

MEETING OF THE STATE BOARD OF REGENTS
DIXIE STATE COLLEGE, ST. GEORGE, UTAH

STRATEGIC PLANNING SESSION
APRIL 19, 2007
Minutes

Regents Present

Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Daryl C. Barrett
Janet A. Cannon
Rosanita Cespedes
Katharine B. Garff
David J. Grant
Ali Hasnain
Greg W. Haws
Meghan Holbrook
David J. Jordan
Nolan E. Karras
Josh M. Reid
Sara V. Sinclair
Marlon O. Snow
John R. Zenger

Regents Excused

James S. Jardine

Office of the Commissioner

Richard E. Kendall, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Amanda Covington, Director of Communications
David S. Doty, Director of Policy Studies and Assistant Commissioner
Carrie Flamm, Executive Director, Utah Student Association
Kimberly Henrie, Director of USHE Budget and Planning
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Lynne N. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs

Institutional Representatives

University of Utah

David W. Pershing, Senior Vice President for Academic Affairs
Laura Snow, Special Assistant to the President and Secretary to the University

Utah State University

Stan L. Albrecht, President
Raymond T. Coward, Provost
John DeVilbiss, Director of Public Relations
Sydney M. Peterson, Chief of Staff

Weber State University

F. Ann Millner, President
Norm Tarbox, Vice President for Administrative Services
Kathy Edwards, Executive Director, University Communication

Southern Utah University

Michael T. Benson, President
Abe Harraf, Provost
Lee Montgomery, Associate Provost for Undergraduate Studies
Dean O'Driscoll, Director of Marketing and Public Relations/Assistant to the President
Gregory L. Stauffer, Vice President for Administrative and Financial Services

Snow College

Richard W. Wheeler, Interim President
Bradley A. Winn, Academic Vice President
Greg Dart, Communications Director

Dixie State College

Lee G. Caldwell, President
Mark H. Gubler, Member, Board of Trustees
Jeannine Holt, Vice Chair, Board of Trustees
Steve Johnson, Director of Public Relations
Joe Peterson, Dean, Arts, Letters & Sciences
Christina Schultz, Vice President of Institutional Advancement
Jennifer Shakespeare, Student Body President
Vickie R. Wilson, Member, Board of Trustees
Jennica Debenham, Student Ambassador
Matt Denning, Student Ambassador
Scott Klein, Student Ambassador
Mitchel Squires, Student Ambassador

College of Eastern Utah

Ryan L. Thomas, President
Brad King, Vice President of Student Services

Utah Valley State College

William A. Sederburg, President
Val Peterson, Vice President for Administration and External Affairs

Chris Taylor, Director of Public Relations

Salt Lake Community College

David Richardson, Academic Vice President
Joy Tlou, Director of Public Relations

Utah College of Applied Technology

Robert O. Brems, President
Mark Middlebrook, Marketing Director, Mountainland Applied Technology College

Representatives of the Media

Wendy Leonard, *Deseret Morning News*
Rachel Tueller, *The Spectrum*

Others

Al Church, Principal, Academy for Math, Engineering and Science
Spencer Pratt, Office of the Legislative Fiscal Analyst

Chair Pitcher called the meeting to order at 9:00 a.m. and welcomed everyone to Dixie State College. He excused Regent Jardine and welcomed Jack Zenger, who was appointed to the Board of Regents by Governor Huntsman and whose appointment was confirmed by the Senate the previous day.

Higher Education Messaging

Commissioner Kendell said the Regents' theme this past year has been "Building a Stronger State of Minds." Postsecondary education is one of the great assets of the future. He quoted Bill Gates, who said a high school diploma is obsolete. That does not mean it is not important; it simply means more is needed. The Regents' message to students is to stay in school, take a rigorous course of study, and graduate. A quality education is a great asset for individuals, families, communities, and our state. Higher education must be the leader in workforce development and in creating a better future for Utah. This message cannot be addressed solely through higher education; it must begin in junior high and high schools. In addition to preparing themselves academically to go to college, students must prepare themselves financially. Utah has the best 529 savings program in the country, and parents should be encouraged to save for their children's college education.

Participation is the second part of the Regents' message. Enrollments are generally flat. Utahns in the 35- to 65-year-old range are well educated, but the same cannot be said for the 18- to 34-year-olds. Completion is the third and final part of the message. We need to retain our students and help them succeed so they can graduate.

Associate Commissioner Dave Buhler said the Board had commissioned Dan Jones to conduct a poll last year to determine what perceptions exist within the state regarding higher education. In addition to

quantitative research, some qualitative research was done with focus groups comprised of parents of college-aged children or younger. The results were enlightening. Utahns believe higher education is important in preparing themselves for employment, but they do not make the correlation between higher education and economic development. Most Utahns favor increased rigor in the public education curriculum. In addition, many parents are concerned that higher education is becoming increasingly inaccessible to many Utahns. Although parents believe a college education is important, most are not certain their children will go to college, nor are they saving for that education. Research and practical experience have proven we also need to do more to help the public and legislators understand the importance of higher education.

Amanda Covington reported a marketing plan has been developed, using the research as the baseline. A public relations firm helped to developed the new "brand" and tagline. The open book signifies lifelong learning. All entities within the Commissioner's Office (UHEAA, UESP, Utah Scholars) have incorporated the new USHE brand and tagline into their documents and presentations. It has also been incorporated on all of the web sites.

Utah Scholars. Amanda noted institutional public relations directors had been invited to attend this planning meeting to contribute to this discussion. She reported Dave Doty and Lauren Oviatt were taking the Utah Scholars message throughout the state. The Utah Jazz have indicated they would like to be a participant in this effort, which is very exciting. In addition, the Jack Kent Cook Foundation has joined with the Utah Scholars program to target minority and disadvantaged students in 14 Utah high schools with low college participation rates..

