



Board of Trustees Retreat

June 12, 2013

2138 W Bowling Avenue, Taylorsville



Board of Trustees Strategic Planning Retreat
June 12, 2013
8:30 a.m.
2138 W Bowling Avenue, Taylorsville

TAB

8:30 a.m. Welcome, President Cynthia Bioteau

8:35 a.m. Status Update—2012 Retreat Outcomes

- PACE Update Report **1**
- Habitat for Humanity/Hybrid Home Builds **2**
- Washington, DC Internship Program **3**
- Herriman Master Plan **4**
- Marketing Strategy and Tactical Schedule **5**
- Math Emporium **6**
- 7**

9:15 a.m. How Teaching and Learning Are Changing at SLCC **8**

10:00 a.m. Moving Forward

- What additional information will be helpful to Trustees?
- How can the College look forward through the respective eyes of our Trustees?
- Supplemental Materials **9**

11:00 a.m. Break

11:15 a.m. Board Business (Jessalie Anderson, Chair)

- Gail Miller Utah Leadership Cup Scholarship Signature Event
- Review of Land Purchase Policy and Master Plan **10**
- Election of Officers
- Plaque to Outgoing Board Member

12:00 noon Lunch

1:00 p.m. Adjournment

Next Board Meeting: August 14, 2013



Board of Trustees 2012 Retreat Outcomes

August 1, 2012

Grand America Hotel
555 South Main, Salt Lake City

8:30 a.m.

Agenda Item	Follow Up / Updates
<p>Liability is an issue for nonprofits; employment issues are among the highest portion of lawsuits.</p>	<p>Executive Cabinet is exploring the possibility of creating a position within Human Resources to focus on legal employment issues.</p> <p><i>The College is now supported by Attorney Morris Haggerty from the Attorney General's Office. He has vast experience in employment law but his focus has been on preventing lawsuits. In addition to advising State Risk Management on issues regarding employment and personal injury lawsuits, he has also handled employment law cases for Union Pacific Railroad and defended employment lawsuits in the Employment Section of the AG's Office.</i></p>
<p><u>Year in Review</u></p>	
<ul style="list-style-type: none"> • PACE (Partnerships for Accessing College Education) completed its first year. Students earn two-year scholarships to SLCC with completion of four years of national career readiness certificates and satisfactory attendance and gpa; scholarships are funded through business donations. Businesses also provide PACE priority for interviews in summer jobs for high school students where possible and appropriate. Veterans have a great work ethic and might benefit from integrating the PACE concept of career readiness with the Veterans Center. 	<p>President Bioteau: Check on the Miller Foundation donation to PACE. Find the definition of "satisfactory gpa".</p> <p><i>See Tab 2.</i></p>
<ul style="list-style-type: none"> • The <u>Habitat for Humanity</u> home combined SLCC programs (building construction, cabinetry, and interior design), green technology, and community to build the first LEED-certified habitat for humanity home. Another home will 	<p><i>The second Habitat Home in Park City is almost complete and College representatives are meeting with Habitat officials in Wasatch and Summit counties to explore continuing partnerships that would meet the curricular needs of the</i></p>

<p>be started in the fall. Architectural Technology will be added this year.</p>	<p><i>program. An alternative plan is to build energy efficient hybrid homes using students from multiple discipline areas.</i></p> <p><i>See Tab 3.</i></p>
<ul style="list-style-type: none"> The pilot program for Trustee and <u>Alumni Mentoring</u> as recommended at last year's Trustee retreat was difficult to implement and sustain as our students have very diverse and multiple needs. Student Services has suggested a more career mentoring focus building upon networking, etc. The Alumni group is looking at directing their efforts to connect alumni with students in a specific program for the career networking. 	<p><i>The Career Services Task Force, chaired by Dr. Nancy Singer, is focusing on connecting students interested in exploring careers with individuals in those industries using the following approaches.</i></p> <ol style="list-style-type: none"> <i>1) Through PACs, expand relationships with employers. Create a formalized professional networking system/job shadowing program. Prepare students to conduct informational interviews appropriately.</i> <i>2) Cooperative Education/Internships for credit will be coordinated through Career and Student Employment Services, which will act as a central clearing house and repository of information for students to investigate internship opportunities and to create their own internships/mentoring relationships.</i> <i>3) PACE job shadow program with employers this summer for rising Juniors.</i> <i>4) Host monthly Spotlights on Careers to include faculty, students and employers sharing realities, advice and successes in particular fields.</i> <i>5) Jack Hesleph is working with the Development Office to develop opportunities for students to do informational interviews and/or job shadowing with alumni. They see this as a way to engage alumni and are willing to develop the network.</i>
<ul style="list-style-type: none"> The Washington DC Internship program provides invaluable experience for our students and highlights what great students we have. Additional funding is needed to provide housing and stipends for the interns; we are exploring the possibility of a major donor to set up an institute of politics. This will be one of the goals for this year. 	<p>Invite DC interns to Trustee meeting in the fall. Check with VP Sheehan on a target amount for the sustainability of the DC intern program.</p> <p><i>The 2012 interns reported at the September meeting of the Trustees.</i></p> <p><i>For updates, see Tab 4.</i></p>
<ul style="list-style-type: none"> Capital Development Projects: we need 	<p>Share final Herriman site plan with</p>

leveraging of private/ business partners for the energy training center in Herriman, \$15 million; Kennecott/Rio Tinto and Adobe were suggested.

Trustees at September meeting. *The Herriman site plan was shared at the September 12, 2012 Board of Trustees meeting.*

See Tab 5.

In the Fall of 2012 the Sorenson Foundation proposed a gift of 20% membership interest in a limited liability company that comprised the land holdings of the Herriman Towne Center. After having our legal counsel from the Attorney General's Office review the proposal it was determined that the College could legally accept the gift. The gift is comprised of 20% of the net proceeds of the sales of land within the Herriman Towne Center Development. The current estimated value of the College's 20% is \$2M. As it is estimated to take 10 to 20 years for all of the land to sell, the potential future value of the land sales proceeds to SLCC is estimated by Mike Bradshaw (Momentum Development, HTC) to be as much as \$6M or more. The College's proceeds are restricted to be used for improvements to SLCC's Herriman Campus.

- Trustees are encouraged to share the Year in Review with colleagues, neighbors, and community leaders in their role as ambassadors for the College.

Moving Forward: SLCC, Key to the Universe
(or Universe-ity)

Trustees felt leaders of the state need to more fully understand the mission of SLCC and our contributions to the state educationally and economically. We don't have an advocate in the Governor's inner circle so he is not getting the message.

Key leaders to target:

- Derek Miller, who is Governor Herbert's Chief of Staff, is a neighbor of Trustee Schwemmer; she could talk to him.
- Trustee Parrish could meet with the Governor but it will take time to build a foundation for the message and work with appropriate government people. The Governor has an opportunity to look at the vertical integration of the whole higher education system in the state—UCAT, community college, university,

Trustees Jesselie Anderson, Gail Miller, Stan Parrish, Clint Ensign, and Ashok Joshi met with Governor Herbert November 19.

They also provided great outreach to legislators during the 2013 session.

Talk to Scott Anderson about adding

and graduate programs coupled with distance ed. A round-table discussion with the Governor, Bob Henry, and business leaders who partner with the College would be very beneficial.

- Invite Ron Bigelow to meet with the Trustees.
- Taylorsville Mayor Russ Wall would be a good advocate for the College and our message.
- Trustee Joshi could share our mission and role in the state with Spencer Eccles of GOED.

Next Steps:

- Focus on the things we are doing of greatest magnitude to the most students.
- Highlight new CTE programs, such as mortuary science, L-3 Manufacturing University, etc.
- Conduct a survey or focus group to determine community misperceptions about the community college, or add a couple of questions on another entity's survey. Pat Jones is recognized nationally as a facilitator of focus groups.

Challenges to meeting educational needs now and in the future were identified.

- Distance learning is a crucial component of the master plan for the future in handling increasing numbers of students coming out of public education. Centers for Independent Learning will increase access to math, writing, and learning enhancement skills both on site and whole programs on line.
- Financial aid needs to carry through the full year so students can attend year-round, including summer term, and complete their goals.
- A state-wide community college system, with SLCC at the core and with satellites at the four-year institutions, could better provide for the educational needs of the state. Each satellite would focus on the programs that articulate into the baccalaureate program at that four-year institution. This could also include in reverse the role of non-credit training articulating into associate degrees. This would allow us to expand our mission

questions about the community college on their next Dan Jones survey scenario.

*Ron Bigelow is longer in position.
Russ Wall is no longer in that position.*

Work with Richter 7 to craft the best way to share our message and get it out to the community.

See Tab 6.

The Learning Emporium features hybrid/flipped courses to combine the flexibility of online learning with the connection of meeting in class. Some of the courses in this format are:

Engl 1010, 2010

Huma 1010

Math 1050, 1060

Pols 1100

Business classes that are flipped:

ACC 1110, 1120, 2010, 2020, 2050

CSIS 1032, 1200, 1400, 1410

ECON 2010, 2020

MGT 2050

Suzanne Mozdy reported on the Math Emporium at the August 2012 Trustees meeting.

During Fall and Spring semesters (2012-13), over 1000 students engaged in the Math Emporium.

See Tab 7.

beyond Salt Lake Valley.

- President Waddoups could provide his thinking on this issue.
- In some fields, proprietary schools are competing for our instructors and our students.
- A signature fundraising event held annually with a high level person to attract donors, like Idaho's Governor's Cup, could provide needed scholarship funding.
- Support for the annual review of programs is helpful. These on-going annual reviews provide formative and summative data that includes student enrollment and completion, gainful employment, and alignment of courses students want with needs in the workforce.

The best way to share our role and mission is through the stories of our students.

- Students at commencement—they are students with great diversity, a reflection of our community; we are the “**people's college**”. You could be part of Utah's college.
- Our message includes: #3 in AS degrees; credits transfer to the U; the most cost effective way to get higher education; open access—we take everyone; we have an impact on the workforce of the state; economic benefit of our students. What would Utah look like without SLCC?
- Utilize professionals to broaden that message and get it out.
- **Anything the College does that is newsworthy should be in the media. Our story is told by who we are and what we do.**
- Prepare a plan, then go to the editorial boards of the media and ask them to share what we do. The message must be consistent and repetitive, the human interest of how lives are changed one story at a time—Goldman Sachs, L-3, Habitat, etc.
- Have a weekly article in the local papers and on the Web.
- Ask Doug Robinson to do a human interest column on the college and/or its students.
- Highlight the visit by AACC president.

The Gail Miller Utah Leadership Cup will be held September 16 at Hidden Valley Country Club. VPs Sheehan and McFarlane have met with Trustees Ensign and Parrish on the scope and fundraising opportunities for this event.

The first internal golf committee meeting will be held on, May 22nd; additional meetings will be scheduled bi-weekly June to July and weekly in August and September prior to the event.

President Bioteau met with Vern Anderson and the Tribune Editorial Board on March 13, 2013.

President Bioteau and Kent Frogley met with Paul Edwards and the Deseret News Editorial Board on April 12.

President Bioteau was on the Doug Wright Show, March 12, 2013.

The first graduation of the Goldman Sachs 10,000 Small Business scholars took place on May 22; 33 scholars participated and 17 represent women-owned businesses. Over 80 jobs have been created since the program began.

Suggestions were given for improving the effectiveness of the Foundation Board.

