



11-12-2009

University of Tennessee Board of Trustees Exhibit Records, 2009 November 12, Exhibits 1 - 3

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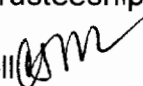
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MEMORANDUM

TO: Members of the Trusteeship Committee

FROM: Catherine S. Mizell 
General Counsel and Secretary

DATE: November 2, 2009

SUBJECT: Meeting of the Trusteeship Committee on November 12, 2009

Upon call of the Chair, and as previously scheduled, the Trusteeship Committee will meet at 9:00 a.m. CST on Thursday, November 12, 2009, in the offices of Bradley Arant Boult Cummings, 1600 Division Street, Suite 700, Nashville, Tennessee.

The agenda and materials for the meeting are attached. Copies will also be available at the meeting.

Please let me know if you have questions or need assistance.

Attachments

c: Other Members of the Board of Trustees
Members of the President's Staff

*Lisa,
Pls prepare
folders for
Nov. 12 meeting.
CSM*

BOARD OF TRUSTEES
THE UNIVERSITY OF TENNESSEE

TRUSTEESHIP COMMITTEE

9:00 CST
Thursday
November 12, 2009

Bradley, Arant, Boult, Cummings
1600 Division Street, Suite 700
Nashville, Tennessee

AGENDA

- I. Call to Order
- II. Roll Call
- III. Minutes of Last Meeting (*behind agenda*)
- IV. Opening Remarks of the Committee Chair
 - A. "The Gremlins of Governance," *Trusteeship*, July/August 2009Tab 1
 - B. 2010 AGB Nation Conference on Trusteeship
 - C. The Governing Board and Accreditation
- V. Discussion of Board Self-Assessment in 2010.....Tab 2
- VI. Discussion of a Trustee Award Recognizing Long and Extraordinary Service to the UniversityTab 3
- VII. Update on Online Board Tools and Use of Videoconferencing for Meetings
- VIII. Setting Next Committee Meeting..... Tab 4
- IX. Other Business
- X. Adjournment

The Gremlins of Governance

A *Trusteeship* Q&A with Richard Chait,
Research Professor at the Harvard
Graduate School of Education

RICHARD CHAIT KICKED OFF THE RECENT AGB National Conference on Trusteeship with a plenary speech about the “Gremlins of Governance,” three major challenges that face college and university governing boards today—in the areas of board structure, planning, and trustee selection.



TAKEAWAYS

- 1 Changes in board culture and dynamics are far more likely than changes in board architecture and procedure to facilitate exceptional governance.
- 2 Rather than plunge into the process of strategic planning, trustees should converge around strategic thinking—a methodical search for content, substance, and big ideas that can create comparative advantage and galvanize internal constituencies.
- 3 Boards should beware of the allure of philanthropy over governance and not allow the search for resources to compromise the democratic genius of lay trusteeship.

T'Ship: Dick, you've been researching and writing about trusteeship and college governance for a long time, and your plenary speech at AGB's recent annual conference was probably the most-discussed plenary in several years. How concerned are you about the state of trusteeship today?

Chait: First of all, I should say that, taken as a whole, college boards have made considerable progress in a relatively short period of time. What were notable advances just three decades ago now constitute standard practice across a wide swath of higher education. Just as current college freshmen have no memory of an imprisoned Nelson Mandela or the Berlin Wall, younger trustees may have no recollection of boards that never conducted a self-study or an off-site retreat, never had trustee mentors, or never attended an AGB conference or workshop.

keener appreciation, if not always perfect execution, of trustees' responsibility and accountability for their institution's health and welfare. Boards today seem more determined to govern than to manage, more guided by board policies than by trustees' personalities, and more attuned to best practices than to local custom. So I do believe boards have become more professional.

T'Ship: And yet you, who have been a board member yourself, see problems in governance that keep you awake at night.

Chait: Well, I still see many college boards that under-perform, some woefully so. I wrestle with what I would describe as three gremlins of governance. None haunts every campus to the same degree, and yet all are familiar and problematic.