Other developments include the donation of advertising space in the *Deseret Morning News*, and support from the Salt Lake Chamber and the Ken Garff "Keys for Success" program. Legislative leaders have also been targeted and meetings have been scheduled with key legislators. Commissioner Kendell sends quarterly updates to a "List of 1000," detailing what is happening in higher education. Presentations have been made to the Salt Lake Chamber, the editorial boards of the Salt Lake metropolitan newspapers, LDS Church leaders, State Chambers of Commerce, the Coalition for Utah's Future, and the Legislature. Meetings have been scheduled with the Utah Taxpayers Association, Rev. France Davis, and the Centro Civico de Mexico. Hundreds of newspaper articles have been published since last fall regarding the higher education message, and television publicity has increased. In addition, public education spots are being run to follow up with major initiatives.

Dave commended Amanda for her many contributions and for the professionalism she has brought to this effort. He noted the promotional efforts being made by the individual institutions.

Commissioner Kendell stated if this effort is successful and has an impact on the larger community, it may help higher education achieve its goal of increasing enrollment by another 10,000 FTE students in the system. This is beneficial for the state, for the families, and for the individual students.

The group then divided into two discussion groups (universities and colleges) and reconvened at 11:20 a.m. to report the results of their discussions.

University Group. Dave reported his group had discussed the following issues:

- We need to sell the need for a college education before selling a particular institution. We are selling affordability and value. This message must be disseminated to high school counselors.
- We need more quality teachers in remedial education.
- Mentoring is vital.
- K-16 efforts are important and must be supported.
- Direct marketing to parents of high school students is needed. Because of privacy issues, this effort must be coordinated with public education. Such coordination is difficult.
- The PTA should be mobilized for help.
- More Spanish-language material is needed, and marketing is needed to the Hispanic community.
- Data tracking – A unique student identifier will help.
- Use student success stories as a marketing tool.
- Better utilization of institutional internal research capabilities is needed.

College Group. Amanda reported the first theme of her group was that we need advocates to share our message. The business community needs to go into the schools to incentivize students. They must also take this message to their own employees. Another major factor is mentoring. UESP's marketing efforts have accelerated. Payroll deduction for UESP contributions should be made available to all employees. We must get into public education classrooms so the expectation of college education is ingrained in children at an early age. Reaching the under-served and diverse populations is also critical. Advocates could be a ball player or someone else whose face is known to young people – someone they identify as a success figure.

Vice Chair Beesley summarized the breakout reports. Questions from the Regents included: How can the Regents and higher education help public education keep divisiveness to a minimum? How is this being done in other states? What best practices are already being used elsewhere? How will this discussion shape our legislative agenda? What about online mentoring? Commissioner Kendell pointed out UtahMentor has been a wonderful tool for higher education, public education, and workforce services. The UtahMentor web site gets two million hits a month, although it has not received much visibility. Regent Cannon asked about the software to be utilized by high school counselors to analyze possible majors, the best institutions for those programs, scholarships, etc. She pointed out such software will not be inexpensive.

Vice Chair Beesley requested additional comments or ideas be given to members of the Strategic Planning Committee, who will study the issues and bring them back to the Board in June. Amanda recommended that the institutional public relations representatives meet monthly with her and Dave to coordinate their efforts. Regent Sinclair requested that members of the State Office of Education's public relations staff be included in some of those discussions. Vice Chair Beesley thanked everyone for their participation and suggestions. Chair Pitcher outlined the schedule for the remainder of the day.

Luncheon Speaker and Panel Discussion

The group broke for lunch, after which Chair Pitcher called them back to order. Commissioner Kendell thanked President Caldwell and his staff for their assistance in accommodating the meeting and for the delicious luncheon.

Commissioner Kendell introduced Dr. Shirley Malcom, Head of Education and Human Resources for the American Association for the Advancement of Science, who was the luncheon guest speaker. Dr. Malcom greeted the group with "I feel your pain, especially in these times of increasingly tight state budgets." She said she had begun her career by trying to increase the number of women and minorities into the sciences. A native of Birmingham, Alabama, she was the only Africa-American zoology major in a department of 800 people, and was often the only woman in her class.

She learned that women were not taking the necessary level of courses in science subjects to get into many of the applications for science and technology. In one state, the legislature expressed concern about the amount of money being spent on remediation, yet there was a definite disconnect between the science credit being taken in high school and the amount of science credit required for college entrance. Many high school students had not been taught the necessary courses. A year of college-level technology courses, taught by college faculty in the schools of technology, made up the difference and allowed students to get back on track.

Dr. Malcom addressed the question of alignment. She recommended a connection between the K-12 schools, community colleges and universities so students can transfer seamlessly. Make sure required courses allow as many students as possible to keep their options open. We need to communicate clearly to the parents that the world in which their child will be living is far different from the world in which they grew up. She asked, "Why do we let a 13- or 14-year-old make a decision that will affect him (and others) for the rest of his life?"

One reason students are not entering the field of science is lack of information. Students have preconceptions about the sciences, or they yield to peer or parental pressure. Dr. Malcom pointed out higher education owns the problem of teacher preparation and academic development. Are the requirements reflective of science as it used to be, or science as it is going to be? Very little information is being given to the students about the use of technology, or about how people learn, or about engineering. She asked, to what extent is there alignment across curriculum, teacher development, professional development? What are the after-school opportunities – early college, summer school, etc.? To what extent is technology being used to provide additional professional development or professional preparation for teachers? What is the role of the libraries? What is the role of a science museum?

Dr. Malcom noted Utah is big in geography but small in population. If this state were to build partnerships with everyone, it could become a model for other states. She challenged the group to think differently. Experiment. Use innovation in education as a strategy for moving forward.

Dr. Malcom responded to questions. She warned the group that the rest of the world is making great progress in the areas of science and technology while the United States lags behind. She pointed out today's kids are not excited about what is in the books, but by what is in the world. Americans need to learn more languages; this is a global economy.

