noted that if the expected savings were not there on the date of issuance, the bond would be pulled.

Consent Calendar, Finance and Facilities Committee (Tab Q). On motion by Chair Hoggan and second by Regent Jordan, the following items were approved on the committee's consent calendar: (Item C, Presidential Salaries, was discussed and approved earlier in the meeting.)

- a. OCHE Monthly Investment Report
- b. UofU and USU Capital Facilities Delegation Reports

Student Financial Aid -- UHEAA Board of Directors Report (Tab R). Chair Hoggan noted that this item was for information only and required no Board action.

Chair Johnson thanked Regent Hoggan for his report.

General Consent Calendar

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

- A. Minutes – Approval of the Minutes of the Meeting of the Utah State Board of Regents held April 23, 1999, at Snow College in Ephraim, Utah.
- B. Grant Proposals – Approval to submit the following proposals:

1. Utah State University – Operation of Regional Resource Center, Region No. 5, \$1,279,344; John Copenhaver, principal investigator.
2. Utah State University – Multi-University Online Program Accessible to Students with Disabilities, \$1,988,585; David E. Hailey, Jr., principal investigator.
3. Utah State University – The Best Practices Study: Responsible Uses of Online Education; \$1,292,729; Christine Hult, principal investigator.
4. Utah State University – IGERT: Understanding and Predicting Spatially-related Ecological Patterns and Processes to Solve Environmental Problems; \$2,140,450; James A. MacMahon, principal investigator.
5. Utah State University — Northrop Grumman - Designing and Evaluating the Producability of the SBIRS Low IR Trading Sensor; \$10,878,727; Gary Jensen, principal investigator.
6. Utah State University — National Center for Service Coordination; 42,567,511; Richard N. Roberts, principal investigator.

C. Proposed Policy Eliminations or Revisions - Commissioner's staff are in the process of reviewing all Regents' policies in order to make them current. Recommendations for nonsubstantive changes are presented as part of the General Consent Calendar.

Policies Recommended for Elimination:

Section 1. System Governance

1. R136, Official Information Centers at Each Member Institution
2. R175, State Aid for Westminster College

Section 3. Master Planning

1. R351, Educational Television

Section 4. Academic Affairs

1. R423, Teacher Education
2. R474, Transfer of Credits from Stevens Henager and LDS Business Colleges

Section 5. Financial Affairs

1. R502, Report of Direct Instructional Costs
2. R505, Budget Reductions from Legislative Action

Section 6. Student Financial Aid

1. R623, Utah State Board of Regents HEAL Purchase Program Regulations

Policies Recommended for Revision:

Section 9. Office of the Commissioner

1. R906, Staff Employment
2. R910, Equal Opportunity and Nondiscrimination
3. R927, Use and Security of Property
4. R933, Service Benefits
5. R937, Insurance Programs
6. R941, Payroll
7. R964, Disciplinary Sanctions and Termination of Staff Personnel

D. Executive Session – Approval to hold an executive session or sessions in connection with the meeting of the State Board of Regents to be held on July 12, 1999 at the College of Eastern Utah in Price, Utah, to consider property transactions, personnel performance evaluations, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Adjournment

Chair Johnson thanked President Bennion and his staff for their warm hospitality and great food. President Bennion said he had been thrilled to have the Regents on the SUU campus. He invited them back again next year during the summer Shakespeare Festival. He expressed special appreciation to Jackie Bulloch and Neal Cox for their extra efforts in making the arrangements for this meeting. He thanked the Regents for approving SUU's new masters program.

The meeting was adjourned at 1:54 p.m.

Joyce Cottrell CPS
Executive Secretary to the Board of Regents