Several studies, ranging from the corporate sector to health care to higher education, have all reached the same conclusion: *board structure matters far less than board culture.*

Some relative newcomers may assume that college boards always had a committee on governance, a conflict-of-interest statement, a comprehensive orientation for new members, a dashboard of critical performance indicators, an extensive literature to consult, and a commitment to greater diversity. Many boards used to be more ceremonial, with recruitment of new trustees rarely extending beyond the social circles of incumbent trustees. There were more instances of deep dives into the shallow pools of micromanagement and little interest in "best practices."

So I would contend that the vast majority of college boards today have a

T'Ship: What's the first gremlin?

Chait: *The allure of board structure over board culture.* I toss and turn at night as I contemplate the increasingly common triumph of form over substance. This is not a new problem, of course. Since the advent of *Robert's Rules of Order*, trustees have had a penchant for process. Trustees are understandably chastened by the sensational scandals that have marred corporate and, to a lesser extent, non-profit governance in recent years and by the regulations and legislation that these notorious lapses spawned, most notably Sarbanes-Oxley. Earnest efforts by college

boards to conform to legal standards, to ensure financial literacy and transparency, to update bylaws, and to avert conflicts of interest can only be applauded. But I worry that all too commonly trustees mistake compliance for performance. I worry that boards will be lawfully mediocre and that trustees will misconstrue due diligence as evidence of effectiveness rather than its prerequisite.

Many scholars of non-profit governance have observed that year after year, and in organization after organization, trustees focus on board structure to improve board performance. Sooner or later, almost every college or university board concerned about the quality of governance tackles the same issues: size, term limits, frequency and duration of meetings, definitions of duties, and the number, scope, and structure of committees.

These initiatives overlook two incontrovertible facts. First, we know empirically that one board's solution invariably proves to be another board's problem. Most small boards want to be larger and most large boards want to be smaller. Some boards, eager to be more effective, decide to meet more often, while other boards for the very same reason decide to meet less frequently.

Yet several studies, ranging from the corporate sector to health care to higher education, have all reached the same conclusion: *board structure matters far less than board culture.* To quote the conclusion of one study of corporate governance led by David Nadler in 2006, "Make no mistake, it is the board's culture—the shared values and beliefs that delineate acceptable behavior—that ultimately determines how effective the board can be." Similarly, a 2005 study of matched pairs of high-performing and average-performing hospital governing boards found the more effective boards to be characterized by "more engagement" by all members, "a higher level of involvement," and more "in-depth" participation on matters critical to the hospitals' mission.

Barbara Taylor, Thomas Holland, and I reached the same conclusion over a decade ago in a study of matched pairs of college boards. In short, the preponderance of evidence affirms board culture,

group dynamics, and trustee behavior as the essential ingredients of effective trusteeship. Boards that dwell on committee structure or board bylaws would do better to develop, adopt, and enforce a statement of mutual expectations or a social compact that prescribes trustee comportment as regards, for example, preparation, confidentiality, candor, collegiality, disagreements, requests for information, and interaction with faculty, students, and staff. Likewise, boards enmeshed in conversations about size or term limits would be wiser to entertain changes in board culture that promote openness, inclusiveness, lively participation, respectful dissent, and mutual trust.

Effective governance entails influential participation in meaningful discussions about consequential matters that lead to significant outcomes. Changes in board culture and dynamics are far more likely than changes in board architecture

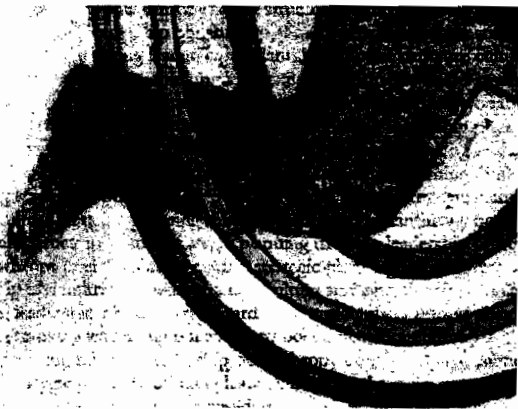
strategic planning can—and frequently does—become so cumbersome and convoluted that the process yields not so much a strategy as a compendium of unfunded, unpriced, unranked, and unabridged ambitions laced with lofty rhetoric and nebulous goals. It becomes a document closer to a case statement for a capital campaign than a template for unambiguous choices and systematic decisions.