Commissioner Kendell thanked Dr. Malcom for her remarks and invited her to stay for the panel discussion. He then introduced Dr. David Pershing, Senior Vice President for Academic Affairs at the University of Utah, who chaired the panel. Other panelists included:

Dr. Al Church, Principal, Academy for Math, Engineering and Science (AMES)

Mr. Larry Madden, Science Teacher and Specialist, Salt Lake City School District
Dr. Christine Hailey, Professor and Associate Dean, College of Engineering, Utah State University
Dr. JoAnn Lighty, Chair, Department of Chemical Engineering, University of Utah

Dr. Pershing suggested a few issues for consideration: The United States has neither the national leadership nor the political will to provide our children with a secondary education that is competitive in today's world, especially in the area of mathematics. As a state, our goal should be to have a secondary education system that is comparable with the top countries. To do this will require a coalition of public and higher education, legislative leaders, the Governor, and business and industry. A rigorous secondary curriculum is vital to this effort, and higher education must produce more and better teachers in the fields of science, engineering and technology. The panelists responded to these issues and to questions from the audience.

Chair Pitcher thanked Dr. Pershing and all of the panelists for their participation. Following a short break, the meeting reconvened in open session at 3:00 p.m.

Status and Future of Partnerships in the Utah System of Higher Education

President Albrecht remarked that the panel had made reference several times to partnerships. Progress has been made since the 2007 Legislative Session in developing institutional partnerships. The Legislature provided funding for USU to build partnerships with CEU and Snow College. A land gift in Vernal has provided an opportunity for shared physical space between USU and UCAT. President Albrecht said it was a unique opportunity to build some important partnerships in rural Utah. The Legislature appropriated \$4.8 million to build degree partnerships – \$1 million each to Snow College, the College of Eastern Utah, the Uintah Basin Campus of UCAT, and \$900,000 each to USU sites in Tooele and Brigham City. In addition, SB 53 provided \$710,000 ongoing funding and \$865,400 one-time money for a partnership between Weber State University and Utah State University for an engineering program at Hill Air Force Base.

The purpose of the March 28-29 education summit was to begin to identify the most critical needs in each area of the state. Business, Education, Pre-Engineering, and Liberal Arts were identified. In addition, Natural Resources is a critical need for the UBATC. President Wheeler expressed his appreciation for the way USU has worked with Snow and said he looked forward to working with CEU and UVSC as well. President Albrecht said USU had also benefitted greatly from this opportunity. The Utah Education Network (UEN) has been able to develop an infrastructure to make delivery more readily available throughout the state.

President Thomas echoed President Wheeler's and President Albrecht's comments. He said it is extremely important for smaller institutions to partner with the larger universities. USU has approached this relationship very professionally and has dealt with both CEU and Snow as peer institutions. President Thomas said he was very excited about the prospect of additional four-year programs or even graduate programs through Utah State University.

Another critical partnership now evolving is the one between USU and WSU for an engineering program at Hill Air Force Base. President Millner thanked President Albrecht for partnering with WSU.

Next steps: President Albrecht said mini-summits will be held, new faculty will be hired, and new or expanded course offerings will be added. This partnership now reaches into 14 of the state's counties with the lowest educational attainment.

Commissioner Kendell remarked he had attended some of the summit earlier this week. He noted a great willingness to reach consensus and come to agreement on supporting these partnerships throughout the state. He congratulated everyone involved and said the Governor would also be pleased.

Regent Reid said a big concern at Snow and CEU is the sharp decline in second-year students because of concurrent enrollment. President Thomas said at CEU an additional 500 students would remain in school for an additional two years with the additional programs available through USU. President Wheeler said residency is also an issue at Snow College. If students can transfer into an upper-division program, they are more likely to remain in school.

Regent Barrett urged the other presidents to follow this example and develop partnerships. President Benson said SUU is developing partnerships with Dixie State College in criminal justice and is working on a partnership in the field of secondary education. President Caldwell said Dixie is partnering with the University of Utah on special education, nursing, and an MBA program.

Associate Commissioner Stoddard said the partnerships with UCAT have been very successful. President Brems said two teams from the Council on Occupational Education just met with the Dixie ATC and Southwest ATC campuses for accreditation site visits. The sharing of facilities and programs between Dixie State College and Dixie Applied Technology College was particularly impressive to the accreditation team.

Chair Pitcher requested that partnership mentoring be included on the Programs Committee agenda every quarter.

Supporting the Comprehensive Community College

President Thomas said he had been at UVSC during its transition to a four-year institution. In eastern Utah, the community college is a much more viable structure for the needs of the population, particularly with opportunities through partnerships to provide four-year degrees. College personnel work very closely with high schools and school districts to develop curriculum for the junior and senior years of high school. The highest percentage of students graduating with a concurrent degree from college and a high school diploma is in Blanding, Utah.

The community college is preparing for a dramatic change in the blue collar segment – now referred to as a technology segment, where the average age in power production is 56. There is also an opportunity to work in specific and targeted ways to respond more rapidly to the kinds of certificates or problems for specific population areas. The merger of CEU and SEATC has provided a greater opportunity to act as a comprehensive community college by including short-term training programs.

President Wheeler said Snow College has been a liberal arts transfer institution. With the addition of the CTE programs at Richfield, the college is now truly a comprehensive community college. Commissioner Kendell asked if Snow's partnership with USU would make Snow a sustainable comprehensive community college, and to what extent tuition was a barrier at Snow. President Wheeler said students are very cost-sensitive. Students who choose community colleges are much more cost-sensitive than students at other institutions, which is why they choose to attend community colleges. A differential between the two types of institutions would be very beneficial.

Regent Karras asked if the state should be considering a property tax model to fund some of the high-cost issues faced by higher education. President Thomas said that would work well on the Wasatch Front, but it would be a "tough sell" in Blanding or any of the rural communities.

Vice Chair Beesley suggested it might be worthwhile to look at the costs of production of CTE statewide and the amount of subsidy that comes from the state, depending on the institution and structure. She also recommended that the Regents take another look at the variances in tuition, which would differ according to the institution's mission and role.

