

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
POLICY DEVELOPMENT WORKSHOPS
DIXIE STATE COLLEGE, ST. GEORGE, UTAH
April 21, 2005

Regents Present

Nolan E. Karras, Chair
E. George Mantes, Chair
Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
Janet A. Cannon (Thursday)
Katharine B. Garff (Thursday)
David J. Grant
Meghan Holbrook (Thursday)
James S. Jardine
Michael R. Jensen (Thursday)
Trenton Kemp
John C. Pingree
Jed H. Pitcher
Marlon O. Snow
Maria Sweeten

Regents Excused

David J. Jordan
Sara V. Sinclair

Office of the Commissioner

Richard E. Kendell, Commissioner
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Amanda Covington, Director of Communications
David S. Doty, Assistant Commissioner and Director of Policy Studies
Brian Foisy, Assistant Commissioner for Financial Services
Kimberly Henrie, Budget Officer
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities and Executive Director, UHEAA
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Kevin Walthers, Assistant Commissioner for Finance and Facilities
Lynne Ward, Assistant Commissioner and Executive Director, UESP
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects
Andrea Worthen, Academic Affairs Intern

INSTITUTIONAL REPRESENTATIVES:

University of Utah – David W. Pershing, Senior Vice President for Academic Affairs
Utah State University – Stan L. Albrecht, President
Weber State University – F. Ann Millner, President
Southern Utah University – Steven D. Bennion, President
Snow College – Michael T. Benson, President

Dixie State College – Robert C. Huddleston, President
College of Eastern Utah – Ryan L. Thomas, President
Utah Valley State College – William A. Sederburg, President
Salt Lake Community College – Donald Porter, Vice President for Business Services
Utah College of Applied Technology – Darrell K. White, President

Representatives of the Media

Stanton Roseman, *Dixie College Sun*

Others

Steve Allred, Office of the Legislative Fiscal Analyst
Kim R. Burningham, Chair State Board of Education
Darin Brush, Division of Workforce Services
Alan Crooks, St. George
Hope Eccles, Governor's Deputy for Higher Education
Boyd Garratt, Office of the Legislative Fiscal Analyst
Patti Harrington, State Superintendent for Public Instruction
Debbie Headden, Office of the Legislative Fiscal Analyst
Kim Hood, Governor's Office of Budget and Planning
Governor Jon M. Huntsman, Jr.
Steve Kroes, Utah Foundation
Jim Maples, Managing Member, Advanced Molecular Systems
John Massey, Legislative Fiscal Analyst

(The names of other institutional representatives are on file in the Commissioner's Office.)

Chair Karras called the meeting to order at 8:30 a.m. and welcomed everyone in attendance, including Patti Harrington, State Superintendent of Public Instruction, and Kim Burningham, Chair of the State Board of Education. He expressed gratitude for the legacy left by the Eccles family as evidenced by the beautiful Eccles Fine Arts Center and thanked President Huddleston and his staff for hosting the two days of meetings.

Chair Karras explained that the purpose of the workshops was to try to focus the Regents' priorities for the coming year. He explained the changes in room assignments for the six workshops and distributed a revised schedule.

On behalf of the Regents, Chair Karras expressed the Board's pleasure at the week of inaugural events culminating with the installation of University of Utah President Michael K. Young. He also thanked Commissioner Kendell for his leadership in getting needed appropriations from the recent legislative session.

Commissioner Kendell welcomed the Regents, trustees, Governor Huntsman, Hope Eccles, legislators, and others in attendance, and thanked them for their willingness to participate in the workshops. By the end of the day, the goal is to come up with an action plan for the next five years. One theme, for example, was K-

16. The disconnect between public education and higher education must be addressed and a focus set on the continuum of education from pre-school through college. The National Governors Association has stated that this may be the single most important educational reform we can address.

As a state, some things are troubling. Commissioner Kendell reviewed some statistics showing trends in students entering higher education. These trends must improve for Utah to have a robust economy and thriving families. Utah's college completion rate is no longer one of the highest in the country. The Commissioner stressed that this state must have higher expectations for its students. He pointed out that this is a State opportunity, not just a higher education opportunity.

Another example of a theme to be discussed was access. A persistent theme at President Young's inaugural was embracing diversity. We are not coming close to these goals because disadvantaged and minority students are not succeeding at the same rate as advantaged students. How do we close the gap? How do we include people who are not participating fully in either public education or higher education?

Another theme is economic development. Higher education must be a driver of the State's economy to create new jobs and professions that do not currently exist, as well as to provide a trained workforce in existing professions. Many significant opportunities exist, which will require the full cooperation of higher education, public education, the Governor's Office, legislators, business and industry, and others.

Commissioner Kendell explained the meeting format. Each Regent, President and other participant would have an opportunity to participate in two sessions, with the exception of those individuals who were presenters or facilitators. Everyone would assemble for a plenary session in the afternoon to report on the discussions.

Governor Huntsman said his participation would set a pattern for the Governor's office in being fully engaged in what higher education is doing. He praised the leadership provided by Commissioner Kendell and Chair Karras and said, "Rich gets it." He elaborated by adding that the Commissioner understands how higher education connects with the global economy. He applauded Superintendent Harrington, Chair Burningham and the USHE Presidents for the good work they are doing.