Rather than plunge into the process of strategic planning, trustees should converge around the substance of strategic thinking, a term a retired executive from McKinsey, the management-consulting firm, defined as critical reasoning applied to what matters most to the organization's future performance and viability. Strategic thinking is not a neatly linear and logical procedure to generate a formal plan. Rather, it is a methodical search for content and substance—for big ideas

T'Ship: What are some examples of big ideas or insights that would give an institution a competitive edge?

Chait: It might be a decision to compete on costs, perhaps with a three-year baccalaureate or a retreat from the arms race in amenities. Or it might be a series of investments in student-centered, outcomes-driven education. It might be a wager on technology with, for instance, mandatory enrollments once a year in an online course. Or it could be building community through, say, group grades for group student projects and group pay for group performance for faculty members.

I would not presume to prescribe strategy for any institution. I would only observe, first, that a simple 40-word strategy that captures the essence of an institution's identity has more value than a complex 40-page plan, and, second,



Strategic thinking is not a neatly linear and logical procedure to generate a formal plan. Rather, it is a methodical search for content and substance—for big ideas that fit the big picture.

and procedure to facilitate exceptional governance.

T'Ship: What's the second gremlin?

Chait: *The allure of strategic planning over strategic thinking.* Almost every college and university has a strategic plan, but not every institution has an actual strategy—a clear and specific game plan for how to deploy its resources to effectively achieve the results it desires. Plans and strategies are not one and the same. In higher education, where we prize inclusiveness, collegiality, and consensus,

that fit the big picture. The central questions for boards are not “How do we do plan?” or even “What's the plan?” They are: “What are the winning propositions and superior insights that are going to drive the plan? Do we have uncommon insights that will provide a competitive edge?”

Can the board and the president articulate a few sensible, feasible, and comprehensible ideas that create comparative advantage and galvanize internal constituencies? Catchphrases like academic excellence, student engagement, globalization, interdisciplinarity, and diversity do not meet the test.

that trustees are far better equipped to think strategically than plan strategically. Strategic planning requires intimate knowledge of budgets, facilities, personnel, programs, and competitors that trustees generally lack. The board, as a rule, cannot effectively evaluate most tactics needed to enact a strategy—for instance, proposals to reconfigure colleges within a university, to reshape the contours of a cross-disciplinary curriculum, or to redesign faculty-incentive systems.

The board can and should test whether plans are consistent, tactics are plausible, risks are reasonable, milestones are feasible, and metrics are sensible. Boards

are well-positioned to enlighten the formation of strategy through discussions of institutional values, organizational culture, economic assumptions, financial parameters, demographic shifts, marketplace realities, and political climate. In those areas, ideas and insights matter more than technical or academic expertise. As loyal yet objective partners, engaged by strategy yet removed from operations, the board can be constructively critical and supportively inquisitive.

admire philanthropy and simultaneously question the implications for governance.

I see four fundamental, yet subtle, tensions. First, philanthropy is usually an individual act, whereas governance is intrinsically a collective act. Second, philanthropy typically reflects personal passions for particular programs, projects, or priorities. Governance, by contrast, requires fealty to an institution's overall welfare. Third, philanthropy presumes, at least tacitly, that whoever pays the

Since academics are genetically reluctant to cut costs, there are not many choices other than to raise more money.

Even amidst a recession, there are 32 capital campaigns afoot that exceed \$1 billion, 18 at private universities and 14 at public institutions. In addition, 47 campaigns of a billion dollars or more have already concluded. This accelerated dependence on philanthropy has triggered some troublesome developments. These are not pandemic problems—

Strategic thinking demands more from trustees than strategic planning, just as changes in board culture demand more from trustees than changes in board structure.



Strategic thinking demands more from trustees than strategic planning, just as changes in board culture demand more from trustees than changes in board structure.

T'Ship: What is the third gremlin in board performance that haunts you?

Chait: *The allure of philanthropy over governance.* I approach this topic gingerly and respectfully, but I do agonize about the conflation of governance and philanthropy. I worry that many colleges and universities, especially private institutions pressed to amass larger endowments and public universities compelled to offset declines in state support, have increasingly monetized trusteeship. I worry that wealth could become the coin of the realm in many college boardrooms.