- Seek new members with influence in digital media, health sciences, and business.
- Invite David Burton, a South High alumnus, to serve on the Foundation Board.
- Have a luncheon for the Trustees and Development Director to brainstorm ideas for additional board members.
- Increase fundraising to \$5 million annually.

Organizational Updates

The new VP of Government and Community Relations will be the legislative liaison with the state and federal governments as well as provide direct supervision of the Contracts and Grants office, the internal auditor, and the Washington DC intern program. As supervisor of the internal auditor, this person will therefore attend the Trustee Audit Committee meetings rather than the Business Services VP. The internal auditor has dual reporting: to the VP and to the Audit Committee.

Summary

The Trustees will be given a summary of today's discussion and recommendations. This will also be shared with the Cabinet and then Trustees will be given updates as their recommendations are integrated into the operations of the College.

Trustee Miller asked for information on the resources available to incoming students, the process a student goes through to enroll, connect with an advisor, and how they select and register for classes.

The meeting adjourned at 1:00 p.m.

Janice:

Email Trustees to remind them to be thinking of potential Foundation Board members.

The Foundation Board thanked outgoing members Darlene Gubler, John Tempest, and Roger McQueen for their service and welcomed new members David Ibarra and H. David Burton.

Request VP Huftalin to follow up.

A presentation on student admissions, advising, and resources available to students was given at the September 12, 2012 Board of Trustees meeting.

PACE **(Partnerships for** **Accessing College** **Education)**

Update Report
March 2013

Development Office



**PACE Update Report March, 2013
2012-2013**

Budget

1. PACE acquired \$208,400 for fiscal year 2011-12 (\$153,4000 for Scholarships, \$55,000 for Operating/Program support)

2. Donations and Partners for 2012-2013

Scholarships		Operating/Program Support	
\$ 98.36	Selman & Co.	\$ 1,000.00	VESPA Region 8
\$ 1,000.00	Cynthia Bioteau	\$ 5,000.00	Boeing
\$12,000.00	Questar	\$ 1,000.00	Masonic Foundation of Utah
\$ 5,000.00	Hughes	<u>\$ 5,000.00</u>	Key Bank
\$ 1,200.00	Finlinson	\$12,000.00	
\$19,298.36			

Total \$31,298.36

Promotion

1. Created PACE video which are being distributed on flash drives
2. Updated PACE brochure with Boeing information included
3. Round-table discussion on PACE which will air on SLCC TV
4. Website page for giving being constructed and set to be published
5. Partnering with Department of Workforce Services to promote PACE to Utah employers

Prospects and Grants in cultivation process

Zions Bank (Muple year gift)	\$25,000
Goldman Sachs Comm Dev Fund	\$15,000
Semnani	\$20,000
Verizon	\$15,000
Boeing	\$15,000
Xerox Foundation	\$ 5,000
IHG Foundation	<u>\$15,000</u>
Total	\$85,000

Pledged: \$15,000 Boeing

Prospects in Research and Cultivation

Shopko	Moreton
ATK	Deloitte & Touche
Comcast Xfinity	Ebay
Symantec	Marketstar
Ernst & Young	West High Alumni Individuals
East High Alumni Individuals	

Programming

- East and Highland High School have become partners
- New PACE Advisor was hired
- Coordinating with East High School AVID program
- Meetings took place with the East High School Principal in November to start the programming process
- 37 students were given applications at West High School
- PACE essay assistance was given by PACE advisor, high school coordinator, SLCC Writing Center, and Utah College Advisor after school
- 21 West High School Sophomores were retained from the previous year
- 25 new applications received from West High School 9th graders

Summer Exploration Program

- Projected budget (9th graders/50 students) \$7,500.00

Fundraising Strategic Plan (Ongoing development)

On-going basis

- Weekly business visits in the West High and East High districts
- Continual cultivation of past donors
- Coordinate events where students, funders and prospects can interact
- Continual reporting on PACE progress
- Reach out to individuals in business community and school alumni groups
- Seek sponsors for the summer exploration program
- Annual development of job shadow experiences for 10th graders

PACE Scholarship Program Board Report March 2013

West High School

9 th and 10 th grade current students.	43
Students who meet <u>ALL</u> PACE requirements of cumulative 2.5 GPA, C grade and above, and 90% attendance.	9 th grade 15/24 (63%) 10 th grade 15/19 (79%)
Total students who have left West High School.	<u>3</u>
9 th	2
10 th	1
Students on Probation	9 th grade 9/24 (37%) 10 th grade 4/19 (21%)
1 st term on probation	3
2 nd term on probation	11
<u>Students below 90% attendance</u>	0
Students enrolled in other programs	
9 th grade	
GEAR UP	7
Upward Bound	0
AVID	15
ETS	4
10 th grade	
GEAR UP	4
Upward Bound	1
AVID	4
ETS	4
10 th graders ready for Math Concurrent Enrollment	13

East High School

9 th grade applications accepted.	31
Students who meet <u>ALL</u> PACE requirements of 2.5 GPA, C grade and above, and 90% attendance.	24/31 (77%)
Students below 90% attendance	0
<u>Students on Warning</u>	7/31 (23%)
<u>Students on Probation</u> Students were new to the program and not informed about the probation policy. Students will be placed on probation if term 3 report card is below academic requirements.	0
<u>Students enrolled in other programs</u> 9 th grade	
GEAR UP	14
Upward Bound	2
AVID	14

Highland High School

9 th Grade applications accepted.	23
Students who meet <u>ALL</u> PACE requirements of 2.5 GPA, C grade and above, and 90% attendance.	15/23 (65%)
Students below 90% attendance	0
<u>Students on Warning</u>	8/23 (35%)
<u>Students on Probation</u> Students were new to the program and not informed about the probation policy. Students will be placed on probation if term 3 report card is below academic requirements.	0
<u>Students enrolled in other programs</u> 9 th grade	
AVID	5

PACE School Updates

West High Highlights

- Jack met with the 10th grade PACE students and will update the board on the summer job shadowing program.

East High Highlights

- At the PACE Parent Night on February 27th, 65 students and their families were in attendance.

Highland High Highlights

- The first PACE Parent Night is scheduled for Wednesday, April 10th.

PACE Program Updates

- 9 of the 15 PACE 9th grade girls who signed up for the Expanding Your Horizons Conference attended.
- Term 3 report cards will be available online on or around the 29th of March.
- 28 students and parents attended Explore SLCC. Information about the summer programs for both 9th and 10th graders was presented.
- The Summer Career Exploration Program for rising sophomores is set for June 17-20. Students will visit the Taylorsville, South City, Miller and Jordan campuses and learn about programs housed at those locations. The summer program budget is attached.

Board Concerns

- An East High student plans to graduate in 3 years. Will we still award a scholarship to early graduates?
- A PACE student is fluent in American Sign Language, but has not taken the course. She has asked if she can take the CLEP test to meet the foreign language requirement for PACE.
- West High does not have money to fund text books for concurrent enrollment. Emails have been sent to administrators at East and Highland High Schools requesting fee waivers for textbooks.

West High School – 10th Grade (class of 2015) Career Interest Breakdown

1. Bobbi Jay Casey – Behavior Analyst
2. Efrain Castro – Undecided
3. Kristina Chavarria – Social Worker
4. Rebecca Davis – Medical
5. Minja Durovic – Neurosurgeon – Medical
6. Cristina Figueroa – Medical, Social Worker
7. Solana Galvan – Medical
8. Erika Gomez-Rodriguez - Criminology
9. Kaydee Harding – Therapist
10. Hawa Hassan – Medical
11. Myriam Hernandez – Child Physician/Psychiatrist
12. Yesenia Izarraraz – Undecided
13. Johnson Liu – Law Enforcement (police, investigator, etc.), Health field
14. Carlos Mendoza – Mathematics, Astronomy
15. Kevin Nguyen – Undecided
16. Daniela Ojeda – Nursing, Medical Assistant
17. Tatiana Trump – Law & Fine Arts
18. Ilaisaane Vakalahi – Criminal Justice Lawyer, Law Advocate, Etc.
19. Caleb Van Duren – Mechanic
20. Abshira Hassan Yarow – Sports Medicine, Physical Therapy

	Medical
	Law/Criminal Justice
	Mental Health
	Undecided
	Other

Technical Specialties

Hybrid Home Builds

Curriculum Applications

Cross College – Cross Discipline

Class Involvement – Site analysis, design, development, management, construction, installation, decorating, marketing, energy analysis & monitoring, site visits, case studies, application

Year 1 – Design

Year 2 – Design, Construction, Demonstration

Year 3 – Design, Construction, Demonstration, Analysis & Marketing

Design/Build Cycle

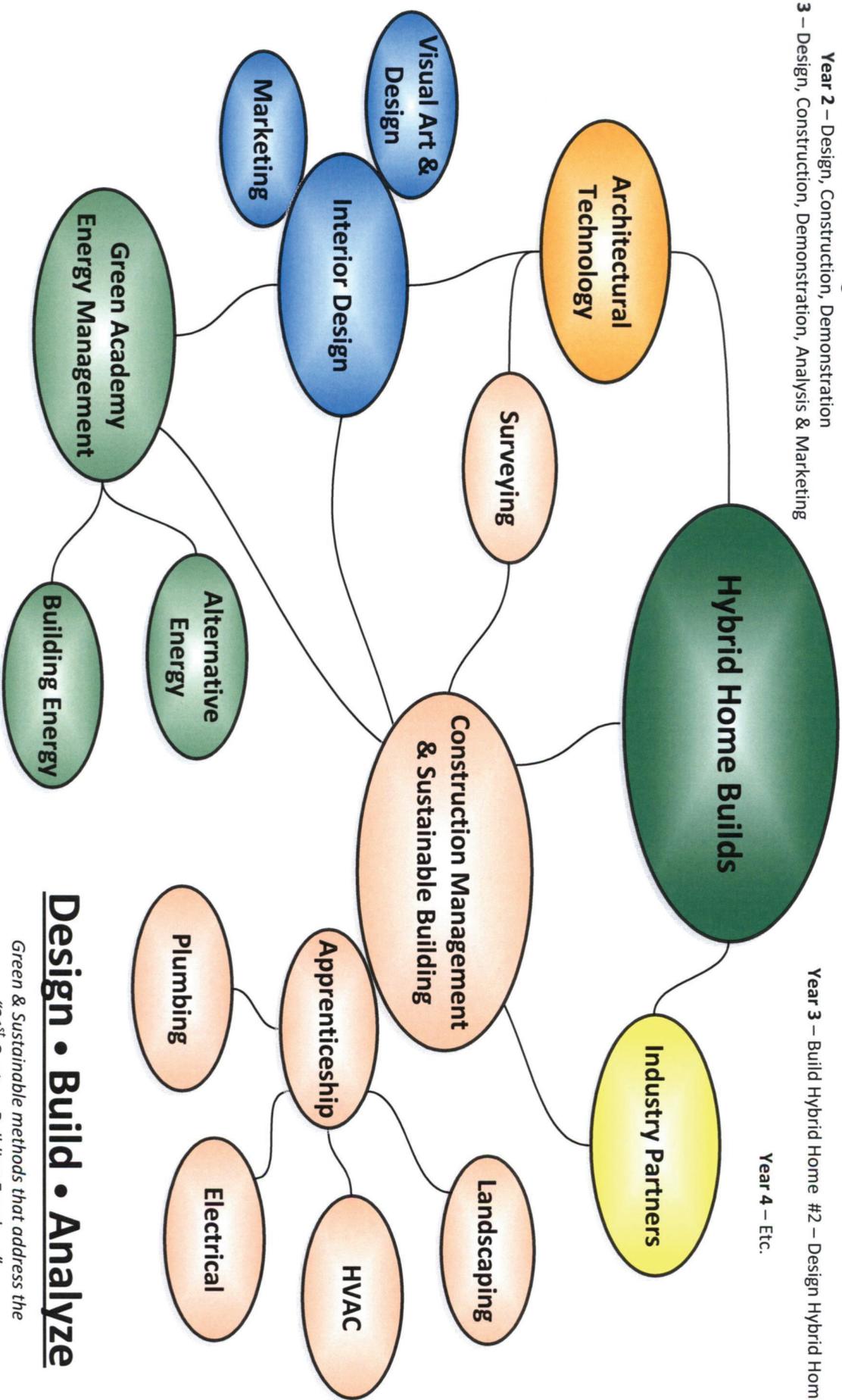
3 Year Rotation

Year 1 – Design Hybrid Home #1

Year 2 – Build Hybrid Home #1 – Design Hybrid Home #2

Year 3 – Build Hybrid Home #2 – Design Hybrid Home #3

Year 4 – Etc.