The Governor said he had looked at the data and had concluded that we can no longer say that Utah is the state of higher education. As Utahns we have always prided ourselves on being able to make that claim. He added a quotation indicating that, "The United States has always written the lyrics for the rest of the world." How much longer will we be considered "the lyrics for the rest of the world?" It begins with education.

Governor Huntsman noted that Utah is becoming a very diverse state. Our decisions should look at 20-year increments for centers of excellence, increasing diversity, controlled growth, and so forth. He committed to the Governor's Office being fully engaged in this process. Higher education is a vital part of Utah's economic development. The Governor participated in a large roundtable discussion the previous week regarding the needs of business and industry. Many large firms were represented who are looking for literate, "technically-savvy" graduates who are open to different ways of thinking and viewing the world. He asked if our

students were so flexible in the global marketplace that they are able to be immersed in other cultures. Do they have the basic literacy in math, science, and technology that will be in demand over the next 20 years?

Chair Karras thanked the Governor for his remarks and for his participation. The meeting adjourned into the individual workshop sessions.

Following lunch, the Regents reconvened Thursday afternoon for the second general plenary session. Vice Chair Mantes called the meeting to order at 1:20 p.m. and thanked everyone for their participation. Commissioner Kendell called for reports from each discussion group. He asked those reporting to report the major issues discussed, what had been done, what yet needs to be done, how this discussion would be reflected in the future agenda for higher education and change in general for the State of Utah. He said his office would make the recommendations and reading material from all of the groups available to all of the participants.

Following are excerpts from each workshop that characterize the issues and questions for each topic:

Session 1. K-16: Increasing Expectations, Enhancing Success

Reporters: Regent Bonnie Jean Beesley and Assistant Commissioner David S. Doty

Regent Beesley read an excerpt from the Executive Summary of a recent SHEEO publication, *Student Success: Statewide P-16 Systems*:

“...We contend that achieving the educational goals of the next generation will require policymakers and educators to view education as an integrated system, from birth through adulthood. Each of the individual elements of the educational system must be excellent in its own right, and importantly, each of them must work effectively with the others toward the system’s goal – the highest possible levels of student learning through postsecondary education, and the capacity to continue learning successfully throughout life...”

Regent Beesley said the group believed the State’s ultimate goal should be for a seamless K-16 system to promote student success. Participants in the groups discussed a paper prepared by Associate Commissioner Lucille T. Stoddard and her staff, entitled “Preparing a K-16 Model Initiative.” Dr. Patti Harrington, State Superintendent for Public Instruction, and Kim Burningham, Chair of the State Board of Education, also served on the discussion panel. The group came to the following conclusions: (1) Expectations for success must be clarified, defined, and understood by all parties. (2) Recognize the value of education and “raising participation and achievement standards.” (3) Assessments – among institutions and with K-12 – must be coordinated. (4) We must work toward a single focus, to rigorously prepare all students for either the workplace or higher education. (5) Curriculum sequencing: High school courses should lead to college courses. Public education has completed a student identification numbering system which can be used in the future with college and universities.

Coordination between public education and higher education is vital. Feedback on teacher preparation is necessary to coordinate policies between higher education and public education, such as policies for developmental and remedial education, funding mechanisms, etc. An ongoing oversight council or body was recommended which would coordinate in a formal structured way, on an ongoing basis, transition issues between public and higher education. Legislative leadership needs to be brought in from both houses, and the Governor's Office should be included. The structure for specific items and areas would come from faculty and staff and administrative groups. There has been some movement in this direction. Commissioner Kendell, Superintendent Harrington, the chairs, vice chairs and "cross-over" members of both boards have met several times. The group recommended that this body be formalized and perhaps expanded. In addition, the Governor's Commission on High Schools, includes two higher education representatives, Commissioner Kendell and Regent Beesley. Some of these issues are being addressed by this group.

Commissioner Kendell reflected on the "empty senior year" phenomenon and asked if this had been discussed. Regent Beesley said Superintendent Harrington and Chair Burningham had suggested that this is an issue of concern to them, also. She commented on the remarkable amount of consensus between the two public education leaders and the material prepared by the Commissioner's staff. The discussion involved requirements for graduation and a more rigorous standard. Public education has encountered some opposition in trying to increase rigor. One example was the students who take LDS Seminary classes. This frees up faculty time and decreases class size. The schools could not accommodate those students in regular classes, otherwise. Chair Burningham even suggested that perhaps it was time to merge the two systems back together.

Commissioner Kendell noted that a majority of remedial classes required of college students were in the area of mathematics. He asked if this was being addressed by the K-12 system. Many high school students are not sufficiently literate to move into college course work without having to take some remedial courses work. Regent Beesley said some students do not learn in high school, others have been away from school for a time, and others have not taken math classes recently enough in high school to retain the information they need. There have been discussions in the public education system about increasing the requirement of another mathematics course. Some school districts have already imposed this requirement. Regent Barrett said it would be helpful for the Regents to know how effectively this has worked.

Dr. Stoddard said the mathematics discipline is making more progress than most areas in coordinating requirements between the public education and higher education systems. Regent Beesley said Dr. Dave Pershing had also asked if it would be helpful to public education if the higher education institutions were to increase their admission requirements. Regent Pingree noted that if students become proficient in mathematics, and stay proficient, the K-12 schools will retain them. If students lose their proficiency in reading; the schools will lose them. Higher levels of basic literacy is a desirable good.