As much as anyone, I appreciate the value of philanthropy. I have been a direct beneficiary as student, researcher, and consultant. However, just as loyal citizens can be vocal critics, I trust that one can

piper calls the tune, whereas non-profit governance rests on the assumption that prudence, not affluence, drives decisions. And fourth, we expect board members as a matter of principle to be overseers, detached from day-to-day operations; yet in the realm of development, we eagerly encourage trustees, as solicitors and donors, to be tactical operatives.

T'Ship: But colleges have always regarded trustees as donors. Has the situation changed significantly?

Chait: The press for resources has intensified nationwide as state contributions to higher education have declined by 30 percent over the past decade and, more recently, as endowment levels have tumbled. We can only raise tuition so much or, more accurately, we've already raised tuition so much: 946 percent at public four-year colleges over the past 10 years (200 percent when adjusted for inflation) and 776 percent at private colleges (146 percent when adjusted for inflation).

indeed some boards have yet to accept development as a core responsibility—but I detect four worrisome ramifications.

The first affects recruitment of trustees. When boards, particularly at private colleges, recruit trustees, financial capacity regularly ranks as the #1 criterion. Other considerations, such as spheres of expertise, analytic and social skills, and demographic diversity, recede. This reflects the reality that capital campaigns are a perpetual phenomenon. The end of one campaign merely signals the start of another, with trustees projected to contribute 30 percent to 40 percent of the goal. Some boards may even decide to expand in order to attract more generous donors. As the board expands, however, intimacy and personal accountability decline, and more trustees become disengaged and disaffected.

The second ramification concerns board leadership. Eligibility to serve in a leadership role on the board, especially as chair, has become more tightly coupled to financial wherewithal at some institutions. Successful board and committee

chairs are typically attentive, inclusive, open-minded, and unpretentious. Leadership and largesse are, of course, neither mutually exclusive nor inextricably linked. Yet I worry that if a board chooses a lead gift over a gifted leader, the board's overall capacity to govern may diminish.

The third touches decision making. Governance presumes that all trustees' voices and votes are equal, but affluent trustees generally speak with a louder voice to more attentive listeners on the board and in the administration. The greater the need for philanthropy and the more concentrated the wealth on the board, the more likely management and trustees will defer to the most benevolent board members, regardless of the issue at hand. Anyone who doubts this effect might consider how a board's deliberations would differ if all trustees' comments were filtered so as to disguise the speakers' identity and philanthropy.

The fourth influences collegiality and cohesiveness. Sometimes, college boards exempt exceptionally generous trustees from the rules of play that govern the board as a whole, for example, relaxing requirements for meeting attendance or committee spadework or avoidance of micro-managing or multi-tasking during board meetings. When a few members of a group enjoy immunity from established standards, it's difficult to sustain esprit de corps, mutual respect, and collective accountability among trustees. I wonder whether the apparently unquenchable thirst for resources will compromise the democratic genius of lay trusteeship.

T'Ship: How much of a danger to that tradition do you see currently?

Chait: Maybe I am needlessly nervous, but I do wonder whether governance and philanthropy must be so inextricably intertwined, and whether the boardroom door need be the primary portal to philanthropy. Inside the boardroom, the wingspan of wealth spans the entire portfolio of governance, especially to the extent that fellow trustees and senior administrators believe that disagreement might jeopardize a future gift or suggest

ingratitude for a previous gift. Outside the boardroom, as non-trustees, major benefactors can still have a profound effect on philanthropic priorities.

I fully realize that there are no easy answers to this dilemma. But I invite readers to consider two thought experiments. First, suppose your institution's endowment quadrupled tomorrow. Would there still be any governance needed? The answer, I think, would be "yes." And therein lies the rub. There's always

Eligibility to serve in a leadership role on the board, especially as chair, has become more tightly coupled to financial wherewithal at some institutions.

important governance to do, and yet boards often fasten on philanthropy to the neglect of trusteeship. If we can agree that *regardless of institutional wealth*, there will always be a need to govern, the corollary is that boards of trustees must recruit people with the skills to govern and the discipline to ensure that purpose and performance always occupy center stage.