Commissioner Kendell said these partnerships have enormous potential. Another suggestion might be a kind of tuition moderation. We now have a legislative task force to study higher education; perhaps we could suggest that they study this issue.

Regent Jordan said he had sat next to two of the Dixie Ambassadors at lunch and asked them if they could explain the decline in enrollment at Dixie State College. Both indicated it was because of increasing tuition. Regent Jordan stressed that if we want to preserve the community college mission, we have to fund community college access. Supporting programs through an increase in tuition is putting the expense on the backs of the students. Commissioner Kendell said regional universities who are also teaching colleges play a very important role. However, community colleges seem to be more vulnerable.

Regent Barrett asked if Weber State University and Utah Valley State College have differential tuition for their two-year and four-year programs. President Millner said Weber does not have differential tuition. In fact, theirs is the lowest of any state university. They need to be able to provide financial aid and scholarships to help first-generation students and others to obtain a college education. She suggested that thinking of this as a financial aid issue rather than a funding issue may be a better model.

Regent Karras expressed the Regents' commitment to the community college role. A funding model might inspire more commitment to the community college mission. Commissioner Kendell said this was on the table for discussion by the Legislative Task Force on Higher Education.

Strategic Directions

Commissioner Kendell briefly reviewed the Strategic Directions document and requested feedback. Access and Participation. The Commissioner noted UCOPE received good funding this year, and an allocation was made to the Utah Scholars program. We are still trying to get funding for the Regents Scholar Award.

Higher education is working with the Taylor Foundation and the Salt Lake Chamber and key legislators on the establishment of a fully-endowed Regents Scholar program. Retention and Graduation. All of the institutions are very concerned about retention. A very successful retention conference was held, with recognizable benefits for some of the things we are doing. Needs of Disadvantaged and Minority Students. The Regents are receiving reports from the institutions at each Board meeting. In addition, more need-based financial aid was allocated (\$2 million ongoing and \$2 million one-time funding). Workforce Needs. The Engineering Initiative and Nursing Initiative have been very successful. Teacher Education. A study was launched of the needs of teachers in the public school system. The task force produced an outstanding report. Funding Institutional Missions and Roles. Commissioner Kendell said we were unsuccessful in obtaining an allocation for institutional-based funding. Partnerships may be much more successful.

Regent Karras asked what the University of Phoenix was doing to attract the students we are not getting. What models are working for private institutions that we could incorporate? What lessons can we learn from them? He asked to have this as a discussion item on a future agenda.

Regent Sinclair said the discussion on comprehensive community colleges was beneficial for the Regents. She suggested the Regents need to know more about UCAT and asked that President Brems be allowed to tell the Regents about UCAT's role and mission in a future meeting.

A question was raised about the trimester system suggested as a possible solution by the Teacher Education Task Force. Commissioner Kendell said that option offered more earning potential for teachers and was a more efficient use of facilities. President Brems pointed out UCAT has year-round education. Many UCAT instructors have been able to transition from a nine-month contract to a year-round position with subsequent proportionate increases in salary.

Regent Reid moved the Board recess and reconvene at 5:00 p.m. in executive session to discuss personnel issues, pending litigation, and property issues. Regent Atkin seconded the motion. The motion carried. The meeting recessed at 4:45 p.m.

Following dinner, the Regents had a dinner meeting with the Dixie State College Board of Trustees, President Caldwell, and members of his staff. Dixie State College staff presented a draft of a strategic plan which will be discussed further at subsequent meetings of the Regents and Trustees.

REGULAR BOARD OF REGENTS MEETING
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David W. Pershing, Senior Vice President for Academic Affairs
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Lowell M. Glenn, Chair, Department of Business Management
Linda Makin, Director of Budgets
Chris Taylor, Director of Public Relations
J. Karl Worthington, Associate Vice President of Academic Affairs

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Julie Curtis, Assistant to the Vice President of Academic Services

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Carol Sapp, Chair, Dixie ATC Board of Directors

Representatives of the Media

Wendy Leonard, *Deseret Morning News*
Rachel Tueller, *The Spectrum*

Others

Dirk Anderson, Governor's Office of Planning and Budget
John W. Hickman, State Senator
Keith Stepan, Executive Director, Division of Facilities Construction and Management
Stephen H. Urquhart, State Representative

Following a breakfast meeting with the Dixie Applied Technology College Board of Directors, Chair Pitcher called to order the Committee of the Whole at 9:15 a.m. He briefly reviewed the contents of the Regents' folders. Chair Pitcher recognized Senator Hickman and welcomed him to the meeting.

Administration of Oath of Office to Regent John H. Zenger

Chair Pitcher administered the oath of office to John H. Zenger, who had been confirmed by the Utah State Senate the previous day as a member of the State Board of Regents. Regent Zenger said he had long been an advocate of education. He and his wife have 10 children. Many family members, including sons- and daughters-in-law and grandchildren, have attained advanced degrees. For 11 years, Regent Zenger was Vice President of Human Resources for a pharmaceutical company in California. Most of his career has been spent in training and development. He taught briefly at the University of Southern California and as an adjunct instructor at the Stanford Graduate School of Business. He previously served on the UVSC Board of Trustees and enjoyed that experience very much.

Summary of April 19 Planning Retreat

Commissioner Kendell said the previous day had been made up of three very successful sessions. The morning session was spent in discussing the higher education message. Those who invested in education will thrive in the new economy. Those who do not will probably not be as successful. The group discussed the importance of sending a unified message throughout the state. We do not have the resources to do a mass media campaign, so we will do a grass-roots campaign driven by the Presidents and Regents. Many good ideas were gathered during the discussion, which will be summarized and put into a report for future direction. Some institutions need to direct more effort at recruiting. All institutions need to improve their efforts to retain students.