Session 2. Improving Student Retention and Graduation Rates: Role of Remedial Education
Reporters: Regent Katharine B. Garff and Assistant Commissioner Phyllis (Teddi) Safman

Regent Garff said excellent presentations had been given by Melissa Miller Kincart, Michael Vaughan, and Chuck Wight. The group learned that in Utah, only 36 percent of graduating high school students will go

directly into college. We need a state goal to increase this percentage. Several issues arose during the discussion.

- Some students may not make it to graduation because of several possibilities: a misfit between their needs and the institutions they choose to attend, work issues, and a student's availability of and willingness to apply for student financial aid because of a fear of incurring too much debt.
- We need a better system for tracking retention and setting goals by institution and institutional type and we need to be accountable for those goals.
- High school graduation requirements should be increased.
- We need to be responsible to a more diverse population entering our schools over the next 20 years. The percentage of minority population in the State of Utah has doubled in the past 20 years. We need to make our campuses more receptive to diverse populations. We need to offer more ESL classes to the community.
- More student academic advisors are necessary. New student orientation programs should be mandatory. Some at-risk students could be caught at that point. We need more early-alert intervention programs. Funding is a key factor in supplying these needs.
- We need to do a better job of communicating the resources available in higher education. We have been working with high school counselors to increase awareness of UtahMentor.
- Another issue is that Utah students want to attend institutions of higher education in their own neighborhoods. Regent Pingree said this is an economic desire. Dr. Safman said incentives are needed for students to be able to attend institutions in another part of the state.

Actions steps/recommendations:

1. Work with K-12 to increase understanding of the differences in institutions (curriculum, financial aid, etc.). An "Expectations Document" is being developed for high school students and their parents.
2. Increase awareness of the different types of schools.
3. Share information among high school counselors, teachers, and parents about financial aid and curriculum options.
4. Better data collection of the progress of at-risk and disadvantaged students.
5. We need a commitment to retention and completion, including a stronger data system for data collection, and setting statewide and institution-specific completion goals.

6. Mentoring functions should be spread across the K-12 system. This includes mentoring of parents, students, faculty, counselors, etc.
7. Develop an initiative to change at-risk students to successful students.
8. More advisors are needed. Academic advisors should visit the high schools in their areas, when possible. There are just not enough.
9. Statewide assessment to determine what the state needs regionally for program development and economic development.
10. Retention and completion are everyone's responsibility.
11. "Education is a message of hope." (Kathi Garff)

Hope Eccles asked if retention and graduation data could be included in the USHE Data Book. The Data Book could be shared more broadly, although in a more "user friendly" form, perhaps with a disclaimer of "Raw data – analyze it yourself." Publishing the Data Book in a more reader-friendly format would make it more persuasive in educating the public and Legislature as to the needs, successes, focus areas, etc. Assistant Commissioner Walthers said the Commissioner's staff is working on improving the format of the Data Book.

Regent Garff said institutions need to be individually responsible for coming up with some programs, but the State is also responsible. Remediation has a tremendous role in this state and provides a great service to individuals trying to get through the educational system. We are making progress in retention, but we need to continue to make more progress. Suggestions were made in the group regarding tuition incentives, financial incentives, etc. The State System must ensure a right fit between the institution and the individual student.

Session 3. Increasing Access and Participation, Meeting Needs of Disadvantaged and Minority Students, Concurrent Enrollment

Reporters: Regent Maria Sweeten and Assistant Commission Gary Wixom

Regent Sweeten said this state is facing a major crisis in the minority population increase. Utah is at a critical juncture. Rigor needs to be in place for the course content. Education needs to be funded appropriately, and the money given to the entity with the responsibility for delivering the education. Enrollment is increasing, but funding is decreasing. Students on USHE campuses are underwriting the concurrent enrollment students. A task force needs to move forward to address the concerns of delivery, readiness, content, to work with K-12 to increase funding and to ensure that the funding is being delivered appropriately.

Hope asked if comparisons had been made between students taking concurrent enrollment and those taking developmental education. Dr. Brad Cook said the institutions have some of these data, but there is a gap when it comes to tracking disadvantaged and minority students. We are doing a good job at getting these

students into their classes, but we have a problem with retention. The state's Hispanic population is growing. Two school districts in Utah have minority populations which make up their majority population. In those districts, English is truly the second language, and there is a noticeable decline in college participation rates.

Recommendations:

1. Minorities in Utah are participating at one-third of the state rate in Utah, which is the largest gap in the country. At one-third of the national average, Utah has the largest gap between white and non-white populations. The minority participation rate has improved, but Utah is declining in high school students going on to college. We have lost nearly half of what we had ten years ago. Chair Burningham asked about first-generation students. Dr. Lee Caldwell responded that those statistics are available but were not included in this report.
2. Start at an earlier point to do early intervention and outreach. We need to increase expectations at a much earlier age. Other resources are available, but they are not being used effectively. Advising should begin at an earlier age. Weber State University is bringing elementary classes to its campuses. Dr. Wixom noted that concurrent enrollment was making an impact across the country. Funding is a key factor. Higher education educates secondary students with one-third of the concurrent enrollment fee. Public education gets WPU funds, making up the other two-thirds of the concurrent fee. These two issues are highly related.