Design • Build • Analyze

Green & Sustainable methods that address the "21st Century Building Envelope"

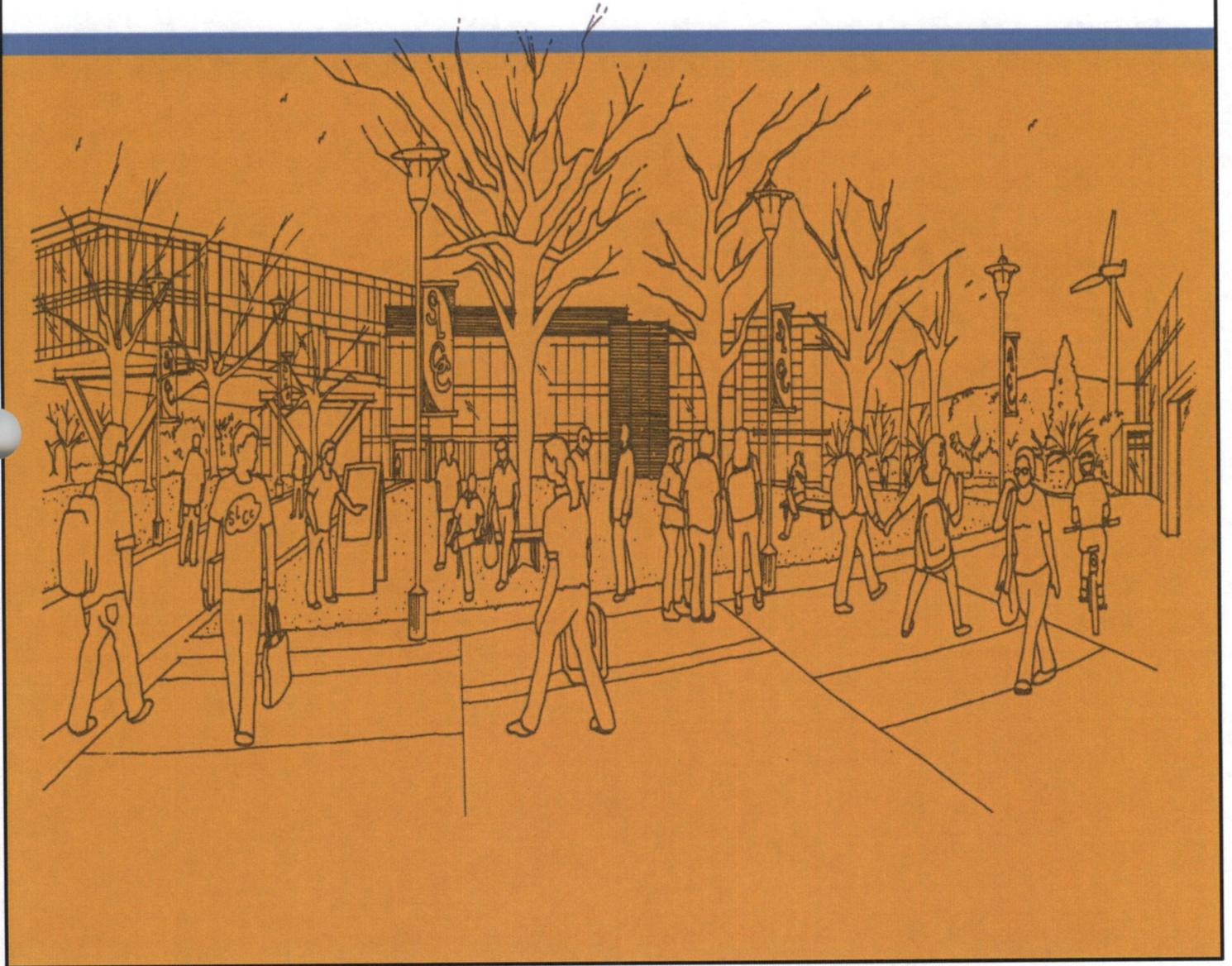
Washington, D.C. Internship Program

Over the past 2 years the College has been actively engaged in establishing a Washington, D.C. internship program. Through the program, internship opportunities are available to any student interested in working in Washington, D.C. Working in close coordination with the College's Office of Student Life and Leadership, several important steps have been taken to help establish the program.

- More than 150 internship opportunities have been identified, with organizations ranging from the offices of U.S. Senators and Representatives to the National Endowment for the Arts. Additional internship opportunities are continually being identified.
- A Washington D.C. Internship website has been created. The site includes a database with information about the internship opportunities that have been identified.
- The internship program has been marketed to students across the College using all-student emails, posters and flyers, the SLCC Homepage, marquees, flat screens, and in-class presentations.
- A course has been developed and is being taught at the College to help students understand prepare for an internship in Washington, D.C.
- An application process for the program has been developed. The Office of Student Life and Leadership receives the applications, screens the candidates and selects students who are sufficiently prepared to serve as interns. Those students receive assistance in securing an internship, creating cover letters and resumes, and preparing for their internship interviews.
- A housing partnership has been established. Starting in the fall semester of 2013, Salt Lake Community College will lease space in an apartment complex that will be shared by students from Utah State University, Weber State University, Utah Valley University and Southern Utah University. The housing is in Arlington, VA, and is located in an excellent location next to a metro stop, making transportation into D.C. very convenient.
- Tuition waivers have been made available to students desiring to take courses and receive credit during their internships.
- The Jesselie B. Anderson and Gail Miller Washington, D.C. Internship Scholarship has been created to assist students with the cost of interning in Washington D.C.

Since the inception of the internship program, four SLCC students have accepted internships in Washington, D.C. In the summer of 2012, students interned for the **NAACP**, the **Smithsonian Air and Space Museum** and the **Office of Senator Orrin Hatch**. Another student is currently in Washington working in the office of Senator Hatch. Several students have already begun applying for internships in the fall semester. The goal is to have several students interning in Washington, D.C. each semester, working for a wide variety of organizations and engaged in activities that are of interest to the students and will enhance their academic studies and increase their job opportunities once they graduate. We believe that many of these students will return to work in Washington, D.C. in various capacities, and we are confident that these alums can and will be of assistance to the College at some point in their careers through the connections they make in their Washington, D.C. internships.

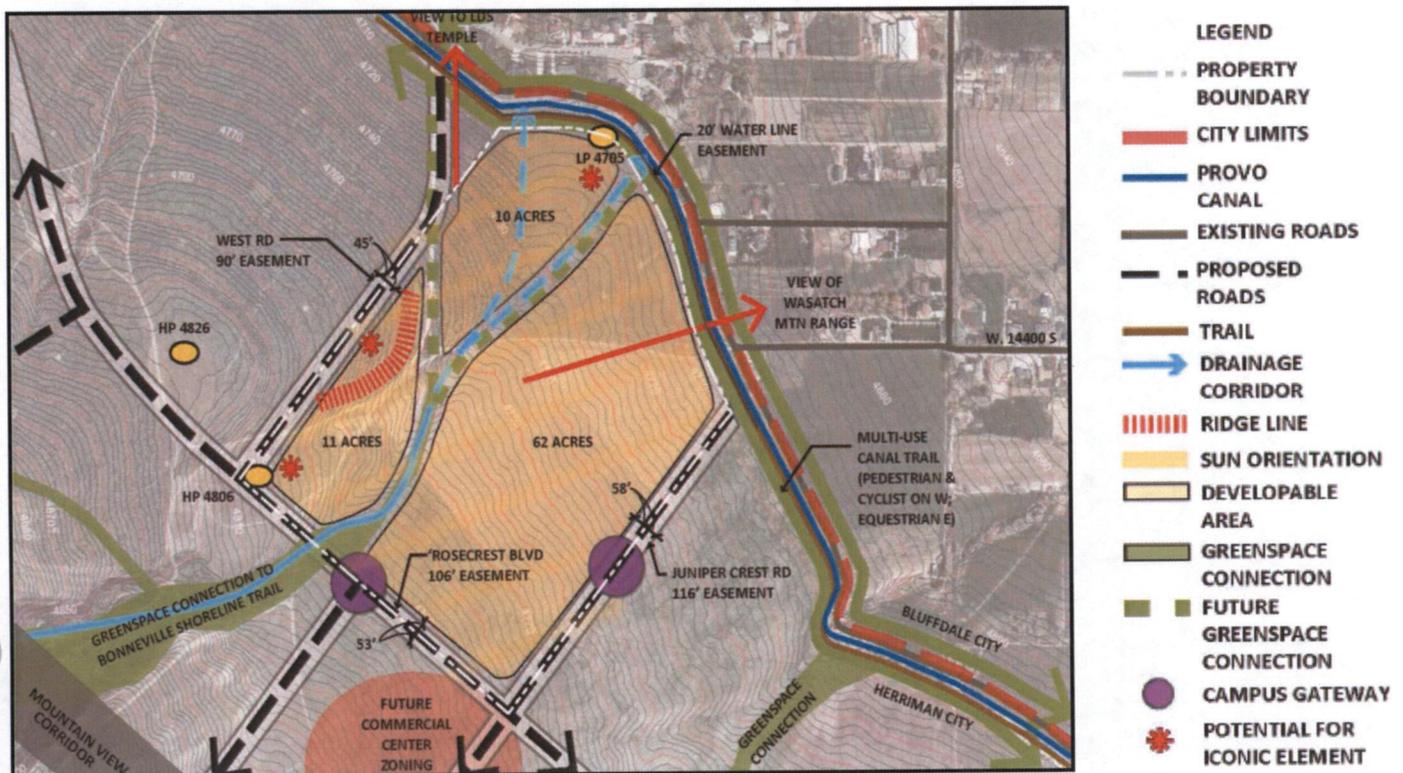
Salt Lake
Community College  Step Ahead.