The second session was spent discussing math, science and engineering, and how to get more young people involved in those areas. Our future is going to be determined by our ability, or lack of ability, to solve such problems as the global environment and a highly interdependent economy. The United States is simply not keeping pace with the rest of the world in involving young people in the areas of math, science, technology, and engineering. Our guest speaker, Dr. Shirley Malcom, was very direct in her remarks about what needs to be done. We need to build on our themes of greater rigor, and of more students attending and graduating from college. Those nations that have taken that agenda seriously are thriving in the world economy – Belgium, China, Ireland, and others. The demographics show that our 18- to 34-year-olds are not as well educated as the 35- to 65-year-olds. That is the polar opposite of what is happening in many other countries. A panel discussion followed the luncheon speaker, building on Dr. Malcom's remarks.

The third part of the day was spent discussing partnerships in the Utah System of Higher Education and efforts that are underway, with Utah State University taking the lead. Commissioner Kendell reported on the Strategic Directions document and what his staff has done in each of the six areas identified two years ago at Dixie State College. He said we may need to rethink need-based funding. On the whole, we are on track. The planning session was very positive and some good ideas were generated.

The Regents went to their various committees at 9:30 a.m. The Committee of the Whole reconvened at 10:55 p.m. New tams were distributed to the Regents, to be worn at commencement exercises and presidential inaugurations. Representative Urquhart was recognized and welcomed.

General Consent Calendar

On motion by Regent Atkin and second by Regent Snow, the following items were approved on the Regents' General Consent Calendar (Tab W):

- A. Minutes – Minutes of the Regular Board Meeting held March 9, 2007, at the Regents' Offices in Salt Lake City, Utah
- B. Grant Proposals – on file in the Commissioner's Office
- C. Grant Awards

1. University of Utah – National Institutes of Health/National Institute of General; “Conus Peptides and Their Receptor Targets;” \$1,362,689. Baldomero M. Olivera, Principal Investigator.
 2. Utah State University – NASA Jet Propulsion Laboratory, “Wide-Field Infra-red Survey Explorer (WISE);” \$1,566,388. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
- D. Proposed Revision to Policy R851, *Guidelines for Retirement Programs* (Attached). The proposed revision conforms the policy to current statutory language and institutional best practices. It eliminates the requirement that employees who opt for early withdrawal from a retirement program must sign a waiver.

Funding Recommendations of the Technology Initiative Advisory Board

Commissioner Kendell said the Technology Initiative Advisory Board (TIAB) was chaired by John Sutherland, who has done an excellent job over the years. This year's report and recommendations were found behind Tab X of the agenda. Mr. Sutherland joined the meeting via conference call.

Mr. Sutherland said it had been an interesting year because the TIAB was asked to report to the Executive Appropriations Committee for the first time. They found universal support at the Legislature. There is a huge demand for positions in the engineering industry, which has experienced a 4.5 percent job growth rate. The TIAB talked with the deans or department chairs responsible for the use of these funds. Every institution gave a good report and indicated how the funding would be used in the coming year. The TIAB focused the funding on faculty positions and past performance of programs. A couple of board members were very interested in the growth in southern Utah, but Dixie State College did not have a large request for funding, so a substantial increase was given to Southern Utah University for its integrated engineering program. Mr. Sutherland suggested the Regents consider the type of programs that might be needed in southern Utah because of the rapid growth there. He noted SUU originally had 38 majors in integrated engineering; this year there were 112.

Regent Grant moved approval of the TIAB Board's funding recommendations for 2007-2008. Regent Snow seconded the motion, which was adopted unanimously.

Reports of Board Committees

Programs Committee

University of Utah – Doctor of Nursing Practice (DNP), Joint Master's in Health Care Administration and Doctor of Nursing Practice (MHA/DNP) and Master's in Public Health and Doctor of Nursing Practice (MPH/DNP) (Tab A). Chair Garff commended University officials for the excellent report on the state's need.

The well-prepared report indicated the University of Utah would be on the forefront of a trend in medicine that is necessary for nursing. The American Association of Colleges of Nursing (AACN) has mandated that the current level of preparation necessary for advanced nursing practice roles be moved from the master's to the practice doctorate level by the year 2015. The Commission on Collegiate Nursing Education (CCNE) declared that only practice doctoral degrees with the Doctor of Nursing Practice title will be eligible for CCNE accreditation. The committee appreciated the detail included in the report. **Chair Garff moved approval of the University's request for a DNP Degree, a joint MHA/DNP Degree, and a joint MPH/DNP Degree, effective Fall 2007. Regent Snow seconded the motion, which was adopted unanimously.**

Southern Utah University – Master of Public Administration Degree (Tab B). Regent Garff said this degree was supported by the other institutions, provided the proposed new faculty position is in place before the degree is offered, provided there continues to be sufficient student demand. **Regent Garff moved approval of the program, with a follow-up report focusing on enrollment at the end of the first three years. Regent Snow seconded the motion, which was adopted unanimously.** Regent Jordan said the committee had extensive discussion about the place of master's degrees at SUU. The committee felt it is important to continue the university's emphasis on quality undergraduate education and very good full-time faculty-student ratios. The Regents indicated their desire that the university continue this commitment, and university officials made that commitment.

Utah Valley State College – Bachelor of Science and Bachelor of Arts Degrees in Economics, Minor in Economics, and an Economics Emphasis in the Bachelor of Integrated Studies Degree (Tab C). Regent Garff noted this request had been in the pipeline for several years. This program will help prepare students for careers in business, government, and education, as well as provide an excellent background for further graduate work in economics, business, and law. The program complies with the accreditation requirements of the AACSB and will have little impact on lower-division teaching. **Chair Garff moved approval of UVSC's request to offer the BS and BA Degrees and Minor in Economics and an Economics emphasis in the Bachelor of Integrated Studies Degree, effective Fall 2007. Regent Cespedes seconded the motion, which was adopted unanimously.**

Information Calendar, Programs Committee (Tab D). Chair Garff called attention to the committee's Information Calendar, which consisted of name changes and new emphases at Utah State University.

Report of Academic Majors' Meetings (Tab E). Regent Garff referred to the report found behind Tab E and commended Assistant Commissioner Teddi Safman for the excellent report and for coordinating the annual meetings of these faculty groups.