Session 4. Higher Education: Building Utah's Workforce, Now and in the Future

Reporters: Chair Nolan Karras and Assistant Commissioners Lynne Ward and Kevin Walthers

Chair Karras reported a lively discussion in both sessions. How well do we prepare individuals for the workforce? The group did not feel that there were sufficient data to answer this question. Efforts are being made in all of the placement offices, including LDS Business College, BYU and Westminster College. However, everyone agreed that we were not doing enough. We need a more effective database. We need to ask the students if they received the skills they needed for their careers. We need to also ask the employers if the graduates they receive are sufficiently prepared. Many times students pick a major without having a clear idea of their career path.

The Commissioner's Office is developing a library of information, but we need to better communicate what is available. Jobs are created and destroyed much more quickly than our systems are prepared to track. The Regents need to be cognizant of what programs are needed and the time necessary for their development. Even specific skills requirements require general education. A balance is needed. Inter-disciplinary programs are a way to do this. The United States is slipping badly in being the world's leader. We need a cultural shift to provide what will be needed in the future. This should be a joint effort with public education. Sometimes curriculum is faculty-driven and should have more employer input. Faculty may not have the background to know what graduates need to know to meet market demand. We need to measure so we can manage. The Regents would prefer to see the institutions develop criteria rather than having the Regents impose them.

Session 5. Linking Funding to Institutional Missions and Roles

Reporters: Regent Jed Pitcher and Associate Commissioner Mark Spencer

Regent Pitcher began by stating that funding is imperative. He thanked Vice Presidents Paul Brinkman and Norm Tarbox for their presentations to the group. Regent Pitcher indicated that funding higher education is an ongoing challenge. What agreements are in place that we know about? What agreements don't we know about? What will sell to the Legislature? Higher education has tried various funding formulas in an attempt to respond to these questions. These commonalities exist among all ten institutions: fuel and power, operations and maintenance, compensation, technology infrastructure, ADA requirements, hazardous waste requirements, etc. All institutions are concerned about retaining key faculty and staff and maintaining their assets. Other needs are mission- or institution-specific, such as enrollment, tuition, quality, diversity, retention, etc. A list of common factors is developed each year, using a common metric for inflationary factors.

The group discussed funding by mission. We have several different types of institutions. Weber State University resembles a teaching college more than it does Utah State University. The research institutions have a different model. Most of our institutions have the same priorities but differing missions.

The first task is to agree on common survival needs, then add emerging needs (enhancements), such as growth, tuition increases, funding formulas, etc. Institutional mission should be infused into the budgeting process. An emerging issue is accountability and performance measures. This is a common priority but differing measurements are required by type of institution and mission. The goal is to decide on commonalities by the June Board meeting and develop some emerging issues by August. There will also be two opportunities to meet during the interim with the Higher Education Appropriations Committee between now and December. The Regents met with the Committee last May at Weber and in Richfield last fall. The retreat for Regents and Presidents last August was very helpful.

Hope asked if the group had discussed higher education goals. Debbie Headden asked about tuition policies. Dr. Spencer said these issues affect access, enrollment, and other areas. Hope asked about student financial aid. Regent Sweeten said the low level of funding is a critical concern. Most scholarships are merit-based. We need to look at need-based scholarships, especially in the disadvantaged communities. Associate Commissioner Spencer agreed that scholarships and tuition waivers were merit-based. Utah ranks 39th in the nation in appropriations for need-based financial aid; this figure is expected to drop even further. President Bennion asked if quality had been discussed. Dr. Spencer said it was a discussion item as a driver of policy only. The System received some funding in the last session to correct one measure of quality. There are many other ways to measure balance and quality.

Session 6. Higher Education's Role in Building Utah's Economy: Building Institutional and Business Partnerships

Reporters: Regent Daryl Barrett and Commissioner Rich Kendall

Regent Barrett displayed a section of a recent *Arizona Republic* which featured several articles on higher education's role in economic development. Included were articles on biotechnology, editorials, faculty

profiles, entrepreneurial endeavors and initiatives. The articles all stressed the strong linkage between higher education and economic development. The Research and Development Initiative enacted by this year's legislative session was extremely helpful. We need to use this as a springboard and expand on it. It is basically a research model. A market model should be included in this mix. What do businesses in the region need in order to grow?

Regent Barrett noted that Governor Huntsman had attended one of the sessions and indicated that he is very interested in working with higher education to develop an economic development plan for the state. The principal driver of the state's economy is higher education.

Recommendations included looking at USHE policies and procedures. What is the faculty workload? How are faculty selected? How do we schedule time for them to participate in economic development efforts? Presidential evaluations should include a component for developing economic development opportunities. How many bachelor's and master's degrees are we awarding each year? Place matters. Individual institutions and regions have unique characteristics. We need to build upon the interests in each area.

Commissioner Kendell said the Governor had urged us to look carefully at ourselves and decide what we do best as institutions. Where is our competitive advantage? How connected are some of our professional organizations to higher education, such as the Utah Information Technology Association (UITA) and the Economic Development Corporation of Utah (EDCU), and the State Department of Economic Development? A suggestion was made of regional innovation centers focusing on technology and entrepreneurship, with specific clusters of excellence. Regional economies should foster growth and development. Engagement with the business community and the entrepreneurial community will become increasingly necessary.

Regent Barrett pointed out that one size does not fit all. What works best for one community will not necessarily work well for another. Chair Karras recommended a state perspective, pointing out that there is too much isolation at present.

Chair Karras said the workshops had produced very provocative ideas and stimulating discussions. Our task in the near future will be to distill these recommendations into a work plan.