As a second thought experiment, suppose that as a society, we came to view trustee philanthropy as a blatant conflict of interest. Now further imagine that this change of attitude produced a legislative ban on contributions by trustees in excess of \$10,000 per annum per organization. What would colleges do? Sooner rather than later, institutions would discover viable ways to govern *and* raise money. I do not think philanthropy would plummet merely because major donors no longer had seats in the boardroom. Surely we would invent other powerful incentives to induce and recognize philanthropy. By the way, the Netherlands, by custom and culture, *does* view philanthropy by trustees as unethical behavior.

I offer these mental exercises to encourage creative thinking about this conundrum. I would underscore that I harbor no doubts whatsoever about the laudable motives of generous trustees. I certainly do not advocate that colleges and universities forgo pursuit of philanthropy. Rather, I wonder—with the emphasis on wonder—to what extent, if any, the quality, integrity, and collective character of trusteeship will be adversely affected if governance and philanthropy

become more or less synonymous.

As a professor, I realize that I have the luxury of precious little responsibility. On the other hand, like football coaches high atop the stadium, I have the advantage of a bird's eye view not available to the players and coaches on the field, and it is in that spirit that I have outlined the dilemmas I see from an admittedly privileged perch. Given the significant progress boards have made in improving and professionalizing their functioning in the last 30 years, though, I rest assured that there are far more reasons to be optimistic about higher education, and to sleep soundly, than there are reasons to lie awake at night. ■

AUTHOR: Richard Chait is Research Professor at the Harvard Graduate School of Education.

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T'SHIP LINKS: Nancy A. Axelrod, "In the Boardroom, Culture Counts." May/June 2005. Clara M. Lovett, "Keep the Main Thing the Main Thing." November/December 2003. Richard D. Legon, "Making A Statement With Philanthropy." July/August 2001.

BOARD OF TRUSTEES
THE UNIVERSITY OF TEXAS AT AUSTIN

DISCUSSION ITEM

DATE: November 12, 2009
COMMITTEE: Trusteeship
ITEM: **Board Self-Assessment in 2010**
PRESENTED BY: Andrea J. Loughry, Chair

The Charter of the Trusteeship Committee charges the Committee with the responsibility to develop a self-assessment process for both the Board as a whole and for individual Trustees. The self-assessment is to be conducted periodically at the Committee's discretion, but no less often than every three years.

The year 2010 will be the third year since the last self-assessment. The Chair proposes that the Board conduct its self-assessment prior to beginning the search for a new President.

The Committee will discuss the self-assessment instruments previously developed and the effectiveness of the self-assessment process for improving Board performance.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

Board of Trustees Self-Assessment

Name: _____

Instructions: Using a scale of 1 (Unsatisfactory Performance) to 5 (Outstanding Performance), please *rate the Board as a whole* according to the following statements and answer the related questions. *Additional pages are attached if you need additional space to answer completely.*

Rating

1. Board members understand the Board's role and responsibilities, including the distinction between governance and administration.

Which responsibilities is the Board carrying out with particular effectiveness?

Are there responsibilities the Board is not carrying out effectively? Explain and please offer any suggestions for improving performance.

2. Board organization and process, including the committee structure, allow the Board to carry out its responsibilities effectively.

Do you have suggestions for improving Board organization and process?

3. The Board receives sufficient and timely information to make informed and thoughtful decisions.

Do you have suggestions for improving the way the Board receives information?

Rating

4. Board meetings are conducted in an effective manner.

Do you have suggestions for improving the way meetings are conducted?

5. The Board promotes a culture of critical analysis and constructive debate about matters coming before it.

Do you have suggestions for improving the Board's decision-making process?

6. The Board candidly communicates with the President about goals, expectations, and concerns.

Do you have suggestions for improving the Board's communication or relationship with the President?

7. The Board's relationship with major stakeholder groups is effective.

Do you have suggestions for improving stakeholder relationships?

Additional Questions

8. If the Board and administration were to undertake one initiative that would make an enormous difference *to the University*, what would it be?

9. If the Board were to undertake one initiative that would make an enormous difference in strengthening *the Board's effectiveness*, what would it be?

10. Are there any other observations you would like to make about the Board's performance?

Thank you for participating in this important self-assessment exercise.