Finance and Facilities Committee

Regent/Trustee Acknowledgment and Disclosure Form (Tab F). Chair Atkin said the Commissioner's cover memo to Tab F explained the background of this form, which will require the signature of all Regents and Trustees no later than August 1, 2007. Institutions were allowed to replace the standard form with one specific to their schools if approved by the Regents no later than July 27. Chair Atkin noted there would be one small change to the form. The corrected disclosure form will be sent to the Regents with a request for prompt return.

Chair Atkin moved adoption of the Acknowledgment and Disclosure Form. The motion was seconded by Regent Grant and adopted unanimously.

Utah State University – Approving Resolution, Refunding of 2004 Student Housing Revenue Bonds (Tab G). Chair Atkin said the committee had reviewed and adopted this resolution, which will save the University approximately \$1.3 million. The transaction was approved by the University's Board of Trustees on April 13. **Chair Atkin moved adoption of the approving resolution for refunding the 2004 Student Housing Revenue Bonds. Regent Grant seconded the motion, which carried unanimously.**

Utah State University – Proposed Lease with Granite School District (Tab H). Chair Atkin reported USU is providing educational opportunities in the Salt Lake Valley and is expanding the size of its facility in the Granite School District. This comes from a mandate of the university's role as the state's land-grant institution. The space will be leased for \$224,808 annually, including the cost of utilities. The University will also pay 55 percent of the cost of remodeling and capital improvements for the designated space. USU's portion of the remodeling cost will be approximately \$900,000. **Chair Atkin moved approval of Utah State University's lease with Granite School District. Regent Grant seconded the motion, which was adopted unanimously.**

Weber State University – Campus Master Plan (Tab I). Vice President Tarbox reported that Weber's Davis Campus is on 100 acres of land. The revised master plan includes a second building just east of the existing instructional facility. The University's main campus on Harrison Boulevard includes 120 acres of undeveloped land on the hillside to the east of the developed campus. University officials have worked with DFCM for several months to determine whether this land can be developed for university use. Geologic studies, mapping and survey work were all studied. DFCM has concluded that half of this area can indeed be developed. The University could fit ten buildings in that space with a traditional higher education footprint. Regent Grant pointed out the Ogden Campus is landlocked. The university cannot continue to grow without this land. **Chair Atkin moved the committee's resolution, which was to approve the Weber State University's campus master plan, including future use of the hillside property as identified in the plan. Furthermore, WSU is directed to retain the hillside property for future institutional use and to continue seeking opportunities to acquire property adjacent to the Ogden and Davis Campuses. Regent Zenger seconded the motion, which was adopted unanimously.**

Dixie State College – Campus Master Plan (Tab J). Chair Atkin said Dixie's campus master plan was a bit more challenging than the traditional master plan because of the rapid growth in Washington County. The committee did not adopt a campus master plan and opted to wait for a subsequent presentation before giving its approval. Chair Atkin noted a land bank adjacent to the campus is not available. The campus is landlocked, so this presents a challenge for the college.

Dixie State College – Delegation for Stadium Seating (Tab K). Chair Atkin reported the existing seating is acceptable on only one side of the stadium. Most of the bleachers are inadequate and potentially unsafe. College officials are working with a donor to secure financing for new seating, which will cost approximately one million dollars (\$1 million). The committee approved the college's request, subject to approval of a financing plan by the Commissioner. No state funds are to be used for this project. College officials have secured pledges for \$400,000 and are hoping to get the entire project financed by private donations. President Caldwell said

he was committed to "solid financing" before moving forward with this project. Commissioner Kendell said this was a good project, but it is not a high priority for the college. Rather, it is a community project, to be paid by the community, county, etc. Vice Chair Beesley commented that the Regents have worked very hard to get funding for Dixie's academic programs. They do not want to delegate those funds for a community facility. The time, attention and administrative resources of college officials are already stretched. The community must put together a funding package without placing an additional burden on the college administration. **Chair Atkin moved approval of the request for seating in Hansen Stadium, subject to the Commissioner's approval of the final financing plan, which does not include any college or state funds. Regent Grant seconded the motion, which was adopted unanimously.**

Landbanking Opportunities (New agenda item). Chair Atkin said the committee had asked that landbanking opportunities be pursued for the system in its entirety. They also suggested that land banks be viewed separately by the State Building Board, rather than including them with building projects. Commissioner Kendell agreed. **Chair Atkin moved that (1) in conjunction with the State Building Board, the Regents pursue opportunities to bank land for all of the USHE institutions, and (2) the Regents suggest to the Building Board that land banks be viewed and ranked separately from building projects. Regent Karras seconded the motion, which was adopted unanimously.** Keith Stepan, DFCM Executive Director, said the State Building Board would cooperate with the Commissioner's office to look at land banks separately. He thought it was a good suggestion.

Consent Calendar, Finance Committee (Replacement Tab L). **On motion by Chair Atkin and second by Regent Snow, the following items were approved on the Finance Committee's consent calendar:**

1. UofU and USU – Capital Facilities Delegation Reports
2. Weber State University – Land Exchanges
3. Utah State University – Real Property Conveyance (Vernal Campus Public Roads and Utilities Easements)

USHE – Final Report on 2007-2008 Tuition and Fees (Tab M). As reported in the Commissioner's cover memo, the Regents' Executive Committee met on April 2 and approved Utah State University's second-tier tuition increase at 3%. Tuition at all other institutions was approved by the Board in its March 9 meeting. As authorized by the Regents in March, Commissioner Kendell approved fee increases for Weber State University (5.5%), Utah Valley State College (6.45%) and Dixie State College (11.22%). Final amounts for tuition and fees were shown on Attachment 1 to Tab M.

USHE – 2007-2008 Capital Improvement Funding (Tab N). The attachment to Tab N showed the funded projects approved by the State Building Board on April 11.

UHEAA – Information Update (Tab O). David Feitz gave the committee a report on UHEAA activities since he was appointed Executive Director. The Commissioner's cover memo briefly explained actions taken by the UHEAA Board of Directors at its March 22 meeting.