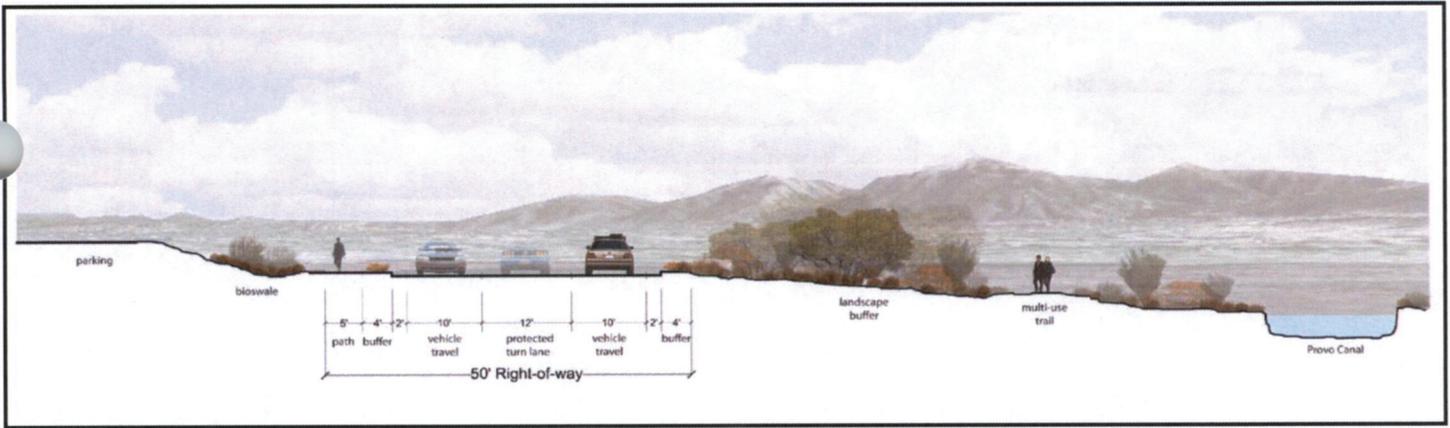


Stepping into Sustainability — Master Plan for the
JUNIPER CANYON CAMPUS AT HERRIMAN

Responding to Existing Conditions

Thoughtful analysis of the site's existing natural systems, understanding of the cultural influences found throughout the Salt Lake Valley region, and the development potential of the surrounding communities informed the planning philosophy from which the design of the Master Plan was developed. The character of the Master Plan was derived from compilation of the site's significant natural and cultural features such as land contours, site hydrology, wind patterns, solar orientation, circulation patterns and opportunities, site views, and existing infrastructure. Each character element significantly influenced the overall organization of the Master Plan. Combined together, they create the framework for the direction of the SLCC Juniper Canyon Campus at Herriman.





Planning Principles

- One:** Strategically Develop an Academic Core
- Two:** Establish Patterns of Open Spaces to Support View Sheds
- Three:** Plan for a Multi-Modal Circulation System
- Four:** Strengthen Image and Identity
- Five:** Optimize Sustainability



Campus Phasing Plans

The phasing plan for SLCC's Juniper Canyon Campus at Herriman has been designed with a focus on sustainability. The philosophy of development focuses on building planned facilities, roads, parking and open space as permanent features in their appropriate phase, and discourages construction of temporary roads or parking during initial phases. This saves energy, materials and resources. The campus is designed to unfold outward in a radial manner from the first phase of the Energy Management Institute. SLCC recognizes the importance of formalized open space to create community and establish a sense of place. The Master Plan responds to this philosophy by incorporating exterior space for socialization and recreation into each phase. The landscape develops incrementally with each phase, incorporating a sustainable systematic approach to the master landscape plan. With the addition of new buildings and infrastructure in each phase, careful consideration is given to storm water management and the enhancement of existing plantings versus disruption.

0-5 Year Phase:

The Energy Institute and an Energy Demonstration House serve as the focal point of the 0-5 year phasing plan, prominently highlighting SLCC's innovation and curriculum. This phase is anchored by two of the master plan's organizing outdoor features: the Juniper Creek Demonstration Plaza situated adjacent to the Energy Institute and the Juniper Canyon Trail. Providing the missing link, Juniper Canyon Trail connects the campus to adjacent recreational pathways and provides a connection from the Energy Institute to the Energy Demonstration House. This phase includes initial landscape plantings for these spaces, as well as the infrastructure of the Central Plant, roads, parking and entrances from Rose Crest and Juniper Crest Boulevards.

5-15 Year phase:

Three additional buildings are proposed during the 5-15 year phase, defining the center of campus through the creation of a campus quad. These include development of a multi-purpose building / Student Commons and an academic / administrative building in the center, anchoring the campus quad. A classroom/conferencing center near the corner of Rose Crest Boulevard and West Road. At the intersection of Rose Crest Boulevard and West Road, an academic/conferencing center joins the Energy Demonstration House further enhancing the edges of Juniper Canyon Trail. Parking and access roads are expanded to accommodate the additional growth, as well as the addition of entrances from West Road. The landscape plantings increase to accommodate the storm water needs created by the additional buildings and infrastructure, while also enhancing the quad at the center of campus.

20 Year Phase:

Within the 20 year phasing plan, the campus extends its reach to the adjacent community through the addition of two buildings and a TRAX station. The TRAX line will travel the Rose Crest Boulevard corridor with a station adjacent to the Juniper Creek Demonstration Plaza. With the addition of the Energy Institute II building, the plaza is anchored and creates a connection to the adjacent community. Juniper Canyon Trail is further enhanced with the addition of a general academic building and continued enhancement of the landscape master plan. Additional parking and the loop road completes a cohesive flow of vehicular movement through campus.



Salt Lake Community College 2012-13 Marketing Strategy



INSTITUTIONAL IDENTITY

Vision of Growth campaign

Television campaign (November, December 2102 – January 2103) to position the College as driver of economic development and business growth

Radio underwriting (3 stations)

Print media (Utah Business magazine, annual Chambers of Commerce publications)

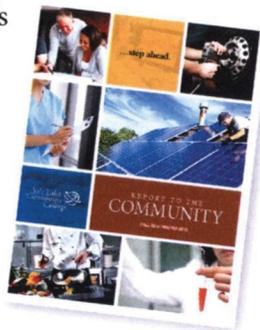
Downtown Banners (May, sample attached)

Social media marketing (Facebook, YouTube, Twitter)

Editorial Board visits (Deseret News and Salt Lake Tribune)

Annual Report to the Community (print publication)

Distributed to civic and business leaders, business partners, and donors, the annual publication highlighted the College's programs and activities of the past year. Features included Goldman Sachs 10,000ksb, Center for New Media, strategic priorities, State of the College, STEM programs, CTE programs, L-3 Communications and business partnerships.



Fact Sheets

Targeted programs for growth or College visibility used for public relations outreach efforts including legislative and business partnership visits and as support material for College identity packets.

- STEM programs
- CTE programs
- Visual, Digital and Performing Arts in alignment with Center for New Media opening
- Goldman Sachs
- L-3 Communications
- Habitat for Humanity (Building Trades)
- Center for New Media

STUDENT RECRUITMENT AND RETENTION

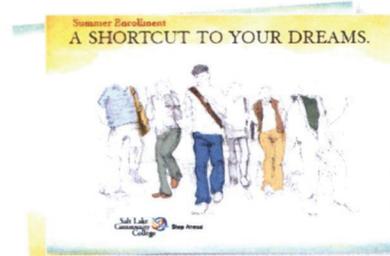
Summer and Fall 2013 Enrollment Campaigns

(for current and new students)

You have dreams. We have affordable tuition.

Forward Motion Starts Here.

Shortcut to your Dreams.

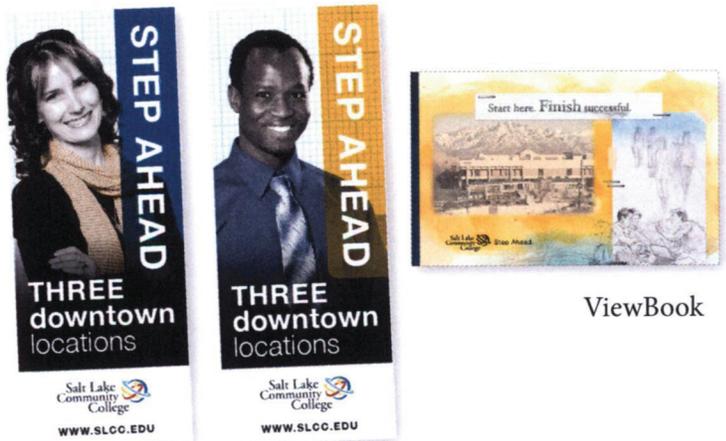


Postcards

- Downtown banners (May 2013*)
- Email blast campaign
- Direct Mail
- Radio spots (9 stations – live and streaming, 4 week flight, 100 spots)
- Radio underwriting (3 stations)
- Social media campaign (Facebook, Twitter, YouTube)
- High school digital media (35 high schools)
- Paid Search (internet key words)

ViewBook and Digital Signage

Year-round student recruitment efforts take place through the creation and distribution of the College Viewbook that is used for valley-wide high school tours and also on Digital Screens in 35 high schools with rotating messaging about the College's programs, activities and events.



ViewBook

*Downtown Banners (6 styles) Main Street: South Temple to 400 South and 400 South: Main Street to 200 East

SLCC Public Relations 2013-14 Tactical Schedule

MAY 2013

Primary Messages:

- Commencement – Series (6)
- Graduates of Excellence – Series (6)
- Teaching Excellence – Series (5)
- Summer Programs
- Summer Camps – Series (6)

Secondary Messages:

- Goldman Sachs Class
- School of Applied Technology
- Small Business Expo
- Downtown Locations
- Summer Options

Opportunities:

- Baseball Post Season
- Softball Post Season
- Summer Theater
- Summer Band
- Fashion Show
- Chronicle of Higher Ed. – Largest Graduating Class
- Diverse Issues in Higher Education – MESA/STEP

JUNE 2013

Primary Messages:

- CCWeek Rankings
- SkillsUSA - Series (10)
- Summer Community Service Projects



Secondary Messages:

- Grand Theatre Schedule for 2013-14
- First Quarter SBDC – Series (6)
- First Donations to CFNM – Series (5)
- Goldman Sachs Reboot/Review

Opportunities:

- Start “Report to the Community”
- CWC - Salt Lake Arts Festival
- Community Garden



JULY 2013

Primary Messages:

- Fall Enrollment Push – Series (3)
- Summer Building Project Review
- Summer Interns – Series (4)

Secondary Messages:

- CTE – “Change your job, Change your life” – Series

Opportunities:

- Chief Learning Officer – Goldman Sachs

AUGUST 2013

Primary Messages:

- IAB Building
- Convocation
- Fall Semester



Secondary Messages:

- New Student Government
- Athletics Preview – Series (5)
- Culinary Arts Program feature
- PACE Class
- Biotech Nanotech - feature

Opportunities:

- Women in Higher Education – President and Trustees

SEPTEMBER 2013

Primary Messages:

- Fall Enrollment Push – Series (3)
- Summer Building Project Review
- Fall Interns – Series (4)

Secondary Messages:

- Humanities Commons
- CTE – “Change your job, Change your life” – Series (6)
- School of Applied Technology – feature
- 8 Week Session
- Grand Theatre Fall Production

Opportunities:

- Journal of Nursing Education – Movie Set

SLCC Public Relations

2013-14 Tactical Schedule continued

OCTOBER 2013

Primary Messages:

- Tanner Lecture
- Transfer Student – Series (4)
- Summer Interns – Series (4)

Secondary Messages:

- Men's Basketball Preview
- Women's Basketball Preview
- Disability Awareness Week
- Philosophical Conference
- SLCC Alumni Night

Opportunities:

- Thanksgiving/Holiday Menu – Series (6)

NOVEMBER 2013

Primary Messages:

- CFNM – Series (6)
- Dut Bior – Return to Africa

Secondary Messages:

- SLCC Veterans - Series
- International Education Week
- Volleyball Post Season
- Hunger and Homelessness Week

Opportunities:

- Technology Ranking

DECEMBER 2013

Primary Messages:

- CFNM - Features
- Messiah
- Holiday Community Service
- Transfer Student - feature

Secondary Messages:

- Nerdapalooza
- Spring Registration
- Pre-Holiday Tune Up

Opportunities:

- Job Fair



JANUARY 2014

Primary Messages:

- Honorary Degrees
- SLCC at Sundance

Secondary Messages:

- MLK – Series
- Goldman Sachs Class

Opportunities:

- Mortuary Science feature



FEBRUARY 2014

Primary Messages:

- Girls State Basketball Tournament
- Commencement Speaker
- Fall Enrollment Push – Series
- Summer Building Project Review
- Summer Interns – Series

Secondary Messages:

- Black History Month - Series

Opportunities:

- Energy Management feature

MARCH 2014

Primary Messages:

- Legislative Session Push

Secondary Messages:

- CTE – “Change your job, Change your life” – Series

Opportunities:

- Aviation Feature

APRIL 2014

Primary Messages:

- Graduates of Excellence
- Teaching Excellence

Secondary Messages:

- CTE – “Change your job, Change your life” – Series

Opportunities:

- SBDC Stories (6)



Enrollments

	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013
Math 0001	224	107	392	341	70
Math 0002	n/a	45	88	163	91
Math 0003	n/a	n/a	20	28	31
Total	224	152	500	532	192

Progress and Completions

The design of the Math Emporium is based on self-paced mastery of 12 modules of developmental mathematics curriculum. Mastery of all 12 modules signifies the student is ready for college-level mathematics classes. The “courses” Math 0001, Math 0002, and Math 0003 are really semesters of engagement in the Math Emporium for a given student. A student in Math 0001 is a first-time student in the Emporium and may proceed through the modules at his/her own pace. Students can continue in Math 0002 the next semester to complete additional modules with the target being successful completion of all 12 modules (college math readiness) by the end of Math 0003. This design concept allows students, who are able, to accelerate through developmental curriculum at a faster pace than they could in our traditional developmental math classes.

To measure the success of students in the Math Emporium, two measures are defined.

1. Progress is measured by a “pass”, “no pass” grade assigned in a course.

In Math 0001 “pass” = successful completion of at least the first 4 modules

In Math 0002 “pass” = successful completion of at least the first 8 modules

In Math 0003 “pass” = successful completion of all 12 modules

Progress is cumulative; a student starts Math 0002 with the next module in the series of modules successfully completed in Math 0001.

2. Mastery is measured by successful completion of all 12 modules, which indicates the student is ready for college level math classes. Mastery may be achieved by a student in any course. Mastery in Math 0001 or Math 0002 signifies the student has progressed more quickly through developmental math than would have been possible in traditional classes. Mastery achieved in Math 0003 means the student has progressed at a pace equivalent to a successful student in the traditional developmental math track.

Progress and Completion

	Fall 2012			Spring 2013		
	Math 0001	Math 0002	Math 0003	Math 0001	Math 0002	Math 0003
Pass	61%	49%	86%	61%	35%	58%
Mastery	3%	12%	86%	2%	7%	58%

Board of Trustees Strategic Planning Retreat June 12, 2013

How Teaching and Learning are Changing at SLCC

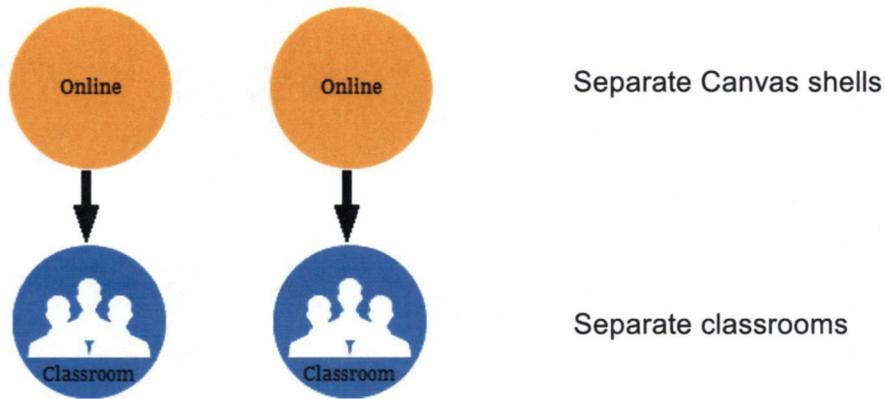
Salt Lake Community College continuously blends national research with local data and on-going analysis to provide contemporary, productive, and efficient learning experiences for our students and community.

We are in the midst of an “evolution revolution” in the way learning experiences are structured and delivered and I want you, our Trustees, to join us in the understanding and thinking that is currently happening at SLCC.

- How do we combine the “heart” of academics with the “mind” of business to create eLearning programs that are more responsive to learner needs and more effective in supporting student success?
- How do we do a better job in reaching more students and seeing those students through to completion with fewer resources?

Our latest educational initiatives at SLCC are really about trying to figure out where it makes sense to have technological intervention and where it makes sense to have strategic points of in-person contact. The Math Emporium, Online Plus, and Open Learning are all attempts to reach students who need flexibility and more individualized learning pathways, and yet who still need some form of in-person support in order to complete. Particularly in departments with high adjunct to full-time ratios (Math, English), it may not make sense to have adjuncts lecturing to students. It does make sense to have those adjuncts working with students to facilitate their understanding of the materials in small group settings. That’s where a well-designed eLearning course comes into play. Our idea is that we can actually achieve more meaningful and more frequent points of contact for students in Online Plus-style courses all while preserving the non-traditional student’s need for flexible options.

Current Blended (Hybrid) Model



eLearning Emporium 1: Classroom Support

Instructors share an online space designed and maintained by full-time faculty. Adjunct support is embedded into the design process. The online space supports instruction across many sections of a particular course. The shared online space also supports more systemic experimentation, assessment, and data collection.



eLearning Emporium 2: The "Learning Commons"

Instructors and students share online and physical space – a learning commons that provides a robust mix of tutoring and instruction in the form of small-group and individual consultation. It is a blended model that preserves the original appeal of online courses (flexibility) while also providing purposeful on-campus learning engagement opportunities and learner support.





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www.acct.org

ACCT INVITATION TO MEMBERSHIP FOR 2013-2014

June 7, 2013

Dr. Cynthia A. Bioteau
President
Salt Lake City Community College
4600 South Redwood Road
Salt Lake City, Utah 84123

Dear Dr. Bioteau:

On behalf of the ACCT Board of Directors, we invite you to join the only national trustee association dedicated to representing the interests and meeting the needs of community college governing boards. As you will see in the enclosed 2012 ACCT State of the Association report, ACCT has continued to help our member colleges, trustees, and presidents usher in a new era of community college leadership and student success. Here are just a few highlights:

Working toward the Future—Three years ago, ACCT introduced a new Symposium on Student Success that has become an annual event supported by the Bill & Melinda Gates, Kresge, and Lumina Foundations. ACCT members have the exclusive opportunity to participate in visionary educational opportunities that are setting agendas for the future of community colleges today. Don't be left out of these vital deliberations.

Standing Up for Pell Grants—Through ACCT's leadership in the "Stand Up for Pell Grants" campaign, Congress included an additional \$17 billion in mandatory funding for the Pell Grants program. Your college's students already benefit from ACCT's advocacy, but we can only continue to fight in Washington with the support of colleges like yours.

Trustee Education—As the only national association dedicated exclusively to representing the interests and meeting the needs of community college governing boards, ACCT has listened to our members' needs and expanded our offerings to include topical webinars, videoconferences, and a number of new publications, which are available to ACCT members at significant discounts. The association also launched a new Community College Governance Recognition Program (CCGRP) to recognize trustees who participate in trustee education programs to inform their leadership.

Award-Winning Leadership—In 2012 and 2013, ACCT's leadership has received some of the most prestigious honors in the community-college sector, including the 2012 Phi Theta Kappa Honor Society Alliance for Educational Excellence Award for ACCT and the 2013 Bellwether Book Award, given to ACCT President and CEO J. Noah Brown for his book, *First in the World: Community Colleges and America's Future*. These awards are indicators of the benefits that ACCT offers to our members, and of our commitment to community college leadership.

ACCT has more than 40 years of experience leading, educating, and bringing together trustees so that they can learn from one another and speak at the national level with one powerful voice. Community colleges are receiving unprecedented attention at the national level, including nationwide enrollment increases and greater than ever federal-level support.

At the same time, community colleges throughout the country are taking on a new student success-driven community college agenda, including increasing student completion rates by 50% by 2020. To achieve this goal, colleges need the resources necessary to support this mandate. ACCT is leading community college trustees from all across the country in this groundbreaking and imperative endeavor. Don't let your college be left out of this absolutely vital process. The involvement of community college trustees is essential, and we must all stand together to make it work. Involvement with ACCT is critical to supporting governing boards' leadership and advocacy needs.

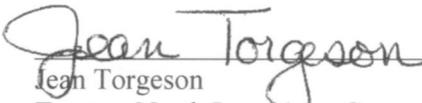
As a way of thanking you for becoming an ACCT member now, your college will begin receiving member benefits immediately, and your membership will continue through June 30, 2014.

With your investment in the Association, ACCT can continue our work as a critical partner to support you when facing tough choices and decisions to support communities like yours. The ACCT Board of Directors is committed to protecting your investment, guaranteeing transparency, openness, and responsiveness to you, our member boards and trustees.

We hope that you will take advantage of this special opportunity to join your peers and find out what more ACCT can do for you.

We look forward to working with you in the future to ensure the long-term success of your college and the community college system across the nation.

Respectfully,


Jean Torgeson
Trustee, North Iowa Area Community College
2012-2013 ACCT Board Chair


J. Noah Brown
President
Association of Community College Trustees

The ACCT Board of Directors and management are pleased to report that the State of the Association remains strong. ACCT's advocacy, education and board leadership services departments continue to develop greater capacities and offer increased breadth and depth of services for member trustees and colleges. This State of the Association Report lists a number of activities and developments that have taken place over the past fiscal year, though the report cannot detail every initiative that the Association has conducted.

Given the current economic difficulties facing colleges throughout the country, the need to ensure strong support for our members has never been more important. The Association has achieved exceptional success working with the Obama Administration and continuing the national focus on and recognition of community college trustees. It is significant that ACCT's membership and operations have continued to grow while membership and services for many other associations have continued to decline. The effective leadership of the ACCT Board of Directors and the strong commitment and ongoing participation of ACCT's membership are having a major positive impact on the perceptions of boards and community college leaders across the country.

Working Toward the Future: Partnerships, Innovation, and Evidence

The ACCT Board of Directors "Access FOR Success" initiative, revising ACCT's strategic priorities from 2010 through 2015, continues to inform and guide Association efforts to focus on student success and completion. This focused vision places a major emphasis on advocacy, education efforts, and partnerships with relevant stakeholder organizations that facilitate shifting from primarily enrollment-driven policies to a balance of these traditional policies with student success and completion-oriented policies.

ACCT continues to create new partnerships and programs with the Access FOR Success mission in mind, and we are strengthening accountability and student success through governance, with efforts including ACCT's third pre-Congress Symposium on Student Success, held at the start of the 2012 Boston Congress. Supported by the Bill & Melinda Gates Foundation, the Symposium brought together key stakeholders from national and state governmental and policy organizations to focus on the role of community college boards in strengthening student success and completion.