THE UNIVERSITY OF TENNESSEE
BOARD OF TRUSTEES

Individual Trustee Self-Assessment

Name: _____

Instructions: Please rate yourself as a Trustee, using a scale of 1 (Unsatisfactory) to 5 (Outstanding):

	<u>Rating</u>
1. I have a reasonably clear understanding of the role and responsibilities of the Board of Trustees.	_____
2. I have a reasonably clear understanding of my individual responsibilities as a Trustee.	_____
3. I have a clear understanding of the University's financial condition.	_____
4. I commit the time and energy necessary to carry out my responsibilities as a Trustee in a conscientious and effective manner.	_____
5. My attendance at Board and committee meetings is very good.	_____
6. I am well prepared for meetings and contribute to a constructive debate about issues coming before the Board.	_____
7. I make an effort to stay well-informed on higher education issues by reading <i>Trusteeship</i> or other relevant publications.	_____
8. I take tough stands when necessary.	_____
9. I avoid engaging in administrative/management matters better left to the President and his staff.	_____
10. I promote the welfare of the entire University over any particular internal or external interest.	_____
11. I refer media inquiries about the University to the communications staff.	_____
12. I contribute to the University according to my means.	_____
13. Within the past year, I have helped to secure a gift to the University.	_____
14. Within the past year, I have acted as an advocate for public higher education in Tennessee and the University in particular.	_____
15. I avoid asking special favors of the administration.	_____

Thank you for participating in this important self-assessment exercise.

(Please use attached blank page for any comments you may wish to make.)

BOARD OF TRUSTEES
THE UNIVERSITY OF TENNESS

DISCUSSION ITEM

DATE: November 12, 2009

COMMITTEE: Trusteeship

ITEM: **Trustee Award Recognizing Long and Extraordinary Service to the University**

PRESENTED BY: Andrea J. Loughry, Chair

At the October 9 meeting of the Board of Trustees, Vice Chair Murphy charged the Trusteeship Committee with the responsibility to propose criteria and an appropriate name for a Trustee award recognizing long and extraordinary service to the University. The Committee will begin discussion of this item in anticipation of considering a final proposal at its next meeting for recommendation to the Board in February.

A selection of materials concerning a variety of awards is provided for the purpose of generating discussion.

Cornell University Exemplary Alumni Service Award

- The purpose of the award is to honor alumni who have demonstrated extraordinary service to Cornell and its alumni through long-term volunteer activities within the broad spectrum of Cornell's various alumni organizations.
- A maximum of six awards may be made annually.
- Extraordinary service may be reflected in leadership roles the individual has held within various alumni organizations or through unique, and perhaps unsung, contributions.
- Consideration is given to the *length* of the individual's sustained exemplary commitment to Cornell and its alumni and to the *breadth* of the individual's commitment to the full range of Cornell alumni organizations, associations, and related groups. (In recent years, consideration has been given only to alumni who have passed their 35th reunion year.)
- The individual's personal financial contributions to Cornell, business or professional achievements, and outside community service are ***not*** considered in selecting recipients of the award.
- Cornell University Trustees are not eligible for the award while in office.
- Nominations for the award are solicited annually by the Cornell Alumni Federation.
- Recipients of the award are selected by a special committee composed of six members representing various aspects of the Cornell alumni organization.

**THE UNIVERSITY OF TENNESSEE
POLICY ON AWARDING HONORARY DEGREES**

Adopted by the Board of Trustees June 17, 1999
Revised by the Board of Trustees October 25, 2002

The Board of Trustees authorizes the awarding of honorary degrees to recognize individuals who have benefited the institution or society through outstanding achievements or leadership.

The following criteria shall guide the campuses in nominating and considering candidates for honorary degrees:

- A. Each campus of The University of Tennessee may award up to three honorary degrees each year.
- B. University employees shall not be eligible for nomination during their employment. In addition, elected officials and University of Tennessee Trustees shall not be eligible for nomination prior to completion of their terms of service.
- C. Each campus shall develop specific procedures for nominating and considering honorary degree recipients. As a minimum, campus procedures shall include the following provisions:
 1. A nominating committee shall be comprised of faculty (selected by the faculty governing body), the Chancellor/Provost, and the Chair of the Academic Programs and Planning Committee of the Board of Trustees.
 2. The nominating committee will receive and screen nominations and recommend candidates to a special committee of the faculty governing body.
 3. Upon concurring with a recommendation by the nominating committee, the special committee will submit the candidate to the Chancellor/Provost for consideration.
 4. Upon approval, the Chancellor/Provost will submit the candidate to the President for consideration.
 5. Upon approval, the President will submit the candidate to the Board of Trustees for consideration.
- D. The Board of Trustees will make the final decision to award an honorary degree.
- E. The University expects honorary degree recipients to participate fully in commencement exercises, but exceptions will be made for extenuating circumstances.