USHE – Information Technology Audits (Tab P). As reported in the Commissioner's cover memo, five-person teams have been assigned to conduct security audits of systems and networks at each USHE

institution, under the direction of Dr. Steve Hess, Chief Information Officer for the Utah System of Higher Education. One institution is being audited each month. Chair Atkin said the committee recommended that IT audits be included on the agenda for a future executive session meeting of the State Board of Regents.

Strategic Planning and Communications Committee

Policy R212, Board Self-Evaluation and Orientation (Tab Q). Chair Jardine said the committee had discussed this document. Many felt a personal self-study and evaluation would be appropriate in addition to the Board evaluation. Assistant Commissioner Dave Doty advised the committee that one of the areas of criticism in the University of Utah's recent accreditation was that the governing board did not engage in a self-study. In addition, there is value in periodic evaluations of any organization. The proposed policy was a broad outline, directing the Executive Committee to select a self-evaluation instrument and recommend the procedures for conducting the evaluation. **Chair Jardine moved adoption of Policy R212. Vice Chair Holbrook seconded the motion, which carried unanimously.**

Institutional Reports on Campus Programs and Initiatives Relative to Minority and Disadvantaged Students (Tab R). Chair Jardine said these reports were a very useful and interesting part of the committee discussion, showing what is being done in this area on the various campuses. The committee and institutions are able to share good ideas and best practices. The committee felt that both Dixie and SUU presented positive, encouraging reports. SUU's program is more mature, but Dixie is going in the right direction, with a new director hired recently. Chair Jardine said Dixie officials reported that two years ago, the college passed an initiative to implement a diversity requirement in general education. They have been struggling with the format. During the committee discussion, Dr. Pershing said one of the challenges the University of Utah faced was training the teachers how to manage the discussions in class. Regent Barrett requested that the reports be presented in a way to measure success at each institution, qualitatively and quantitatively, if possible. Regent Cespedes expressed her appreciation for the efforts being made in this area. She, too, would appreciate future reports in a way so the Regents can assess performance.

Measuring Utah Higher Education – Update (Tab S). Regent Jardine recalled one of the charts in the report previously presented to the Board was identified as troublesome and subject to misinterpretation. That chart measured students entering college with no previous credit. The Supplement to Tab S showed those students in two ways – by those who have earned 20 or more credit hours by the end of their first year of college, and by those with no previous AP or concurrent credit.

Utah Scholars Update (Tab T). Chair Jardine reported the committee had commended the Commissioner's Office. The Commissioner's staff was able to secure \$500,000 in one-time funding for the Utah Scholars program, which was not even on the Legislature's agenda until the last minute. Associate Commissioner Doty pointed out that in addition to the overwhelming support from the Legislature, the Utah Scholars program has the total support of the Salt Lake Chamber. Chair Jardine said the Chamber resolved that this is one of its priorities for this funding year. President Sederburg asked about geographic distribution. Dr. Doty responded there was initial discussion with a school district in Utah County and another in Washington County; neither was ready to implement the program this year. The ultimate goal is to have this program in all of the 40 school districts in Utah.

Chief Academic Officers (CAOs) Research Report (Tab U). Chair Jardine said the report on Quality, attached to Tab U, was one of the most significant reports to emerge for some time. The Regents have discussed quality measures and quality issues regularly. The CAOs have decided to focus on some of these areas and to write reports with the intention that they become action items. The report on quality was written by Dr. Brad Winn, Academic Vice President at Snow College. Chair Jardine asked Dr. Winn to briefly discuss his paper. Dr. Winn thanked Associate Commissioner Stoddard for taking on the recurring issues and asking the CAOs to define those issues and determine actions to be taken. Part of the report discusses higher education's relationship with the Legislature. The final component is the priorities or next steps, found on pages 5-7 of the report. The CAOs have scheduled a retreat this summer to discuss these goals, identify time frames, and put fiscal notes to them. Chair Jardine commented that the legislators frequently ask how to measure quality. Those measurements were shown on page 5 of Dr. Winn's report. These approaches must all be studied in an aggregate way. The committee encouraged the CAOs to continue this type of effort in other areas.

Report on Institutional Residency Requirements (Tab V). The information contained in the Commissioner's cover memo summarized the current state statute on resident student tuition and Regents' policy R512. HB 118, enacted by the 2007 Legislature, changes the existing requirements significantly. Discretion was granted to the institutions to set their own residency requirements, within defined parameters.

Report of the Commissioner

Commissioner Kendell thanked President Caldwell and his staff for their hospitality in hosting this two-day meeting.

Resolution for Keith Stepan. Dr. Kendell acknowledged the work of Keith Stepan, Executive Director of DFCM for the past few years. He has been a friend and advocate of higher education and has an enormous capacity to solve problems and to help institutions when special needs have been identified. Keith will step down from his position on June 30. He will be missed. Commissioner Kendell read a formal resolution to recognize Mr. Stepan's contributions and achievements, then presented the resolution to him.

Notable Achievements at USHE Institutions. The Commissioner briefly reviewed each of the highlights outlined in his written report.

Security. Commissioner Kendell spoke of emergency preparedness procedures in the Commissioner's Office and throughout the System. He directed Associate Commissioner Spencer to review each institution's existing crisis response plan and, with the assistance of an independent consultant, to make recommendations for best practices for the Utah System of Higher Education. A report and recommendations will be presented to the Regents in July.

Report of the Chair

Chair Pitcher thanked Amanda Covington for the written report, which was in the Regents' folders. He said he was continually amazed and impressed by the success of our students, who are our most valued asset.

A moment of silence was observed in recognition of the tragedy on the Virginia Tech campus earlier in the week.

Report of the Teacher Education Task Force

During the luncheon meeting, Chair Pitcher announced that the July Board meeting date had been changed from July 27 to July 20, and it will be held on the Snow College campus in Ephraim.