Student Success and Completion Initiatives

Significant to ACCT's completion agenda is the continuation of the Association's first-ever major foundation grant. ACCT, in partnership with the Community College Leadership Program (CCLP), The University of Texas at Austin College of Education, and with support from the Bill & Melinda Gates Foundation, is in the midst of a three-year initiative to design, develop, and implement the Governance Institute for Student Success (GISS). The GISS, now in its third year, blends ACCT's esteemed Governance Leadership Institute (GLI) and CCLP's highly-rated Board of Trustees Institute to provide the foundation for transformational work with governing boards of community and technical colleges to increase student success and attainment as governance priorities. Last June, GISS convened in Washington state, and then Texas in August. We revisited Ohio for a follow-up GISS in April, convened new GISS meeting in West Virginia, and are exploring future Institutes in California, Florida, Nebraska, New Jersey, and North Carolina. We are pleased to announce that the Bill & Melinda Gates Foundation granted \$1 million in September to continue this important work through 2014.

ACCT's Voluntary Framework of Accountability (VFA) partnership with the American Association of Community Colleges and The College Board, supported by the Bill & Melinda Gates Foundation and Lumina Foundation for Education, was formed to lead the nation's community colleges toward a new and greater system of accountability and continues to progress. The VFA has three parts: measures of student progress and outcomes; measures of workforce, economic, and community development; and an approach for assessing student learning outcomes. After beta-testing the first data elements of the VFA, AACCT has made the VFA metrics available to all colleges and will provide an online data display tool in 2013.

ACCT and Single Stop USA also renewed our strategic partnership for 2012-13, continuing efforts to expand sites beyond the 17 community colleges currently operating Single Stop centers. The initiative brings together technology and human services to identify public benefits funds and student aid for low-income and disadvantaged students, while fully integrating student services, advising and guidance, and financial services to create a seamless pathway to success for students. Since the inception of the organization's partnership with ACCT over two years ago, Single Stop USA has provided services to more than 30,000 community-college students across the country, helping them to access more than \$70 million worth of benefits and services. Even more compelling, however, is early evidence suggesting that students who receive Single Stop USA services are more likely to persist than those who do not.

In September 2012, the Kresge Foundation awarded ACCT a \$400,000 grant to support ACCT's completion initiatives, including the annual Symposium on Student Success, continued development and dissemination of the Student Success and Completion Policy Action Agenda, and ongoing partnership with Single Stop USA.

Finally, ACCT joined with the American Association of Community Colleges (AACC), American Association of Colleges of Nursing (AACN), National League of Nursing, and the National Organization of Associate Degree Nursing (N-OADN) in a groundbreaking statement of support for the academic progression of nursing. This is the first time such organizations have joined together to support the education preparation and advancement of the nation's nursing professionals.

Advocacy

In response to an enormous funding shortfall projected for the Pell Grant program going into FY 2012, ACCT helped lead a "Stand Up for Pell Grants" campaign. Through our efforts and those of other higher education advocates, Congress included an additional \$17 billion in mandatory funding for the Pell Grant program as part of last summer's bipartisan Budget Control Act. This infusion of funds maintained the maximum award at \$5,550 and prevented most of that shortfall for the program. ACCT continues to advocate strongly on behalf of the Pell Grant program and support broad access for all our students. Additionally, staff continues efforts to restore Pell eligibility for "ability to benefit" students.

Despite proposals to eliminate the Trade Adjustment Assistance Community College and Career Training Grant (TAA CCCTG) program, ACCT's advocacy efforts helped maintain the program's funding. The \$2 billion TAA CCCTG program is a four-year program offering competitive grants to support educational and career-training programs focused on dislocated and unemployed workers. The first \$500 million round of awards was distributed in September, and an additional \$500 million in awards was announced last month.

The success and demand of the TAA CCCTG program led President Obama to develop and feature a new funding proposal for community colleges. The proposed Community College to Career Fund is an \$8 billion three-year investment with the goal of training and placing two million skilled workers in high-demand jobs. Administered dually by the Department of Education and the Department of Labor, the program will focus on innovation and partnerships.

Additionally, President Obama emphasized the infrastructure and modernization needs of community colleges by including a proposed \$5 billion for community college modernization in his American Jobs Act. The purpose of the funding proposal is to ensure that community colleges have the equipment and facilities necessary to train workers in highly technical and growing fields.

Board Leadership Services

ACCT's Board Services, which are continuously evaluated and consistently receive high marks by members, offer the highest-quality services and targeted resources available for community college trustees, conveying vital information on effective governance and exemplary trusteeship. The Association's direct services to member boards in CEO searches, retreats, board and presidential evaluations, and interim executive placements are informed by our long history of working with boards and CEOs. Board Services had another exceptional year that exceeded projections, completing 21 president/chancellor searches, 14 vice president/provost searches, and one state association executive-director search contract. In addition, staff held 37 board retreats, and performed 13 board self-assessments and 10 presidential evaluations.

Board Services are being used increasingly to build a knowledge-based approach to effective trusteeship. An example of how knowledge is transferred is our Governance Leadership Institute (GLI), instituted in 2006. In March, The City University of New York and Borough of Manhattan College hosted the 2012 Governance Leadership Institute on their campus. Trustees came from states such as Arizona, Iowa, Minnesota, Montana, Nebraska, Texas, and Wyoming. And a New Trustee Institute was held in Washington, DC in August. In response to the Diversity Committee's request, we also convened our second Diversity Institute in Tampa, Florida last November, hosted by Hillsborough Community College.

For the first time ever, ACCT and the American Association of Community Colleges (AACC) announced plans to hold a new leadership program, entitled "Surviving the First 120 Days in the Presidency." The seminar is part of a broader collaboration between the two groups, which will also jointly produce a survey of compensation for community-college leaders, and explore other joint leadership development opportunities.

Meetings/Events

The association has kept its commitment to ensure that members can attend national meetings, keeping base registration for the 2012 Community College National Legislative Summit (NLS) frozen at FY 2007 levels, and raising the base registration fee for the 2011 ACCT Leadership Congress in Dallas only \$50. In spite of economic concerns and state travel bans, we managed to slightly exceed projected registration income for the 2011 ACCT Leadership Congress in Dallas, and significantly lowered expenses and contracted service costs without diminishing the quality of the program or staging. We likewise exceeded the projected registration income for the 2012 NLS in February, also with decreased expenses but a strong and effective program and speakers—including our first-ever Capitol Hill forum that featured Congressional leaders and a new pre-NLS Trustee Advocacy Academy. We have reduced printing and event marketing expenses whenever and wherever possible. At the same time, we have maintained our commitment print on recycled paper stocks with sustainable and environmentally friendly soy-based inks, using Forestry Stewardship Council-certified print vendors, and printing methods.

Communications

We are committed to providing the most up-to-date information to help inform decision making and advance effective governance. The ACCT website, www.acct.org, continues to offer member publications available for free download and a wide array of training opportunities and educational materials relating to community college trusteeship. Throughout FY 2012, ACCT has been hard at work to redevelop the website with an updated look and, more importantly, more behind-the-scenes functionality to improve users' experiences. The new ACCT.org will launch this fall. And to reflect ACCT's growth, the association has launched several spinoff websites, including www.trustee-education.org, www.acctsearches.org, and www.governance-institute.org—ACCT's new student-success initiative site, expanded from its initial Governance Institute for Student Success purpose to centrally house all ACCT student success and completion initiative information.

ACCT's electronic public policy updates—Latest Action in Washington (LAW) E-Alerts— disseminate information about developments in Washington as they occur to give members the opportunity to take immediate actions that will positively affect their colleges. To date, over 1,800 individuals have subscribed to the LAW E-Alert system. Due to the success of the LAW E-Alert system, ACCT recently launched a new advocacy e-newsletter, *Capitol Connection*, which is disseminated among all LAW E-Alert subscribers.

Communication and transparency among the Board of Directors, management, and membership remain paramount and continue to be primary goals. ACCT also continuously seeks communications from its members through timely information and feedback made possible by the ACCT State, Province, and Territory Coordinators Network, or directly through the ACCT offices in Washington, D.C. ACCT's efforts to increase the number of Coordinators continue, tightly orchestrated with our membership recruitment efforts, in an effort to secure membership among colleges from all 50 states. The Network continues to expand and become more active—recruiting new members as Associate Committee members, securing nominations for the ACCT Regional and Association Awards, and keeping the membership apprised of activities and opportunities available through the Association.

National Recognition

Newsworthy ACCT developments continue to receive coverage in higher education press, including *The Chronicle of Higher Education*, *Community College Week*, *Inside Higher Ed*, *Diverse: Issues in Higher Education*, and non-trade press, including *U.S. News and World Report*. In addition, President Brown represented the nation's community college trustees in a number of media stories, including National Public Radio, *USA Today*, and others to create a greater imperative for supporting community colleges. ACCT also has worked closely with its sister association, AACC, resulting in, among other benefits, coverage of the new AACC-ACCT collaboration to educate and prepare future community college presidents in the *Community College Times* and *The Chronicle of Higher Education*. President Brown was also interviewed for Higher Education Talk Radio about the role of community colleges in the nation's economy, and about his new book *First in the World: Community Colleges and America's Future*. President Brown will participate in another interview with Higher Education Talk Radio in October, following the 2012 ACCT Leadership Congress.

ACCT was honored in April by Phi Theta Kappa with its prestigious Alliance for Educational Excellence Award. The award, given only six times previously, honored ACCT for its commitment and work around student success and completion. As noted in the PTK press release issued in conjunction with the awards ceremony, "ACCT engaged community college trustees in discussing and developing strategies regarding their role and their institution's role in effectively measuring student success. For these outstanding efforts given to improve student success and college completion, Phi Theta Kappa expresses profound appreciation to ACCT for its commitment to aid all community college students in reaching their dreams for a better life by completing what they start."

Social Media

The Association also has made a strategic foray into social media, including Twitter, Facebook, LinkedIn, YouTube, and Flickr. While the use of all these platforms is relatively new, ACCT has found Twitter to be an excellent public outlet for news and legislative alerts. Already, ACCT's Twitter account (www.twitter.com/CCTrustees) has nearly 850 followers (compared with 450 at this time last year), including the Bill & Melinda Gates Foundation, Lumina Foundation for Education, federal officials, journalists, and colleges and individuals, many of which have "re-tweeted" ACCT information. All Twitter information immediately posts to ACCT's Facebook account, which also hosts a number of photos from ACCT and other events, including the Department of Education Regional Community College Summits. All of these outlets have proven valuable and ACCT will continue to develop them through the coming year, including greater incorporation of Flickr photo streams and YouTube videos into the forthcoming website design. Over the past year, ACCT has begun to capture video testimonials and is building its staff's video-production capabilities to adapt to trends in technology users' evolving interactions with websites and other online media. Select student success-related concurrent sessions as well as the entire 2012 Symposium on Student Success will be made available online after the 2012 ACCT Leadership Congress, courtesy of ACCT Corporate Council member Ellucian.