The University of Texas Board of Regents

The Santa Rita Award

The Santa Rita Award is the highest award that is bestowed by the Board of Regents of The University of Texas System. Santa Rita, the discovery oil well whose resources transformed The University of Texas, was named after the patron saint of the impossible. The recipients of the Santa Rita Award have in their own way overcome the impossible as they furthered the transformation of The University of Texas as a University of the First Class.

The Santa Rita Award, presented on an occasional rather than a regular basis, recognizes:

- a demonstrated concern for the principles of higher education generally,
- a deep commitment to the furtherance of the purposes and objectives of The University of Texas System,
- a record of commitment to securing appropriate financial support for the System from both the public and private sectors, and
- a demonstrated record of participation in the affairs of the System which serves as a high example of selfless and public-spirited service.

Miss Ima Hogg received the first Santa Rita Award in 1968. The Award consists of a bronze medallion. The award was conceived and initially financed by Dr. H. F. Connally, Jr., as a major System-wide award. Dr. Connally, of Waco, was responsible for having the medallion designed and he paid for the first medallions. Additionally, he was instrumental in assuring that the first copies of the book, *Santa Rita--The Highest Award*, were published.

Recipients of Santa Rita Award:

Date announced at Board Meeting	Date of Santa Rita event	Name of Recipient
05/14/1965	06/08/1968	Miss Ima Hogg
05/15/1969	05/31/1969	Hines H. Baker
05/15/1969	06/02/1969	Eugene McDermott
02/18/1971	05/27/1971	Harry H. Ransom
06/14/1974	05/18/1974	Cecil H. Green
06/14/1974	06/08/1974	John W. McCullough
06/05/1975	12/17/1975	John H. Freeman
07/09/1976	09/30/1976	Mary Moody Northen
07/29/1977	12/15/1977	John Erik Jonsson
06/19/1985	10/23/1985	William P. Hobby
1986	12/10/1986	Peter O'Donnell
12/19/1988	02/01/1989	Larry E. Temple
08/08/1991	10/10/1991	Jess Hay
08/12/1993	02/09/1994	Jack S. Blanton
08/08/1996	10/24/1996	Lt. Governor Bob Bullock
08/10/2000	10/10/2000	Peter T. Flawn
08/08/2002	10/09/2002	Wales H. Madden, Jr.
07/26/2004	10/11/2004	Margaret McDermott
11/16/2006	02/28/2007	Frank Denius (event pictures)

02/07/2008

11/13/2008

08/20/2009

08/20/2009

04/14/2008

02/11/2009

02/04/2010

02/04/2010

Bernard Rapoport (event pictures)

The Honorable Dolph Briscoe, Jr.

Rita Crocker Clements

The Honorable William P. Clements, Jr.

University of Minnesota Board of Regents

Regents Award. The Regents Award may be granted to individuals who have performed exceptionally valuable and meritorious service to the University or contributed to the building and development of the University through significant benefactions. Candidacy is not limited to graduates or former students of the University.

(a) Approval. The Regents Award Nominating Committee approves this award.

(b) Management. The Board Office manages this award process. A Regents Award Nominating Committee reviews nominations and selects recipients of the Regents Award. The committee shall include three members of the Board appointed by the chair of the Board, the president, the senior vice president for academic affairs and provost, and the chair of the Senate Consultative Committee. The president of the Foundation shall serve as an ex officio member.



University of Colorado

Office of the Board of Regents

1800 Grant St., 8th Floor
Denver, CO 80203
Phone (303) 860-5668, Fax (303) 860-5670

TO: Chancellors, Provosts, Vice Chancellors, Deans, Directors, Department Heads and Chairs, Faculty, CU Foundation, Alumni Associations, and Members of the Public

FROM: Daniel J. Wilkerson
Vice President, University Counsel and Secretary of the Board of Regents

SUBJECT: Solicitation of Nominations for Honorary Degrees, University Medals, and Distinguished Service Awards

The purpose of this letter is to request your assistance in soliciting nominations for University of Colorado 2010 Honorary Degrees, University Medals, and Distinguished Service Awards.