Commissioner Kendell introduced Dr. David J. Sperry, USHE Scholar-in-Residence and former Dean of the College of Education at the University of Utah. Dr. Sperry has been invaluable to the Commissioner's Office, particularly as he has chaired the K-16 Alliance Task Force on the Teacher Shortage. Dr. Sperry introduced Lyle Cox, Human Resources Manager for the Washington School District and a member of the Task Force, who designed Appendix D of the report.

Dr. Sperry reported the Task Force examined the data and came away with a genuine belief that if public and higher education enrollment projections remain accurate, and if teacher employment patterns remain steady, the state will face an acute problem in supplying a sufficient number of teachers in the public school system. At present, 500 teachers will be needed this fall for one district alone; only 75 applications have been received. Washington County School District has been unable to fill its slots in special education.

The task force studied the factors determining whether or not an individual would go into the teaching profession. Compensation is the single most important factor.

The traditional source for getting teachers has been graduates of schools of education at the state's public universities. In addition, four other possible sources of public school teachers were identified on pages 8-9 of the Executive Summary: (1) out-of-state recruitment, (2) alternative licensing programs, (3) recruiting former teachers whose teaching credentials have expired, and (4) better utilizing the current pool of existing teachers. The task force believes the state should pursue all five sources. Some of these alternatives are not practical at present. For example, significantly increasing the number of teacher education graduates is problematic in light of existing flat enrollments. Enticing out-of-state teachers is also problematic because Utah salaries cannot compete with neighboring states. Alternative licensing is not promising because of the high turnover rates and because of the quality of some of its programs. A more promising option would be to recruit individuals who have held a teaching license but who do not hold one at this time.

The best option, in the task force's view, is to better utilize existing resources – teachers and facilities. The present organization of the K-12 school system fails to utilize the state's investment in a highly trained workforce. Dr. Sperry pointed out that most traditional jobs are based on a schedule of 260 workdays per year, while teachers work on an 180-day (990 instructional hours) contract, 70 percent of the traditional work year. Expanding the length of the instructional days and the number of operating days per year would enable school districts to use their facilities year-round and to offer extended contracts to the teachers, which would increase their salaries significantly.

One model to which many members of the task force were attracted was the trimester calendar system being done at BYU-Idaho. President Kim Clark met with the task force to explain how this plan was working on his campus.

Mr. Cox reviewed Appendix D and explained that the chart on page 5 was the actual salary schedule for the Washington County School District. He referred to page 7, which compared the salary schedule based on the present 5½-hour day with the proposed 7-hour day trimester model. Using the same hourly rate, a teacher's salary could be increased by 51 percent. He noted many elementary schools are using year-round school schedules, and parents already need to coordinate those schedules with junior high school and high school schedules.

Regent Grant noted the trimester/longer day schedule seemed to be quite practical. He asked what stops the school system from adopting this model. Mr. Cox said the WPU funding would need to be changed in order for the state to go to the trimester model. Administrators would need the flexibility to scale back without having an entitlement. Regent Grant asked about job sharing. Dr. Sperry pointed out the same flexibility provided for students (shown on page 14) would be available to the teachers as well. The model would allow for a variety of working conditions. It would allow a student to move into higher education and to move through the system and graduate more quickly. The more closely public education can coordinate with higher education, the better it will be for the entire state. Regent Jardine pointed out teachers may have a 5½-hour instructional day, but they also spend many more hours correcting papers, preparing tests, etc.

Commissioner Kendell said this appears to be a good solution that requires further study. What higher education needs now is the increments or steps to get us to this end result. Mr. Cox said the first step would be to get Utah families to accept this as a possibility. Dr. Sperry said this model is operating in the Alpine School District's middle schools. It has greatly helped alleviate the teacher shortage in that district because teachers can opt to teach for an extended day.

Regent Karras asked what the Regents could do to help promote this model. Commissioner Kendell said the most logical starting point for higher education is recommendation #4, increasing the capacity of our colleges of education to produce more teachers. He noted public education will own this model; higher education can be and should be supportive.

Regent Cannon said the report offered great possibilities. Some of her concerns were that this model utilizes the schools year-round. Many of the schools would have to be retrofitted to handle year-round classes. Additional transportation costs would be required. This would be convenient for many male teachers and would likely attract more of them into the profession. Conversely, many female teachers prefer the nine-month schedule and like being home when their children get home from school. High school is more difficult; there is no successful year-round model for a high school anywhere in the United States. There are other issues, such as the behavior of high school students and truancy, for example. She asked if teachers would still be attracted to the higher salaries when they realize they were at the expense of longer hours. Some K-12 teachers have remarked that the report did not address level of compensation. Why should public school teachers be working all year for only slightly higher salaries than teachers in other states can make for working only nine months?

Regent Cannon stated the State Board of Education had developed a program called ProExcel to address the needs and concerns of the teacher shortage. This program has been presented to the Legislature. Although it was not adopted this year, the SBE hopes legislators will give the program further consideration in the future.

Dr. Sperry said the report endorsed ProExcel, particularly differentiated salaries for hard-to-fill positions. Additionally, recommendation #2 addressed the need to increase teacher salaries. A special report was prepared by Workforce Services comparing various occupations requiring similar training and background in different comparative groups. The economists on the task force felt that Utah averages should be used, given the fact that most teachers will teach within an 80-mile radius of where they received their teacher preparation. WFS is willing to continue to monitor that issue on an annual basis.

Regent Haws pointed out the task force's recommended model allows for freedom of choice. Some teachers and students would prefer to begin the day earlier, while others feel more comfortable and alert when they can get a later start. The longer day would also assure the parents that their children would not be home alone so long while the parents are at work. Commissioner Kendell noted the school schedule system is driven by business schedules and clocks.

President Sederburg cautioned officials to be careful not to apply this model too quickly to higher education. Teachers receive additional compensation for a summer contract.

Commissioner Kendell thanked Dr. Sperry and Mr. Cox for the report and for their efforts with the task force. The meeting adjourned at 1:30 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