Publications

The traditional member publications continue to provide invaluable information, including exclusive *Trustee Quarterly* articles from higher-education and federal-level legislative experts such as Linda Baer, Cathy Brigham, Major Garrett, The Honorable Martha Kanter, Paul Lingenfelter, and Travis Reindl, in addition to regular columns and features from ACCT staff and affiliates, including leading executives from AACC, ACT, the College Board, TIAA-CREF and others. ACCT continues to develop new forward-thinking publications that will be of use to trustees throughout the country and strengthen the Association's position as the preeminent authority on community college governance. In addition to these member publications, ACCT will issue several new publications this fall, including a pictorial history of ACCT to mark the association's 40-year anniversary and a new report outlining the structures and compositions of community college boards by state. Finally, ACCT President and CEO J. Noah Brown's book, *First in the World: Community Colleges and America's Future*, the first in a new American Council on Education series on community colleges, has just been published by Rowman & Littlefield Publishing Group and is available to ACCT members at a significant discount. While *First in the World* is not an ACCT-published title, President Brown has designated that any royalties resulting from book sales be donated to the association and applied to trustee education initiatives.

Webinar Series

This past year also included the launch of ACCT's leadership webinar series. Based on the success of ACCT's pilot Virtual Leadership Academies for senior community college administrators and university administrators who have a serious interest in advancing to a presidential position at a community college, ACCT has produced a new series of educational webinars for community college trustees. Last year, the ACCT Trust Fund Board and ACCT Board of Directors granted the allocation of funds to produce a national webinar series, expanding our reach to member trustees throughout the country. The first, "Safeguarding Your Institution; the Board's Role in Navigating Disaster," debuted in March. Forthcoming Webinars include: "The Role of the Chair of the Board;" "The Trustee's Role in Effective Advocacy: Local, State and Federal Levels;" "The Trustee's Role in Fundraising: From Arm's Length to Knee-Deep;" and "What the Board and Trustees Need to Know about the Code of Ethics and Conflicts of Interest." These webinars are available on demand at www.trustee-education.org.

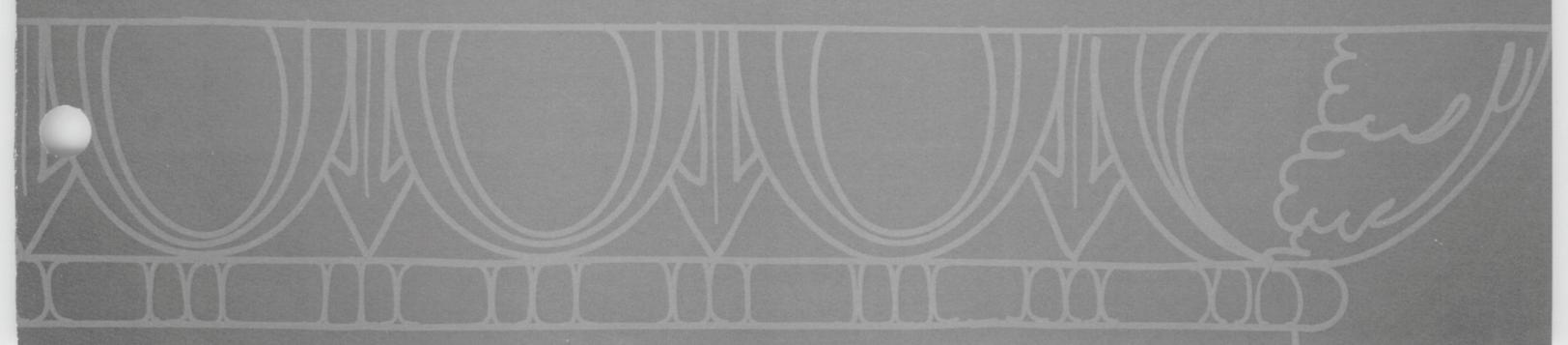
In Summary

ACCT's work is driven by the needs of our members and, ultimately, the students they serve. The association continues to be a visionary in support of the critical work trustees do every day on behalf of their communities. In short, ACCT continues to work tirelessly in support of trustees and to ensure that membership in ACCT remains among the best overall investments community college boards can make in their future and that of the communities they serve. We appreciate the privilege of serving as your partner as we strive, together, to make our colleges and our students first in the world once again.



J. Noah Brown
ACCT President and Chief Executive Officer
Washington, D.C.

AGB Statement on
External Influences
on Universities and Colleges





This statement was approved on August 17, 2012, by the Board of Directors of the Association of Governing Boards of Universities and Colleges. The following principles are intended to guide boards in the governance of colleges, universities, and systems, inform them of their roles and responsibilities, and clarify their relationships with presidents, administration, faculty, and others involved in the governance process.

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of Universities and Colleges

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AGB

As the country increasingly focuses on the relationship between higher education and our nation's future, the responsibilities associated with effective board governance take on renewed emphasis. Serving as a board member has never been easy. Yet with calls at both the federal and state level for more transparency, improved educational quality, accountability, increased student access and attainment, and cost containment, the responsibilities of boards are more complex and challenging than ever.

During the past decade, intrusions into the work of governing bodies have grown significantly. Governors and legislators have attempted to direct governance actions, regulators have tried to redefine board independence, state laws have increasingly encroached upon independent decision making, donors and sponsors have sought to determine institution policy, and a broadening array of organizations has continually worked to influence board decision making.

As the overseers of a public trust, boards have an obligation to remain open to external input and ensure the institutions they govern are responsive to societal needs. They have the responsibility to link the colleges, universities, and systems they serve to the interests of the public. Through this special responsibility, boards help their institutions and systems meet public expectations and ensure a high degree of trust.

However, boards must also recognize that, in the end, their decision making must rise above the external pressures being applied to their work. America's unique higher education governance model is dependent on boards consisting of independent men and women acting together to be fully informed and impartial in their policy determinations, and committed to the long-term well-being of the institutions they serve.

This statement, first issued by AGB's board of directors in 2001, has been updated to address increasing efforts to affect board independence from outside the boardrooms of our institutions. It also serves as a reminder to the nation's 50,000 board members that theirs is a sacred trust that requires awareness, engagement, and independence.

AGB Statement on
External Influences
on Universities and Colleges

The stakes are too high for boards to cede their policy authority, for which they bear ultimate fiduciary responsibility, to governmental control or self-serving political, economic, or personal interests external to the institution. Acting as the oversight body of a public trust, boards should always bear in mind the following:

- ⌘ Although boards should respect, encourage, and welcome the input of all stakeholders in considering a policy, they must ensure that their decision making processes are free of any undue pressures from external stakeholders—from policy makers (including appointing authorities and regulators), donors, alumni and boosters, corporate sponsors, or political-interest groups/organizations.
- ⌘ Boards have ultimate responsibility to sustain higher education’s inherent values—academic freedom, institutional autonomy, and self-regulation—and protect them from those who attempt to leverage influence to affect institutional policy.
- ⌘ Board independence is a basic requisite in meeting the fiduciary standards of obedience and loyalty that define a board’s legal obligations.
- ⌘ Boards must use the mission of their institution or system as the focal point for their policy decisions, and public institution boards should also be especially mindful of statewide policy agendas as a framework for their actions.
- ⌘ Individual board members whose views are not consistent with board decisions must respect the actions of the corporate body and avoid putting their own interests before that of the institution.
- ⌘ Boards must police themselves in assuring the highest level of ethical behavior among their members, including avoiding any board member assuming the role as an advocate for a special interest in the outcome of a board’s decision.



- 1. PRESERVE INSTITUTIONAL INDEPENDENCE AND AUTONOMY.**
- 2. DEMONSTRATE BOARD INDEPENDENCE TO GOVERN ESTABLISHED BY CHARTER, STATE LAW, OR CONSTITUTION.**
- 3. KEEP ACADEMIC FREEDOM CENTRAL AND BE THE STANDARD BEARER FOR THE DUE-PROCESS PROTECTION OF FACULTY, STAFF, AND STUDENTS.**
- 4. ASSURE INSTITUTIONAL ACCOUNTABILITY TO THE PUBLIC INTEREST.**

This statement is comprised of four principles. It concludes with several illustrative questions for governing boards to consider. The four principles are:

1. Preserve institutional independence and autonomy by:
 - ☞ keeping the mission as a beacon,
 - ☞ ensuring that philanthropy does not inappropriately influence institutional independence and autonomy or skew academic programs or mission, and
 - ☞ ensuring that institutional policies governing corporate-sponsored research and partnerships with the private sector are clear, up-to-date, and periodically reviewed.
2. Demonstrate board independence to govern as established in charter, state law, or constitution by:
 - ☞ ensuring the full board governs as a collective, corporate body taking into consideration the need for individual members to apply their individual consciences and judgments,
 - ☞ individual board members committing to the duties of care, loyalty, and obedience as essential fiduciary responsibilities, and
 - ☞ basing the selection or appointment of board members on merit and their ability to fulfill the responsibilities of the position.
3. Keep academic freedom central and be the standard bearer for the due-process protection of faculty, staff, and students.
4. Assure institutional accountability to the public interest by:
 - ☞ serving as a bridge to the external community,
 - ☞ informing, advocating, and communicating on behalf of the institution, and
 - ☞ exhibiting exemplary public behavior.

Primarily intended for boards and their individual members, the statement's secondary audience is the several stakeholders external to the university. Their input into board decision making is often essential and should always be respected, but it should never be unwarranted or intrusive.

Principles on External Influences

The following four principles are organized around key themes for governing boards and other academic leaders—and, in appropriate places, the external stakeholders of universities and colleges—to thoughtfully consider.

1. PRESERVE INSTITUTIONAL INDEPENDENCE AND AUTONOMY.

Both private and public institutions need a high degree of independence and autonomy from direct government control or any self-serving or political agenda. Because of higher education's unique mission to transmit and advance knowledge, colleges and universities function at their best when teaching and scholarship are unencumbered by unnecessary restrictions, preordained outcomes, or undue expectations or influences—whether from government officials, donors, or any other individuals or groups. The integrity of research findings and advancement of knowledge require free and independent inquiry. When necessary, boards must be willing to take a strong stand in defense of institutional autonomy and independence, providing a buffer between the college or university and inappropriate outside intrusion or criticism. Boards should:

☞ **Keep the mission as a beacon.**

A governing board should base its decisions on how the institution can best serve the public trust by respecting the boundaries of the institution's mission. Colleges and universities are under frequent pressure from well-meaning interests and supportive constituents to alter missions or offer new academic programs that may run counter to their missions.

☞ **Ensure that philanthropy does not inappropriately influence institutional independence and autonomy or skew academic programs or mission.**

All colleges and universities are becoming increasingly dependent on gifts from private donors, many of whom are demanding a greater say in not only the purposes but also the uses of those gifts. Such an outcome-driven and collaborative approach is the reality of contemporary philanthropy. Boards can help facilitate meaningful and appropriate relationships with donors by calling for up-to-date gift-acceptance policies and processes, as well as naming policies for buildings, research institutes and centers, and the like. These policies and processes will preclude donors from exercising inappropriate influence on the institution's independence and autonomy or its academic programs and mission. These policies and processes should apply to donors who are members of the governing board as well as to donors external to the institution, no matter how generous they may be.

- ☞ **Ensure that institutional policies governing corporate-sponsored research and partnerships with the private sector are clear, up-to-date, and periodically reviewed.**

Colleges and universities engaged in research garner significant revenues from corporate-sector research and development programs, which are encouraged by federal tax laws and the needs of a competitive marketplace. Governing boards should make certain that all institutional policies guiding research and partnerships with the corporate sector—including technology transfer, licensing agreements, and ownership and dissemination of research results—are clear, current, protect faculty, and serve the interests of the institution. At the same time, those policies should be sufficiently flexible to enable new research discoveries to enter the marketplace in a timely manner.