Vice Chair Mantes thanked everyone who participated in this process. The discussions provide a good road map for the future. He gave special thanks to the presenters, Regent chairs and staff, and Commissioner Kendell for putting the workshops together. He expressed the Regents' appreciation to President Huddleston and his staff for hosting the meetings in the beautiful new Eccles Fine Arts Center. Regent Mantes reminded the Regents of their dinner in the Gardner Student Center with the Dixie Trustees.

The meeting was adjourned at 2:55 p.m. until the following morning.

April 22, 2005

Following an executive session breakfast and meetings of the Board committees, the Regents reconvened in Committee of the Whole at 10:35 a.m. Friday morning. Vice Chair Mantes excused Regents Cannon, Garff, Holbrook, Jensen, Jordan, and Sinclair. He congratulated President Millner on Weber State University's recent reaccreditation.

Chair Mantes gave the Regents and President an update on the condition of Lisa Speckman, the wife of Steve Speckman, higher education reporter for the Deseret Morning News. Lisa continues to improve. The Deseret News staff conveyed their deepest gratitude that the higher education community had contributed \$1026 toward the Speckman' medical and child care expenses. We will keep them in our prayers.

Regent Mantes said he had been reflecting on the day-to-day work necessary to coordinate the meetings of the Regents, all of whom have very demanding schedules. He expressed the Board's sympathy to Secretary Cottrell on the death of her sister-in-law on Wednesday and thanked her for her dedication. Instead of returning to Salt Lake to be with her family, she chose to stay in St George because of her dedication to her job. Secretary Cottrell thanked everyone for their thoughtfulness.

Replacement Policies R208, *Resource and Review Teams*, and R209, *Evaluation of Chief Executive Officers* (Tab Q). Commissioner Kendell explained that these two policies include presidential evaluation processes and the Resource and Review Team responsibilities. Both policies were revised in consultation with the Presidents. He highlighted important elements of the policies, as detailed on pages 2 and 3 of the cover letter to Tab Q. R209 includes an outside chair of the evaluation committee who would also serve as a mentor to the president being evaluated. The objective is to enhance the Presidents' success and effectiveness. The commissioner thanked the presidents for their contributions in improving the processes. At the request of Vice Chair Mantes, the policies would outline the purposes and guidelines for the Resource and Review Teams and the formal evaluation, including timelines, etc. **Regent Grant moved approval of the revised policies, seconded by Regent Pitcher.**

Regent Grant asked about a transition plan for those sitting presidents who have been in place for more than one year. Commissioner Kendell replied there would be a schedule outlining the years in which the presidents will be evaluated. Approximately three formal evaluations will be scheduled every year. Regent Sweeten asked for clarification: Would one report a year be sufficient for the two visits? Should there be a report after both visits by the Resource and Review Teams? Commissioner Kendell clarified that the R&R reports should be informal, one or two pages. The formal evaluation will be much more intensive. Vice Chair Mantes said these revisions will give the Regents guidelines on the evaluation of presidents and will help the presidents know what to expect and when.

Regent Pingree asked if the composition of the evaluation committees would be similar for all institutions. Commissioner Kendell said the composition would be geared to the type of institution. Each committee would be chaired by a sitting president or recent president with expertise in that particular type of institution. The intent is that the reports are not based strictly on anecdotal evidence but on research and judgements of informed people. **Vote was taken on the motion, which carried.**

Utah Valley State College - Baccalaureate Programs in Chemistry, Mathematics, and Physics (Tab R). Regent Jardine said these reports had been discussed by the Programs Committee at the last meeting. However, this was not reported to or discussed by the entire Board. This report was requested by the Regents three years ago and is in compliance with the Regents' request. **Regent Jardine moved that the Regents accept the progress reports. The motion was seconded by Regent Snow and adopted.**

Engineering, Computer Science and Technology 2005-2006 Funding Recommendation from the Technology Initiative Advisory Board (Tab S). Chair Karras introduced John Sutherland, Chair of the TIAB, and asked him to report. Mr. Sutherland reported that each year the TIAB meets to determine its recommendations for funding the money allocated for engineering and computer science programs at the USHE institutions. The program is working. Since 2000 the total number of graduates at the University of Utah has increased by 76 percent. Governor Leavitt's original goal was to double the number of graduates in five years. Matching funds have helped the programs grow. The original request was for \$7.5 million over four years. We have received a total of \$5 million. This is important for economic growth in Utah. This year's recommendations were shown on page 2 of the Commissioner's cover letter to Tab S. The Board agreed it was important to keep funding the research institutions aggressively, but they recognized that it was also important to fund the other schools which provide transfer students to the University of Utah and Utah State University. Their desire is to continue to produce transfer students into these important fields. All institutions feel the need to do a better job of recruiting secondary students into their engineering programs. Mr. Sutherland told Regent Pingree that the TIAB would like to see the standards raised in public education. **Regent Atkin moved approval of the recommended allocations. The movement was seconded by Regent Snow.**

Regent Jardine asked Jim if the TIAB reported back to the legislature. Mr. Sutherland said the Board reported back to the Higher Education Subcommittee. They met with them prior to the session as well as during the session. He reviewed the composition of the Technology Initiative Advisory Board. Regent Grant said one of the Southern Utah representatives had complained that he was not aware of the meeting being held. He requested that in the future, all interested parties be made aware of the meetings in which these recommendations will be discussed. Mr. Sutherland explained that the communication problem was with the change in an e-mail address. President Bennion noted that in other years larger amounts had been recommended for SUU. This Fall, a charter school will be started for engineering and science students. This is an exciting development. President Benson thanked the TIAB for funding the smaller schools. **Vote was taken on the motion, which carried.** Vice Chair Mantes thanked Mr. Sutherland for his dedication to the program and asked him to convey the Board's appreciation to the other members of the committee.