The nominating period will close on November 15, 2009.

An Honorary Degree (Doctor of Humane Letters or Doctor of Science) is the highest award the University of Colorado can bestow. It is the policy of the Board of Regents to award Honorary Degrees in recognition of outstanding intellectual achievement in one or more of the following areas: intellectual contributions, university service, and/or public service.

University Medals are awarded in recognition of those persons whose achievements and contributions are particularly associated with the university, while Distinguished Service Awards are awarded in recognition of achievements and contributions particularly associated with the state and/or nation.

Nominations must meet the following criteria (*Laws of the Regents*, Article 9, and Regent Policy 9-A):

Nomination Process:

(a) Each year the vice president, university counsel and secretary of the board will solicit names of nominees for these awards. Nomination deadline is November 15. Late or incomplete nomination packages will not be considered.

(b) Honorary Degree, University Medal, and Distinguished Service Award nominations must be submitted on the award nomination form and supported by three and not more than five letters of recommendation. The nominator will provide the recommendation letters and the nominee's current vita, address, and telephone number. The complete nomination package must be submitted to the Office of the Vice President, University Counsel and Secretary of the Board of Regents by the deadline date. ***Please view the regents' website at: www.cusys.edu/regents/Awards/index.html to ensure your nominee has not previously received one of these Regents awards.***

(c) **Nomination Guidelines**

- No person may nominate him/herself, nor may current university employees be nominated.
- Current public officials may not be nominated. Public officials are elected or appointed officials in policy making positions with the ability to directly affect the university through an official act.
- Public officials may be nominated two years after completion of their terms of office. All nominations will be considered confidential.

(d) Each chancellor will designate a campus Regents Awards Canvassing Committee that encourages qualified nominations. The assistant secretary to the board of regents will accept any qualified nomination not submitted through a campus canvassing committee, but will forward the nomination package to the respective canvassing committee for formal submittal on behalf of the respective

campus. Chancellors will identify the chair of the canvassing committee to the assistant secretary to facilitate nomination referrals to the committee.

(e) The campus canvassing committees will submit qualified nominations to the assistant secretary to forward to the Regents Awards Committee. The Regents Awards Committee will be composed of four regents and four faculty members of the Faculty Council on Educational Policy and University Standards (EPUS) committee.

(f) The 2010 Regents Awards Committee will convene in January 2010, and the committee's confidential recommendations subsequently will be presented to the board for action. The list of approved honorees will be made public at the March 2010 meeting of the Board of Regents. The deliberations of the Regents Awards Committee will not be released.

(g) To receive an Honorary Degree, the candidates selected must attend a university commencement within a two-year period following selection. University Medals or Distinguished Service Awards are generally awarded at commencements but may be awarded on other occasions, as determined by the board.

(h) Nominees not selected may be resubmitted for reconsideration if new information (such as additional accomplishments) is cited in the nomination package. Nominees not selected after two consecutive nominations may not be submitted again for three years, unless the awards committee specifically requests a submittal.

Award selectees will be invited to attend the commencement ceremony of the nominating campus, but can opt to attend any one of our several 2010 graduations. In accordance with State Fiscal Rules, some of the expenses for the honoree to attend commencement ceremony activities will be funded by the host campus.

It will be the responsibility of the nominator to obtain the required letters of support, vitae or resume, and nominee data. Nominations received, and judged to be qualified and complete, will be referred to the 2010 Regents Awards Committee. Nominators will be notified when the nomination package is complete.

Late or incomplete packages will not be forwarded for committee consideration. *Nomination is no guarantee of an award.* Please forward by November 15, 2009, the nomination form, nominee vitae or resume, and nomination support letters to:

**Cheryl Espinoza
Assistant Secretary to the Board of Regents
1800 Grant Street, 8th Floor
Denver, Colorado 80203**

For more information and to download award nomination forms, please go to: www.cusys.edu/regents/Awards/index.html. If you would like hard copies of the forms sent to you, please call the Board of Regents office at 303-860-5667.