2. DEMONSTRATE BOARD INDEPENDENCE TO GOVERN AS ESTABLISHED IN CHARTER, STATE LAW, OR CONSTITUTION.

Within some practical and legal limits, the board's authority is extensive—it is the legal entity composed of citizens who are surrogates of the full citizenry, created and charged to oversee the institution. Compared to their private college and university counterparts, boards of public institutions face some constraints in founding statutes or subsequent laws, but in nearly all areas, the authority of public and private college and university boards is remarkably similar.

It is the board's responsibility to exercise due diligence and trust in its own authority and capacity to make decisions, some of which will be difficult or unpopular—especially when internal and external stakeholders have competing demands. Despite the importance—indeed the necessity—that a board garner and appreciate a rich array of voices from its various communities, the distinction between advising and governing must remain clear. The board that surrenders or compromises its independence to internal or external claimants will see the erosion of its ability to govern fully and effectively.

- ☞ **The full board must govern as a collective, corporate body taking into consideration the need for individual members to apply their individual consciences and judgments.**

A board with consistently agreeable members would be neither plausible nor in an institution's best interest; disagreements and tensions are inevitable in the boardroom. Board members bring their own perspectives and opinions to decisions, but in the end, the board governs as a body. Even when board members sharply disagree during the deliberative process, once a decision has been made the board must always speak publicly with one voice—particularly on issues with keen external stakeholder interest.

External pressures should not lead board members to respond to narrow interests or single issues, nor to use their board position inappropriately to advance their own personal goals, stature, or visibility. Doing so weakens the board and the citizen trusteeship of the institution.

∞ **Individual board members must commit to the duties of care, loyalty, and obedience as essential fiduciary responsibilities.**

Board members' fiduciary responsibilities go well beyond ensuring the fiscal health of the college or university. The duty of care requires full attention to one's duties as trustee, setting aside competing personal or professional interests. The duty of loyalty demands that board members put the interests of the institution before their own self-interest and the interest of others. The duty of obedience refers to board members' obligation to promote the mission of the organization, within legal limits. Knowledge of and commitment to these duties, which are the cornerstone of governance and well established in law and practice, can guide a board and its members in relationships to external stakeholders.

∞ **The selection or appointment of board members should be based on merit and their ability to fulfill the responsibilities of the position.**

Governing boards should be composed of carefully selected, independent-minded individuals who are fully committed to the college, university, or system they govern. All trustees must hold the institution "in trust" for all citizens, regardless of how they are selected and whether particular seats on the board are reserved for specific constituencies (such as faculty members or alumni).

Board appointments and reappointments in both private and public colleges and universities should be made based on a demonstrated commitment to serving the institution, its mission, and its public purpose. Doing so ensures that the board and its individual members can engage successfully with an array of external stakeholders, constituents, and influences.

Governing boards of most private colleges and universities are self-perpetuating; the board appoints members for most vacancies that occur. Selection should be guided by a statement of expectations and clear criteria, including the ability and willingness of the individual to use his or her best independent judgment on matters affecting the institution, to make a broad commitment to higher education, and to commit the time and energy necessary to fulfill the required responsibilities. Such expectations and criteria should also apply to the many church-related institutions where many trustees are appointed by denomination units or authorities.

The appointing authority in the vast majority of public colleges and universities—governors (with legislatures confirming)—should base selection on merit and commitment, not on political or partisan considerations. Criteria and expectations should include, in addition to those for private board members, a demonstrated understanding of the role of the institution or university system within the broader higher education system of the state and an appreciation for the public nature of the position and the institution.

3. KEEP ACADEMIC FREEDOM CENTRAL AND BE THE STANDARD BEARER FOR THE DUE-PROCESS PROTECTION OF FACULTY, STAFF, AND STUDENTS.

Intellectual integrity and academic freedom are at the heart of the historic justification for the self-governance of colleges and universities. Board members should be able to explain academic freedom and be prepared to support and defend it on behalf of their institutions and faculty members when external pressures, complaints, or misunderstandings arise. At times, it may be necessary for the board to publicly declare its support of faculty members and their right to unpopular or controversial ideas. The protection of academic freedom should also extend to staff members and students where appropriate.

At the same time, the board should ensure that academic freedom is not used as a shield for inappropriate or unethical behavior. The disregard or abuse of academic freedom corrodes respect for the governance of higher education and basic trust of the academy. In the legitimate academic work of research, scholarship, and teaching and learning, the board should see that protections of academic freedom through due-process policies and procedures are in place.

4. ENSURE INSTITUTIONAL ACCOUNTABILITY TO THE PUBLIC INTEREST.

When boards ensure that their institutions are accountable to the public interest, external constituents and stakeholders will respect the board's authority, see its value, and understand its responsibility for the oversight of the institution and its future. The American people entrust control of higher education institutions to citizen boards and to the independent judgment of their members, rather than to public officials, ministries, or bureaucracies. Governing boards, however, must earn and maintain the respect of external stakeholders, including those in political power.

When it is perceived that societal and institutional interests diverge, it is the board's responsibility to help reconcile differences and ensure institutional accountability to public purposes. Board oversight of educational quality must be a priority, not only to address legitimate public concerns, but to ensure that the private interests of students—to pursue meaningful degrees and credentials—are honored. Boards should:

☞ **Serve as a bridge to the external community.**

Governing boards should be a conduit between the institution and the public. This role means being attentive to the political, economic, social, and educational priorities of the nation, state, region, or community and actively encouraging the institution to search for solutions to society's problems. It means working with the chief executive to maintain a clear process for soliciting views from, and speaking to, such external stakeholders as elected leaders, business groups, or the news media.

The governing board and the chief executive face a variety of demands and expectations. But ultimately it is the board, by being a bridge to the community and attuned to its needs, that must decide what can be changed or improved and what should not, including any change in mission after careful deliberation.

☞ **Inform, advocate, and communicate on behalf of the institution.**

A governing board has a responsibility to communicate the value of the institution to the economic, social, and civic well-being of the community, state, or nation. While it is usually the chief executive who speaks for the institution and the board chair who speaks for the board, individual board members should take every opportunity to inform the public about the good things that the institution is doing and why it deserves support.

A governing board must be careful never to endorse political candidates and be wise and measured about making public statements or taking positions on community, state, or national social and political issues that do not directly affect the institution. At the same time, the board should encourage and sustain a campus environment that encourages debate and diversity of opinion on such issues.

☞ **Exhibit exemplary public behavior.**

Through their personal demeanor, public respect for civilized dialogue, and commitment to board self-regulation, trustees should serve as models of public conduct for the campus community and the community at-large.

Trustees often come to the board from different political, religious, and social backgrounds, positions, or experiences, sometimes including election to their positions. They must protect their colleges and universities from partisan influences so they in no way become a distraction to the work of the institution or the board. All trustees have a responsibility to guard against encroachment into their boardrooms of ideology that works counter to ideas of mission, academic freedom, and fiduciary responsibility.

College and university boards must impose on themselves and those whom they govern the strictest ethical behavior—at the very least observing all applicable laws and regulations and being ready to exceed what the law demands. Board members must be especially vigilant in regard to potential conflicts, actual and apparent, created by their business and professional roles and personal relationships.



Illustrative Questions for Governing Boards to Consider

What evidence suggests that the board functions efficiently and effectively as an independent body?

Has the board defended institutional autonomy when such challenges have occurred?

Has the board defended academic freedom when such challenges have occurred? Have board members been educated about the principles of academic freedom and do they understand their obligation to defend it?

Do individual board members speak openly and freely during board meetings but support majority decisions in the end?

Has the board identified the key issues coming from outside the university that could potentially divide the board? Does the board have a positive board structure and culture to sustain effectiveness, if and when such situations arise?

Does the board have a statement of expectations for its members, which includes language about how individual members and the board relate to external constituents?

What policies and procedures does the board have in place to ensure that donors, including private-sector partners and sponsors, are engaged appropriately?

Has the board's capacity to fulfill its fiduciary responsibilities been impeded by external influences such as government, corporate, political, social, or religious interests? Has the legislature or governor recently intervened when it was determined that the board had not acted decisively on an issue clearly within the board's purview?

To what extent and in what ways have instances of partisan politics occurred in the boardroom by a minority of its members? How has this adversely affected the work, cohesion, and culture of the board?

Are members of the board able to articulate persuasively the public purposes of the institution? What does the board do to publicly ensure accountability by the institution?

Does the board have policies or protocols for its individual members about speaking to the press, elected leaders, donors, etc.? If so, have they been effective in reducing confusion, conflicts, and misunderstandings with external stakeholders?

How comfortable is the board with the processes through which new members are identified and vetted? To what extent are members identified on merit and their ability to serve as board members?

How does the board serve as an effective bridge to the external community? Through what mechanisms does the board identify potentially meaningful changes and trends in the external environment?

How does the board monitor its own conflict-of-interest policies and procedures?

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We are pleased to announce the first Gail Miller Utah Leadership Cup at Hidden Valley Country Club. The 2013 Gail Miller Utah Leadership Cup offers a chance to enjoy a day of golf with friends, and an opportunity to test your skills with other leaders in the state at one of Utah's premier courses. The Cup will be an unforgettable golf experience that will create scholarships for current and future students.

We cordially invite you to participate in this tournament for a tremendous cause. Please bring a team. More players means more scholarships—all proceeds from the tournament will directly benefit deserving Salt Lake Community College students.

The Gail Miller Utah Leadership Cup takes place on Monday, September 16, 2013. Please save the date.

To register, please contact Anne Marie Jensen at: (801) 957-4155 or annemarie.jensen@slcc.edu

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R710, Capital Facilities¹

R710-1 Purpose: To clarify the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.

R710-2 References

R710-3 Definitions

R710-4 Policy

4.5.4. Acquisition and Disposal of Real Property

4.5.4.1 Property Acquisitions Requiring Approval – Except as provided by 4.5.4.2 below, The Regents shall review and approve all institutional requests for real property acquisition that commit institutional funds in excess of \$100,000 or where consideration paid for options to acquire property commits institutional funds in excess of \$25,000. In addition, the following provisions shall be complied with in presenting properties for approval to be acquired by purchase or exchange:

4.5.4.1.1. Fair Market Value – A fair market value of property shall be established that is based on an appraisal completed by a State of Utah licensed MAI appraiser with the purchase price not to exceed the appraised value unless otherwise justified.

4.5.4.2. Property Acquisitions Adjacent to Campuses - The State Board of Regents delegates the authority to the institutional Boards of Trustees to engage in property purchase transactions if a property purchase meets the above conditions with the following limitations:

4.5.4.2.1. Property needs to be identified on the approved campus master plan and must be contiguous to the current campus boundary.

4.5.4.2.2. Property purchased cannot exceed \$500,000 for properties purchased by the UU, WSU, SLCC, UVU, USU and DSC, \$400,000 for SUU and \$250,000 for Snow and USU-CEU.

4.5.4.2.3. All purchases must have a supporting appraisal; made by a licensed appraiser, where the purchase price cannot exceed the MAI appraised value

4.5.4.2.4. Property purchased with endowment funds or independent foundations does not need approval from the Board of Regents, regardless of cost.

4.5.4.2.5. This delegation of purchasing authority is only available in instances where no O & M funds will be requested. If there is a need for operations and maintenance funds, the purchase needs to be approved through the normal Regent process.

4.5.4.2.6. Reporting of Property Acquisitions – Institutions engaging in a purchase of property utilizing the above authority are required to report the purchase at the next regularly scheduled State Board of Regents' meeting.