Reports of Board Committees

Programs Committee

Southern Utah University - Master of Arts Degree in Professional Communication (Tab B). Chair Jardine said this request had been approved by the SUU Board of Trustees in January 2001. They have a well developed faculty. The role for this is appropriate and student demand was demonstrated. Concerns from other institutions were satisfied. The committee recommended approval to the full Board. **Chair Jardine moved approval of the program request. Regent Barrett seconded the motion, which carried.**

Dixie State College – Bachelor of Science Degree in Communication and New Media (Tab C). Chair Jardine said the Program Review Committee had approved the new degree program. In reviewing the program, however, the PRC also discussed Dixie's revised Mission Statement (see Tab D) and questioned what standard should be applied to the proposal in view of the developing role of the College. In past reviews, the PRC has used the standard of "high demand areas." In reviewing this proposal, there were initially some concerns about whether or not there was demonstrable demand for this program. College administrators were asked to provide additional information which would address the committee's concerns and those of other institutions. Subsequently, Chair Jardine met with President Huddleston and Vice President Caldwell and was given data about the demographic trends and growth projections for southern Utah and for Dixie State College, specifically. The proposal in Tab C then became a much more comprehensive proposal. However, the PRC still grappled with the question of what standard should be used to approve the program request. Furthermore, discussions were held with SUU and Dixie a few years ago which resulted in agreement on the programs that would be offered at each institution, followed by further discussions about CTE programs and UCAT. The Program Review Committee concluded that this decision should be made by the full Board of Regents.

The Committee made the following recommendations: (1) Approve the revised proposal in Communication and New Media. (2) Establish a coordinated, thoughtful plan about the full picture of delivery of higher education programs in southern Utah, considering growth and the emphases best suited to Dixie, SUU and UCAT. The Committee recommended that Chair Karras and Commissioner Kendell be asked to develop a study plan to address the delivery of higher education in southern Utah, in the context of the demographics and the State's limited resources. (2) Postpone approval of the revised Mission Statement until the June 10 Board meeting.

With respect to this degree, Chair Jardine said the College had developed information about the market demand. Concerns raised by other institutions were satisfied. This program will articulate with the University of Utah and Utah State University. It will focus on the digital motion picture industry, oral and electronic presentations and web sites, and online journalism. **Chair Jardine moved approval of Dixie's request for a Bachelor of Science Degree in Communication and New Media. Regent Snow seconded the motion.**

Regent Beesley assured the institution and community that this was a positive step forward. Creating this study group is really an acknowledgment and validation of the expansion of educational opportunities at Dixie State College in recognition of the growth and development in this part of the state. By developing a framework/master plan for southern Utah, the Regents demonstrated their support for all of the institutions in southern Utah – Dixie, SUU and UCAT.

Vote was taken, and the motion carried.

Dixie State College – Revised Mission Statement (Tab D). Chair Jardine reported that the Programs Committee agreed to review a revised Mission Statement now because of issues raised about the way Dixie's core mission was articulated regarding the two- and four-year degree programs. **Chair Jardine moved to postpone action on Dixie's revised Mission Statement until May or June, but not later than the June Board of Regents meeting. Regent Beesley seconded the motion.** She encouraged all stakeholders to recognize and appreciate the importance and value to the community of a comprehensive community college

and to reflect that value in the College's Mission Statement. Commissioner Kendell agreed that the criteria should be broadened beyond "high demand areas." Dixie must develop the core disciplines to support four-year programs. If the institution is going to have more teacher education, more strength is needed in the core classes. At Dixie, health occupations are an important issue, and the College must have greater strength in the biological sciences and related core programs. Regent Grant said it was his understanding that all institutional missions were "frozen." Chair Jardine clarified that classification and categories of institutions were frozen, not the mission statements. "High demand areas" is included in the type of institution into which Dixie falls. **Vote was taken on the motion to defer action on Dixie's Mission Statement. The motion carried.**

Chair Jardine moved that Chair Karras, in consultation with Commissioner Kendell, establish a study plan for delivery of all higher education in southern Utah, including Southern Utah University, Dixie State College, and the Utah College of Applied Technology. The study may require the involvement of outside consultants. The motion was seconded by Regent Atkin and carried.

Utah Valley State College - Bachelor of Arts (BA) Degree in Spanish with emphases in Spanish or Spanish Education (Tab E). Chair Jardine said the UVSC Board of Trustees had approved the proposed program in March 2003. The PRC reviewed the Letter of Intent on April 4, 2005 and recommended fast-track approval effective Fall Semester 2005, as authorized under policy R401. This has been a high priority for the institution for several years. Market demand was demonstrated and no other institutions expressed concerns. **Chair Jardine moved approval of UVSC's BA Degree in Spanish. The motion was seconded by Regent Sweeten and adopted.**

Salt Lake Community College - Associate of Applied Science Degree in Geographic Information Science Technology (Tab F). Chair Jardine reported that specialization expertise in GIS is growing. The institution is responding to a market demand. The Committee agreed to recommend approval to the full Board. **Chair Jardine moved approval of SLCC's program request. The motion was seconded by Regent Beesley and carried.**

Consent Calendar: Academic, Career and Technical Education, and Student Success (Programs) Committee (Tab G). **On motion from Chair Jardine and second by Regent Sweeten, the following items were approved on the Programs Committee's Consent Calendar:**

- A. Southern Utah University - Hotel, Resort, and Hospitality Management (HRHM) Minor
- B. Snow College - Culinary Arts Certificate of Completion

Information Calendar, Programs Committee (Tab H). Chair Jardine said these items were for information only and were principally restructuring or name change issues.

Finance, Facilities and Accountability Committee

Proposed Revisions to Policy R710, Capital Facilities (Tab I). Chair Pitcher said the Committee had requested that Policy R710 be updated. The proposed revisions established a \$25,000 threshold to enable the Presidents to make long-term decisions in relation to campus master planning while easing Regents' concerns about their oversight role. Since adoption of the policy six years ago Regent oversight and

responsibility has changed in response to concerns with the role that private sector boards play in oversight of companies. Regents now take a more active role in their oversight responsibility and ask Trustees to ensure that their level of understanding of financial transactions reflects those that would be required if the USHE were governed by the same rules that apply to publicly traded companies. **Chair Pitcher moved approval of the proposed revisions to Policy R710. The motion was seconded by Regent Sweeten and carried.**

Replacement of Standby Bond Purchase Agreements - State Board of Regents, Student Loan Revenue Bonds (Tab J). Chair Pitcher explained that Standby Bond Purchase Agreements on four series of bonds would expire this year. The Student Loan Finance Subcommittee recommended received and analyzed proposals as described in the Commissioner's cover memo to Tab J. They ultimately selected the DEPFA Bank proposal with a twenty-year term at an annual fee of .20% for the 1995 Series L, 1996 Series Q, and 1997 Series R, and an eight-year term at an annual fee of .145% for the 1998 Series C. Parameters were outlined in the attachments to Tab J. **Upon motion by Chair Pitcher and second by Regent Grant, the resolution was adopted by the following vote:**

AYE:

Nolan E. Karras, Chair
E. George Mantes, Chair
Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
David J. Grant
James S. Jardine
Trenton Kemp
John C. Pingree
Jed H. Pitcher
Marlon O. Snow
Maria Sweeten

NAY:

(None)

Utah State University - R712 Capital Development: Third Party Facility (Federal Research) (Tab K). Chair Pitcher explained that USU cooperates with the Agricultural Resource Service (ARS) at the university's Greenville Farm/Agricultural Experiment Station in North Logan. In accordance with Policy R712-5, the proposed lease will allow ARS to develop a building located on the Greenville Farm that will meet USU master plan requirements. In effect, the University will loan land to the US Department of Agriculture for a joint-use research facility at no cost. **Chair Pitcher moved approval of the proposed lease agreement. The motion was seconded by Regent Atkin and adopted.**

Dixie State College - Campus Master Plan (Tab L). Chair Pitcher reported that the only significant change since the Regents last approved the College's Master Plan was the replacement of the current Administration Building with a new Academic Building. The committee asked for a step-up plan by the end of the year for 5 -, 10 -, and 15-year periods to deal with campus and community growth. **Chair Pitcher moved**

approval of the Campus Master Plan with the preceding stipulation. The motion was seconded by Regent Sweeten and carried.

Utah College of Applied Technology - Tuition Rate for 2005-06 (Tab M). Chair Pitcher said UCAT proposed to maintain their current tuition schedules with approval for exception in Attachment 2 to Tab M. Many questions were raised in committee on fairness to students and consistency. **The committee recommended and Chair Pitcher moved approval with the caveat that the administration study ways to move UCAT toward a more common and more consistent tuition strategy.** The motion was seconded by Regent Atkin and carried.

Progress Report on Compliance with HB255, Investment of Higher Education Endowment Funds (Tab N). Chair Pitcher explained that the compliance report was presently in draft form in anticipation of formal approval at the July Board meeting. The committee recommended that the institutions be instructed to comply with these requirements in the meantime. **The committee requested and Chair Pitcher moved that Chair Karras review the policy before it comes back to the Board for formal approval.** The motion was seconded by Regent Grant and carried.

Dixie State College - Sale and Purchase of Salt Lake City Condominium Units (New Agenda Item). Chair Pitcher referred the Regents to the new agenda item in their folders. This transaction would provide for the sale of the College's existing condo in Bonneville Towers, which is in need of repair, and the purchase of a new condo in American Towers. The current condo has been appraised for \$125,000 and the new unit will cost \$170,000. The net cost to the college will be paid from plant funds. **Chair Pitcher moved approval of the transaction, seconded by Regent Atkin. Vote was taken on the motion, which carried.** Regent Grant said he supported the purchase but requested better clarification of the source of funds to buy the assets. Do all of the institutions have surplus funds? How are they used? What does this do to our credibility with the legislature? He requested a study of the use of existing operating funds. President Huddleston reported that the condo was used about 75% of the time in the first three months of this year, saving the college a great deal of money on hotel rooms during the Legislative Session. Regent Jardine asked for clarification: rather than existing funds, is this a savings in travel expenses? Vice President Pershing said the University of Utah does not have excessive operating capital. Regent Jardine added that the University owns housing on campus (Residence Inn) which might be used by other institutions. Dr. Pershing said the University would be happy to rent this space to other institutions at the campus rate. President Huddleston and other Presidents expressed their appreciation for this offer.

Consent Calendar, Finance, Facilities, and Accountability Committee (Tab O). **On motion by Chair Pitcher and second by Regent Grant, the following items were approved on the Committee's Consent Calendar:**

- A. UCAT Tuition Rate for General Education Courses for 2005-06
- B. Utah Electronic College (UEC) Tuition Rate for 2005-06
- C. UofU and USU - Capital Facilities Delegation Reports
- D. Utah State University - Easement to PacifiCorp in Logan City
- E. Southern Utah University - Property Trade with Cedar City

- F. UCAT - Tuition Rate Exception for SLTATC Learning Center
- G. Revisions to Policy R512, *Determination of Resident Status*

Weber State University - Expansion of Lease in Roy (Tab P). Chair Pitcher reported that this item was tabled until the June meeting.

General Consent Calender

On motion by Regent Atkin and second by Regent Pitcher, the following items were approved on the General Consent Calender:

- A. Minutes - Minutes of the Regular Board of Regents Meeting held March 18, 2005 and the Board of Regents' Offices in Salt Lake City, UT.
- B. Grant Proposals (On file in the Commissioner's Office)
- C. Grants Awarded -
 1. University of Utah - National Science Foundation; "Proposal to operate and analyze data from the High Resolution Fly'S Eye Detector (Part IV); \$1,663,402. Charles C. H. Jui, Principal Investigator.
 2. University of Utah - Department of Health and Human Services / National Institutes of Health / National Institute of Gen Med Sci; "Conus Peptides and Their Receptor Targets;" \$1,574,246. Baldomero M. Oliver, Principal Investigator.
 3. Utah State University - Department of Commerce; "Federal Assistance to Fund the Infrastructure Needs for the Expansion and Development of the Utah State University Innovation Campus;" \$4,313,906. J. Brooks and M. Jeppeson, Co-Principal Investigators.
 4. Utah State University - NASA Jet Propulsion Laboratory; "Wide-Field Infrared Survey Explorer (WISE);" \$7,245,819. Scott Schick, Principal Investigator.
- D. Executive Session(s) - Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held June 10, 2005, at Ogden - Weber Applied Technology College in Ogden, UT, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Commissioner's Report

Commissioner Kendell reviewed the notable accomplishments of the institutions. Several of the schools had recently undergone accreditation visits. Dr. Kendell noted the recent inauguration of University of Utah President Mike Young. The week's activities were very well done. President Benson noted that the Eccles Center in Ephraim has been a wonderful addition to the Snow College campus. Julliard has selected Snow College as a site for its music camps and will send four faculty members to Ephraim this summer.

Commissioner Kendell said the *US News'* Best Graduate Schools and Best Colleges Editions had ranked USHE institutions highly. The University of Utah and Weber State University were recognized at the Master's level, and UVSC was among the top public colleges at the Bachelor's level. Dr. Kendell commended all of the institutions for their remarkable achievements of national distinction. Dr. Kendell noted that it takes a long time to develop a program to receive national recognition.

A new study of Utah Higher Education was recently published by the National Center for Public Policy and Higher Education. This is the same organization which develops the annual state report cards, *Measuring Up*. Copies are available for Regents and Presidents.

The Commissioner thanked Regent Beesley for inviting the Regents and Presidents to golf at Entrada.

Report of the Chair

Chair Karras said the meetings on Thursday had provoked very good discussions about what needs to be done. The task now is to focus these discussions into action plans. This will be a collaborative process. The action plans will determine the future direction of the Board. We will continually search for the data to show how we are doing and what we should be doing differently. One task needs to be developing a more reader-friendly way to deliver the data in the Data Book. He commended the Regents for the excellent way in which they are serving the students.

Every group talked about a way of mentoring or advising the students. We seem to live in a state that does not educate the lower economic tier of students. This needs to be fixed. Perhaps the Regents can help the institutions by informally advising some of the students. Chair Karras said we need to reach out beyond ourselves to the people who receive help from the moral authority in this state and to the people who are not coming to our institutions. Regent Pingree noted that our society is safe because we offer education and opportunity to everyone. We need to be sure that this is articulated so that everyone is satisfied that we are doing what is right for the underprivileged and minority populations. Chair Karras agreed and said that the US is not maintaining its status as a world leader. As a result of these discussions, we need to formulate a comprehensive plan to make sure goals can be developed and attained. This is a very important task in which the Regents must show leadership.

Vice Chair Mantes will be responsible for the Resource and Review process. He will review the assignments and follow up to make sure the schedule is being followed.

Chair Karras recognized the rivalries and issues involved in Southern Utah. Well motivated people will think through this properly, given the opportunity. The Regents do not always want to be seen as applying the brakes, but want to ensure that an orderly process is maintained, along with the cost of implementing new programs. Cooperation is essential between the institutions and communities. He recommended that someone external to the system, who would be impartial, assist in determining the needs and desired outcomes.

Vice Chair Mantes that Chair Karras would be the graduation speaker at Dixie State College on May 6.

Adjournment

President Huddleston thanked the Regents for meeting on the Dixie Campus. Vice Chair Mantes thanked him and his staff for their hospitality.

The meeting was adjourned at 12:05 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved