

WSU Board of Trustees

Sept. 1, 2015

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AGENDA
WEBER STATE UNIVERSITY BOARD OF TRUSTEES
Sept. 1, 2015
9:30 a.m.

- I. Roll Call
- II. Swearing in of Heather Hales and Cash Knight
- III. Approval of May 5, 2015, Meeting Minutes
- IV. Ratification of Committee Minutes for May 5, 2015
- V. Approval of June 29, 2015, Special Meeting Minutes
- VI. Ratification of Actions Taken During Special Meeting
 - A. Resolution Allowing Electronic Meetings
 - B. Approval of PPM 5-36a Safety, Response and Reporting Policy
- VII. President's Report
- VIII. WSU Student Association President's Report
- IX. Alumni President's Report
- X. Committee Reports
 - A. Business Committee: Scott Parson, Chair
 - Quarterly Investment Report
 - Audit Committee Report
 - 2014---15 Capital Facilities Priorities
 - Quarterly Construction Report
 - Quarterly Athletic Report
 - Monthly Investment Report
 - Other
 - B. Personnel & Academic Policy Committee: Kevin Sullivan, Chair
 - Moyes College of Education Tenure Document
 - PPM 8-11 Evaluation of Faculty Members
 - PPM 11-1 Graduate Programs
 - MS in Respiratory Therapy
 - Personnel Change Reports: May-July 2015
- XI. Other
 - A. Public Meetings Training
- XII. Adjourn

Minutes (Draft)
Weber State University
Board of Trustees
May 5, 2015

Trustee Members:

Ms. Louenda Downs
Mr. Joseph Favero
Ms. Karen Fairbanks
Mr. Alan E. Hall, Chair
Mr. Scott Parson
Dr. Jeff Stephens
Mr. Kevin Sullivan, Vice Chair

Excused:

Mr. Nolan Karras
Mr. Andre Lortz
Mr. Steve Starks

Weber State University Officials:

Dr. Norm Tarbox, VP for Administrative Services
Dr. Mike Vaughan, Provost
Dr. Brad Mortensen, VP for University Advancement
Dr. Jan Winniford, VP for Student Affairs
Dr. Bret Ellis, VP for Information Technology
Dr. Madonne Miner, Dean, College of Arts & Humanities
Dr. Bruce Davis, Vice Provost
Mr. John Kowalewski, Executive Director, Marketing & Communications
Ms. Debbi Murphy, Chair, Staff Advisory Committee
Mr. Shane Farver, Chief of Staff, WSU President's Office

Press Present:

None

Welcome

- I. The meeting convened at 9:30 a.m.
- II. Chair Alan Hall took roll and welcomed those present.

Minutes

- III.

On a motion by Scott Parson and seconded by Louenda Downs, the minutes of the March 17, 2015, Board of Trustees meeting were approved unanimously.

On a motion by Kevin Sullivan and seconded by Louenda Downs, the minutes of the March 17, 2015, Business Committee and the Personnel and Academic Policy Committee were ratified unanimously.

President's Report

- IV. Provost Vaughan, acting in the absence of President Charles A. Wight, gave a [report](#) covering the following items:

(Secretary for the Board of Trustees)

- 1) JoAnne Robinson has retired from the university. Shane Farver, Chief of Staff for the president, has been appointed as secretary for the Board of Trustees.

Following Scott Parson's motion to approve and ratify President Wight's decision, and a second from Joseph Favero, trustees approved President Wight's decision.

(145th Commencement)

2) WSU's 145th commencement was successful and, because of NBA star Damian Lillard's presence, was covered by ESPN.

(Waldo)

3) Waldo, Weber State's mascot, won the NCA Collegiate National Mascot Championships April 9 in Daytona Beach, Fla.

(Community Solar)

4) A community solar program, named after late WSU supporter Susie Hulet, was scheduled to begin on May 28.

(International Service)

5) A group of WSU students traveled to Thailand, to construct a new kitchen and dining hall for a local orphanage.

(Wildcat Lanes)

6) Wildcat Lanes and WSU were recognized at the Association of College Unions International's annual conference with the Outstanding Service Project of the Year Award.

(Transit Study)

7) Students from Weber State University and the University of Utah are studying transit options for the Ogden area.

(Week of the Young Child)

8) WSU President Charles A. Wight and his wife, Victoria Rasmussen, participated in Week of the Young Child, where children finger painted on them.

(Provost Decision)

9) Following a nationwide search, President Wight chose Madonne Miner as WSU provost and vice president for academic affairs and forwards the decision to the Board of Trustees for approval and ratification. Chair Alan Hall also recognized Mike Vaughan for his years of service as provost.

Following a motion on behalf of President Wight, a second from Louenda Downs, and affirmative remarks from Jeff Stephens, Trustees unanimously approved President Wight's decision.

WSUSA Report

(Lisa Ling)

(Sexual Assault Awareness)

(WSUSA Elections)

(Student Body President)

(WSUSA Leadership)

(Recognition for Joe Favero)

Alumni Assoc. Report

(Spring Reunion)

- a. Madonne Miner stated that she was appreciative of those who laid the groundwork for her and said that she looks forward to working with the trustees and calling upon them.

V. WSUSA Student Body President Joe Favero gave a [report](#) on the following items:

- 1) Journalist and writer Lisa Ling drew a large crowd on April 20 and provided a great opportunity to learn of worldwide events from a unique perspective.
- 2) The WSUSA Senate teamed up with Police Chief Dane LeBlanc and others to run a sexual assault awareness campaign in April.
- 3) WSUSA executive and legislative elections were lively to the point in which an in-depth review of the elections process was required. Joe Favero will informally advise regarding changes to the elections process.
- 4) Cash Knight was not only elected the WSUSA president for the 2015-16 year, he was elected the Utah Student Association's president as well.
- 5) A majority of appointed leadership positions for 2015-16 have been filled.

Following Joe Favero's report, Chair Alan Hall recognized his service on the Board of Trustees with a plaque. This was the last meeting with Favero as a trustee.

VI. Vice President of University Advancement Brad Mortensen gave an [update](#) on the following items for the WSU Alumni Association.

- 1) The annual Emeriti Alumni Council's Spring Reunion Social took place April 10 at the Lindquist Alumni Center. In addition to requesting donations for the EASE fund, the

	group also distributes safety pins during the marathon.
(Scholarships)	2) The Board of Directors' Student Relations Committee has awarded 45 scholarships totaling over \$75,000 for the 2015-16 academic year.
(Magna Carta)	3) The Weber Historical Society held Dr. Stephen Francis's lecture, The Magna Carta, on April 13.
(Phone-a-thon)	4) Marketing & Membership partnered with the development office and an outside partner for this year's phone-a-thon.
(Thank you video)	5) The WSUAA created a thank you video, in conjunction with WSU Marketing & Communications, to share their appreciation for
(License Plates)	6) Over 700 Alumni Association license plates have been distributed.
(Dowdle Puzzles)	7) Dowdle puzzles are still available. Alumni has sold \$30,000 worth of puzzles.
(Term end for Andre Lortz)	8) Andre Lortz will complete his term on June 30, and Heather Hales will join on July 1.
Faculty Report	VII. No faculty report was given.
Committee Reports	
Business Committee	VIII. Scott Parson, chair of the Board of Trustees' Business Committee, brought four items before the Board of Trustees:
(Base Budget)	1) Parson presented the WSU base budget for FY 2015-16, in which he noted state support vs. tuition support. Tuition support rose a fraction of a percentage, but it remained lower than 50 percent, which is positive.

(Capitol Improvements)

Following a motion from Karen Fairbanks and a second from Joseph Favero, the board unanimously approved the base budget.

- 2) Scott Parson brought forth a report on \$4.4 million in capitol improvements.

Following a motion by Joseph Favero and second by Kevin Sullivan, board members unanimously approved the capitol improvements.

(SEC Requirements)

- 3) Norm Tarbox reported that WSU has \$15 million worth of outstanding bonds as an institution and obligations to disclose on a continuing basis. Weber State has met its obligations to disclose. The Board of Regents has asked that WSU formalize its rules and regulations in regard to disclosure.

Following a motion from Jeff Stephens and a second from Louenda Downs, the trustees unanimously approved disclosure rules.

(Cloud Storage and Application Policy)

- 4) Scott Parson reported that university policy is to strengthen policy in terms of cloud storage use so that the university retains ownership and control documents.

Following a motion from Kevin Sullivan and a second from Joseph Favero, trustees unanimously approved cloud storage policy for the university.

Personal and Academic Policy Committee

- IX. Kevin Sullivan, chair of the Personnel and Academic Policy Committee, noted that several items listed for discussion: Athletic Therapy, Athletic Training, Undergraduate – Athletic Training, Graduate – Teacher Education, Undergraduate – Teacher Education, graduate had been decided in a previous meeting. He then recommended approval for several items. Items listed below will go to the Utah State Board of Regents for final approval.

(Health Program Review)

- 1) Following a motion to approve with amendments to reflect corrective actions from Scott Parsons and a second from Karen Fairbanks, Board of Trustees members unanimously approved the health promotion program review.

(Other Program Reviews)

- 2) Sullivan recommended that six other program reviews be approved without amendments:

Following a motion to approve the six programs from Louenda Downs and a second from Joe Favero, trustees unanimously approved the six recommendations.

(Graduate Teaching Certificates)

- 3) Sullivan said that the proposed graduate teaching certificates (elementary and secondary) enable a person who already has a bachelor's degree to more easily gain licensure. Jeff Stephens said it would enable the university to better attract those interested in teaching. Kevin noted that the certificate would not guarantee licensure.

Following a motion from Jeff Stephens and a second from Louenda Downs, and clarifying discussion, trustees unanimously approved the certificates.

(Family Nurse Practitioner Program)

- 4) This proposed master's program is a capstone program for nursing that will enable nurses to go into clinical practice.

Following a motion from Karen Fairbanks and a second from Jeff Stephens, trustees approved the family nurse practitioner program.

(Certificate in Programming Essentials)

- 5) Kevin Sullivan brought forward a proposed certificate that verifies that a holder has certain programming skills.

Following a motion from Jeff Stephens and a second from Joe Favero, Trustees approved the certificate.

(Tenure, promotion,
Emeriti
Recommendations)

- 6) Kevin Sullivan brought forward committee recommendations for tenure, promotion and emeriti.

Following a motion from Jeff Stephens and a second from Louenda Downs, trustees unanimously approved the recommendations.

Meeting Adjournment

- 7) The meeting adjourned at 10:10 a.m.

Minutes submitted by:



Shane D. Farver, Secretary
WSU Board of Trustees



Charles A. Wight, President
Weber State University



**President's Report
for WSU Board of Trustees
May 5, 2015**

1. Friday, May 1st was the 145th Commencement at WSU. The graduating class was the largest on record at over 3,000 students graduating. Among the graduates was Damian Lillard, NBA All-Star. He was working towards his degree in professional sales in the College of Applied Science & Technology when he was drafted into the TBA in 2012. He returned to WSU during the offseason to complete the six credits he was short to earn that degree. Due to his unexpected availability he became the second student speaker during the commencement ceremony. Also of the 2015 graduating class is Jessica Brooke, a 17 year old math major. She is the youngest graduate on record at WSU and is planning to go on to medical school.

The guest speaker was Mary Hall, who also received an honorary degree. Additionally, Thomas "Tim" D. Dee III, Ray Kimber and John E. Lindquist all received honorary degrees. The 2015 Brady Distinguished Professors were English professor Sally Shigley and physics professor John Sohl.

2. Waldo is a national champion! In April Waldo and the Weber State cheer team traveled to Florida to compete in the annual NCA Collegiate National Mascot Championships and the NCA Collegiate Cheer and Dance Championships, respectively. Waldo took first place in a competition that included character, creativity, crowd interaction, dance, and the use of props. According to Summer Willis, WSU's Spirit Squad advisor, Waldo "blew everyone away" and "made a name for himself and Weber State." The spirit squad also completely very well, completing third place in the Division I large co-ed competition. The Weber State dancers took sixth place in the Division I open dance competition.
3. Weber State University and Wildcat Lanes have been working with the Weber Ogden Adaptive Program, which is run by Rick Lilly and Fred Meaders. The program consists of a partnership with the Special Education departments for the Ogden School District, the Weber County School District, and the Ogden campus of the Utah Schools for the Deaf and Blind. At the Association of College Unions International annual conference this group received the Outstanding Service Project of the Year award.

4. A group of Weber State University students will be traveling to Thailand's Chiang Mai province May 3-28 to construct a new kitchen and dining hall for a local orphanage. The trip has been coordinated through a WSU alum who graduated in 2012 with a degree in construction management and who now lives in Thailand where she helps to manage her family's construction business. The orphanage where the services are being rendered is home to orphaned children, youth with AIDS, and elderly without family.
5. On May 28, WSU is launching the Susie Hulet Community Solar Program, which is one of the first university-led solar purchasing programs. Weber State University's Sustainability Practices and Research Center (SPARC) has partnered with Utah Clean Energy and the local community to improve access to add solar power to homes. The program will assist community members to purchase and have installed affordable solar paneling. The first solar power workshop for the community is on May 28 at 5:30 pm in the Dumke Hall of the Hurst Center for Lifelong Learning.
6. Students from WSU and University of Utah have worked together with the Utah Transit Authority (UTA) as well as other transportation agencies to study transit options for Ogden and South Ogden. Specifically the group looked at transportation options between the FrontRunner station in downtown Ogden to the WSU campus and McKay Dee Hospital. Students assessed the natural and physical structures, socio-economic conditions and current transportation issues. The group presented their findings to South Ogden City on April 21st and to Ogden City on April 28th.
7. This year marks the 800th anniversary of the Magna Carta signing. The document's significance is being honored through a lecture by the Weber Historical Society as well as a traveling exhibit that was available April 13th and 14th. The Magna Carta holds great signification for the U.S. Constitution and its ideals can be found in our Bill of Rights. The exhibit is sponsored by the Utah State Bar.
8. The annual Week of the Young Child was celebrated on campus through a variety of activities. One of those activities was finger painting with (or on) President Wight. The National Association for the Education of Young Children (NAEYC) sponsored the event which was inspired by the ALS Ice Bucket Challenge. The Utah System of Higher Education Early Childhood committee is promoting statewide participation to raise awareness of the importance of celebrating young learners. University presidents and deans were encouraged to accept the challenge before the week of April 12-18.



WSUSA May 2015 Report

- Lisa Ling, journalist and writer, drew an enormous crowd as part of the WSUSA Convocation on April 20.
- WSUSA Senate was able to team up with Chief Dane LeBlanc of WSU's Police Department, and others, to run a Sexual Assault Awareness Campaign in April.
- WSUSA Executive and Legislative Elections were as energetic and passionate as ever, if not a little more so this year, which led to an in-depth review of the Elections process with a host of proposed changes for the future.
- Speaking of the future, Cash Knight was not only elected as WSUSA's President for the 2015-2016 year, but as the Utah Student Association's (USA) President as well!
- A lot of wonderful training is scheduled to take place over the summer, seeing that the majority of appointed leadership positions for the 2015-2016 year have already been filled.



Weber State University Alumni Association President's Report
WSU Board of Trustees
April 2015

➤ **Emeriti Alumni**

The annual Emeriti Alumni Council Spring Reunion Social was held on Friday, April 10th at the Lindquist Alumni Center. This event reunites all those who currently serve or have ever served on the Emeriti Alumni Council with an evening of reminiscing and fun. For the past several years, the Spring Social has also been a great way to request donations to support the Emeriti Alumni Student Emergency (EASE) fund which was started by this Council in 2008. The EASE fund continues to assist WSU students with a onetime loan of \$500 or less for emergency situations and is overseen by the Dean of Students Office.

➤ **WSUAA Alumni Scholarships**

The Board of Directors Student Relations Committee recently reviewed hundreds of student scholarship application and has awarded 45 scholarships totaling over \$75,000 for the 2015-2016 academic year. Funding for scholarships come from a variety of sources including private donations, interest earned from endowments as well as revenue from the annual Alumni Golf Classic tournament.

➤ **Weber Historical Society**

The Weber Historical Society held a lecture "The Magna Carta" by Dr. Stephen Francis on Monday April 13, 2015 at 7:00pm. This lecture was held in the Union Building due to the Magna Carta being on display in the Shepherd Union Art Gallery. Dr. Stephen Francis, Weber State University faculty member, discussed the uses, and misuses over the centuries of this important document.

➤ **Marketing & Membership:**

Spring 2015 Phonathon was successful in reaching new alumni who have not previously given to the WSU Alumni Association (178 new members). Working together, the partnership between Annual Fund and the WSU Alumni Association continues to develop with partnerships that will engage our constituents in a collaborative process that helps increase the overall brand awareness for WSU.

- Phonathon: 323 total (New = 178, Continuing = 50, Rejoined = 96)
- Current Members: 1,816
- **GradFest:**

The WSU Alumni Association participated in the Wildcat Store GradFest on April 21st. GradFest has proven an unsuccessful avenue to solicit graduation memberships. Attendance at this year's Spring GradFest was the highest attended GradFest and the WSUAA to distributed over 1,400 FREE WSU Alumni Association License plates to new grads. The license plate included an informational flyer (State of Utah WSU plate, exclusive grad membership package, class note request, etc.). WSUAA will continue

to reach out to recent grads to highlight alumni membership's benefits through email communications, targeted direct mail information, and through social media.

The WSUAA also wanted to reach out to new graduates at this time to record a "Thank You" Video that allowed graduates to share their appreciation for those who have helped them. This video played at the WSU Commencement Activities on May 1st. With the success of this video the WSUAA will continue to record this type of video at yearly GradFest events. A new webpage for graduate information on membership, etc. will be available at alumni.weber.edu/graduate

- **License Plates**

License Plates Distribution is over 700

\$11,975 as of Feb 1st (\$1,000 above last year at the same time).

- **WSUAA**

The Alumni Association has been accepting nominations for the 5 open positions on the Board of Directors. Two positions are presidential appointment and 3 are board appointed positions. There are many qualified, motivated and dedicated alumni who have been nominated.

The Dowdle puzzle and art sales continue to be great for the Alumni Association. To date sales total \$33,064. We continue to reach out to the new grads and alumni to be part of the art and find themselves in this wonderful piece of art.

Motion

5. On a motion by Mr. Hall, and a second by Mr. Favero, the base budget for 2016 was approved.

FY2016 Capital
Improvements Funding

6. Vice President Tarbox reported that the State Building Board approved the allocation of \$111.5 million in Capital Improvements Funding to benefit state institutions and agencies with facility improvement needs. Of this amount, the USHE will receive \$60.2 million. This represents 54% of the total allocated. WSU's share of this funding is \$4,394,000.

Vice President Tarbox reviewed the list of projects funded for FY16.

Motion

7. On a motion by Mr. Favero, and a second by Mr. Hall, the FY 2016 Capital Improvements Funding was approved.

WSU Policy, PPM #5-
17, Disclosure Policy

8. Vice President Tarbox reported that the Board of Regents requires all institutions to put into place a policy to maintain compliance with disclosure requirements, to all bondholders regarding the financial condition of the University, as well as operating data of bonded facilities on an annual basis.

Motion

9. On a motion by Mr. Hall, and a second by Mr. Favero, WSU Policy, PPM 5-27, Disclosure Policy, was approved.

WSU Policy, PPM #10-
7, Cloud Storage and
Application Policy

10. Dr. Bret Ellis, Vice President for Information Technology, reported that for security, regulatory, and business continuity reasons, it was important to adopt a policy pertaining to storage and processing of university data in the cloud.

Dr. Ellis explained that the intent behind this policy is to push our employees to store important university data in our contracted solutions where we have access to that data should they leave WSU for any reason and where we have contractual assurances of property security measures.

Motion

11. On a motion by Mr. Hall, and a second by Mr. Favero, WSU Policy, PPM# 10-7, was approved.

Monthly Investment
Report

12. Vice President Tarbox presented the Monthly Investment Report. He mentioned that WSU is in compliance with the State Board of Regents and the Money Management Act.

Motion

13. On a motion by Mr. Karras, and a second by Mr. Favero, the Monthly Investment Report was approved.

President/FAR
Involvement

14. Dr. Craig Oberg, Faculty Athletic Representative, gave a brief overview of his role as Faculty Athletic Representative at WSU. He explained that he meets on a monthly basis with President Wight and Vice President Tarbox to update them on academic/faculty roles, as well as compliance and academic integrity. He also reports to the Faculty Senate twice a year, giving them an academic update on APR.

Dr. Oberg distributed a copy of the WSU Athletics Academic Report for 2014-2015.

This was an information item only.

Adjournment

15. The meeting was adjourned at 9:20 a.m.

Board of Trustees
Personnel and Academic Policy Committee
May 5, 2015

Members present: Kevin Sullivan, Chair, Joe Favero, Jeff Stephens, Louenda Downs, Karen White Fairbanks, Michael Vaughan

1. Personnel Changes were presented to the committee.
2. The following Department Chair Appointments were approved on a motion by Louenda Downs seconded by Karen Fairbanks:

Brian Rague, Department of Computer Science, 3 year term, beginning July 1, 2015
Joe Grundvig, Department of Automotive Technology, 3 year term, beginning July 1, 2015
Kirk Hagen, Department of Engineering, 3 year term, beginning July 1, 2015
Sue Harley, Department of Botany, 3 year term, beginning July 1, 2015
Rick Ford, Department of Geosciences, 3 year term, beginning July 1, 2015
Colin Inglefield, Department of Physics, 3 year term, beginning July 1, 2015
Laine Berghout, Department of Chemistry, 2 year term, beginning July 1, 2015
Paul Talaga, Department of Mathematics, 2 year term, beginning July 1, 2015
Michele Culumber, Department of Microbiology, 1 year term, beginning July 1, 2015
3. The following Early Retirement Requests were approved on a motion by Jeff Stephens seconded by Karen Fairbanks:

Mary Jo Hansen, Developmental Math, Total Early Retirement, June 30, 2015
David A. Bishop, Campus Recreation, Total Early Retirement, July 31, 2015
4. The following Program Reviews were recommended to the full board on a motion by Louenda Downs, seconded by Karen Fairbanks:

Health Promotion
Human Performance
Physical Education
Business Administration
Child & Family Studies
Interior Design
Respiratory Therapy
5. The Graduate Certificate in Elementary Teaching was recommended to the full board on a motion by Jeff Stephens, seconded by Louenda Downs.
6. The Graduate Certificate in Secondary Teaching was recommended to the full board on a motion by Jeff Stephens, seconded by Louenda Downs.
7. The MSNP Family Nurse Practitioner Program was recommended to the full board on a motion by Louenda Downs, seconded by Karen Fairbanks.
8. The Institutional Certificate in Programming Essentials was recommended to the full board on a motion by Louenda Downs, seconded by Karen Fairbanks.
9. Promotion and Tenure Recommendations were recommended to the full board on a motion by Louenda Downs, seconded by Jeff Stephens.
10. Emeriti Recommendations were recommended to the full board on a motion by Louenda Downs, seconded by Jeff Stephens.

Minutes (Draft)
Weber State University
Special Electronic Meeting of the Board of Trustees
June 29, 2015

Trustee Members:

Mrs. Louenda Downs
Mr. Joseph Favero
Mr. Nolan Karras
Mr. Alan E. Hall, Chair
Dr. Jeff Stephens
Mr. Andre Lortz

Excused:

Mr. Scott Parson
Mr. Steven E. Starks
Mrs. Karen Fairbanks
Maj. Gen. Kevin Sullivan

Weber State University Officials:

Dr. Charles A. Wight, President
Dr. Norm Tarbox, VP for Administrative Services
Mrs. Allison Barlow Hess, Director of Public Relations
Mr. Shane Farver, Chief of Staff, President's Office
Mr. Dane LeBlanc, Chief of Police

Press Present:

Becky Wright, Standard-Examiner
Jean Norman, Advisor for The Signpost

- | | |
|---|--|
| Welcome | I. The meeting convened electronically at 12:45 p.m. |
| Roll Call | II. Chair Alan Hall took roll and determined that a quorum had been established. |
| Resolution Authorizing Use of Electronic Meetings | III. Chair Alan Hall entertained a motion on a resolution that allowed the Board of Trustees to conduct electronic meetings and noted that the resolution would be subject to ratification during the next full board meeting. |
| ACTION | Following a motion from Louenda Downs and a second from Joe Favero to accept the resolution , board members unanimously adopted the it. The resolution will be subject to ratification at the next full Board of Trustees meeting. |
| Safety, Response, and Reporting Policy | IV. Noting the federal mandate to have a policy in place before July 1, Chair Alan Hall entertained a motion to pass the WSU Safety, Response and Reporting policy. |
| ACTION | Following a motion by Louenda Downs and a second by Jeff Stephens, board members voted unanimously to approve the policy . The policy will also be ratified during the next regular Board of Trustees meeting. |
| Adjournment | V. The meeting adjourned at 12:50 p.m. |
| Next Meeting | VI. The next regular meeting of the WSU Board of Trustees is scheduled for 9:30 to 10:30 a.m. on Sept. 1, 2015, at WSU Davis. |

Minutes submitted by:



Shane D. Farver
Secretary, WSU Board of Trustees



Charles A. Wight
President, Weber State University

**RESOLUTION
OF
BOARD OF TRUSTEES
OF
WEBER STATE UNIVERSITY**

The Board of Trustees (the “Board”) of Weber State University (the “University”) does hereby adopt the following recitals and resolutions on behalf of the University, effective as of June 29, 2015:

WHEREAS, the Board desires to hold electronic meetings in accordance with Utah Code Ann. Section 52-4-207; and

WHEREAS, it is deemed to be in the best interest of the University to hold such meetings and to adopt procedures relating to such meetings;

NOW, THEREFORE, BE IT RESOLVED, that the Board may hold electronic meetings pursuant to Utah Code Ann. Section 52-4-207; and

RESOLVED FURTHER, that the Chair and Vice Chair of the Board are authorized to adopt such specific procedures for such electronic meetings as may be deemed necessary and appropriate, and to take such other actions as they may in their sole discretion deem necessary or appropriate in order to carry out and perform the purposes and intent of the foregoing resolution; and that any and all acts authorized hereunder are, in all respects, confirmed, approved and adopted as the acts and deeds of the Board; and

RESOLVED FURTHER, that the full Board be requested to ratify the above actions taken at this meeting at its next regular meeting.

Safety, Response, and Reporting Policy

No.	Date 6.10.15
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I. REFERENCES

20 USC § 1092(f), Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the “Clery Act”
Utah Code Ann. § 76-5-406
Utah Code Ann. § 78B-7-402
Utah Code Ann. § 77-36-1
Utah Code Ann. § 76-9-702.1
Utah Code Ann. § 76-5-106
PPM 6-22, Student Code
PPM 3-31, Staff Employee Grievances (with provision for certain hourly employees)
PPM 3-31a, Due Process for Staff Members in the Case of Student Grievances
PPM 3-32, Discrimination and Harassment
PPM 3-33, Discipline (Staff Employees)
PPM 3-67, Violence Prevention
PPMs 9-1 through 9-8, Faculty Rights and Responsibilities
PPMs 9-9 through 9-18, Academic Due Process

II. PURPOSE

The purpose of the Safety, Response and Reporting Policy is to assist in the creation of a safe and secure environment for students, faculty, staff and campus visitors. This policy also outlines the University’s response to reports of crime and defines reporting guidelines, while complying with federal laws regarding safety on campus.

III. DEFINITIONS

- A. Annual Security Report (“ASR”) - the annual report of crime statistics and other campus information that must be prepared and distributed in accordance with the 20 USC § 1092(f), the “Clery Act.”
- B. Campus Security Authority (“CSA”) - the individuals who have been designated by the University as such, in accordance with the Clery Act. This includes campus police, other individuals responsible for campus security, individuals officially designated as those to whom students and employees should report criminal offenses, and those officials who have significant responsibility for student and campus activities, including student housing, student discipline and campus judicial proceedings. This does not include pastoral or professional counselors while acting in those capacities.
- C. Clery Geography - any location on which the University is required to report crime statistics for purposes of the Clery Act, including:
 - 1. Campus Property: Any building or property owned or controlled by the University within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes including residence halls. Any building or property that is reasonably contiguous to the campus that is owned by the institution but controlled by another person, if frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

2. Public Property Within or Immediately Adjacent to the Campus: All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.
 3. Non-campus Building or Property: Any building or property owned or controlled by an officially sponsored student organization. Any building or property owned or controlled by the University that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.
- D. Consent - for purposes of University policy, consent means affirmative and freely given permission to engage in sexual activity. A victim can express consent, or lack of consent, through words or conduct. A victim has not consented when incapacitated due to alcohol or other drugs. Under Utah law, consent is not given where the perpetrator overcomes the victim by application of force, violence, concealment or surprise. A victim has not consented where the perpetrator intentionally impairs the victim by administering any substance without the victim's knowledge. A victim has not consented when he or she is unconscious, unaware that the act is occurring, or is physically unable to resist. Individuals under the age of 14 cannot consent to sexual activity. For a non-exhaustive list of situations in which consent has not been given, see Utah Code Ann. §76-5-406.
- E. Daily Crime Log - a log maintained by campus police that records reported criminal activity in accordance with the Clery Act.
- F. Dating Violence -
1. As defined in the Clery Act, means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party's statement and with consideration of the length of the relationship, type of relationship, and frequency of interaction between the parties. It includes, but is not limited to, sexual or physical abuse or the threat of such abuse. It does not include acts covered under the definition of domestic violence. Any incident meeting this definition is considered a crime for purposes of Clery Act reporting, though criminal prosecution of crimes must meet the definition of Utah law.
 2. Under Utah law, any criminal offense involving violence or physical harm, or threat of violence or physical harm, when committed by a person against a dating partner of the person; or any attempt, conspiracy, or solicitation by a person to commit a criminal offense involving violence or physical harm against a dating partner of the person. "Dating partner" means a person who: (A) is an emancipated person under Section 15-2-1 or Title 78A, Chapter 6, Part 8, Emancipation; or (B) is 18 years of age or older; and is, or has been, in a dating relationship with the other party. "Dating partner" does not include an intimate partner, as defined in federal law in Title 18 U.S.C. Section 921. "Dating relationship" means a social relationship of a romantic or intimate nature, or a relationship which has romance or intimacy as a goal by one or both parties, regardless of whether the relationship involves sexual intimacy. "Dating relationship" does not mean casual fraternization in a business, educational, or social context. In determining, based on a totality of the circumstances, whether a dating relationship exists, all relevant factors shall be considered, including: (a) whether the parties developed interpersonal bonding above a mere casual fraternization; (b) the length of the parties' relationship; (c) the nature and the frequency of the parties' interactions, including communications indicating that the parties intended to begin a dating relationship; (d) the ongoing expectations of the parties, individual or jointly, with respect to the relationship; (e) whether, by statement or conduct, the parties demonstrated an affirmation of their relationship to others; and (f) whether other reasons exist that support or detract from a finding that a dating

relationship exists; and it is not necessary that all, or a particular number, of the factors described herein are found to support the existence of a dating relationship. (Utah Code Ann. § 78B-7-402.)

G. Disciplinary Referral - the referral of any person to any campus official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

H. Domestic Violence -

1. As defined in the Clery Act, means felony or misdemeanor crimes of violence committed (a) By a current or former spouse or intimate partner of the victim; (b) By a person with whom the victim shares a child in common; (c) By a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; (d) By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or (e) By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred. Any incident meeting this definition is considered a crime for purposes of Clery Act reporting, though criminal prosecution of crimes must meet the definition of Utah law.

2. Under Utah law, any criminal offense involving violence or physical harm or threat of violence or physical harm, or any attempt, conspiracy, or solicitation to commit a criminal offense involving violence or physical harm, when committed by one cohabitant against another. "Domestic violence" also means commission or attempt to commit, any of the following offenses by one cohabitant against another: aggravated assault, assault, criminal homicide, harassment, electronic communication harassment, kidnapping, child kidnapping, or aggravated kidnapping, mayhem, sexual offenses, stalking, unlawful detention, violation of protective order, any offense against property, possession of a deadly weapon with intent to assault, discharge of a firearm. (Utah Code Ann. § 77-36-1(4).)

I. Professional Counselor - a person whose official responsibilities include providing mental health counseling to members of the University's community and who is functioning within the scope of his or her license or certification.

J. Pastoral Counselor - a person who is associated with a religious order or denomination, is recognized by that religious order or denomination as someone who provides confidential counseling, and is functioning within the scope of that recognition as a pastoral counselor.

K. Sexual Assault -

1. As defined in the Clery Act means an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting System. Any incident meeting this definition is considered a crime for purposes of Clery Act reporting, though criminal prosecution of crimes must meet the definition of Utah law.

2. Under Utah law, a person is guilty of sexual battery if the person, under circumstances not amounting to rape, sodomy, forcible sex abuse, aggravated sexual abuse, intentionally touches, whether or not through the clothing, the anus, buttocks, or any part of the genitals of another person, or the breast of a female person, and the person's conduct is under circumstances the person knows or should know will likely cause affront or alarm to the person touched. (Utah Code Ann. § 76-9-702.1.)

L. Stalking -

1. As defined in the Clery Act means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress. For the purposes of this definition course of conduct means two or more acts, including, but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property. "Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling. "Reasonable persons" means a reasonable person under similar circumstances and with similar identities to the victim. Any incident meeting this definition is considered a crime for purposes of Clery Act reporting, though criminal prosecution of crimes must meet the definition of Utah law.
2. Under Utah law, a person is guilty of stalking who intentionally or knowingly engages in a course of conduct directed at a specific person and knows or should know that the course of conduct would cause a reasonable person to fear for the person's own safety or the safety of a third person, or to suffer other emotional distress. A person is guilty of stalking who intentionally or knowingly violates a stalking injunction issued pursuant to Utah Code Ann. § 77-3a, or a permanent criminal stalking injunction issued pursuant to Utah Code Ann. § 76-5-106). (Utah Code Ann. § 76-5-106).

IV. POLICY

A. Reporting of Crimes and Other Emergencies

1. Reporting of Crimes and Other Emergencies. Students and others who become aware of criminal actions or other emergencies on campus should report these activities for assistance, to prevent crime, to help the institution to make timely warning reports, to improve safety, and for purposes of disclosure of statistics annually in the ASR. The University encourages accurate and prompt reporting of all crimes to University Police and other appropriate police agencies when the victim of a crime elects to make such a report, or where the victim is unable to make a report. Reports may be in any form desired, including via phone, in writing, or reporting in person.
 - a. To report a crime or emergency, individuals should call University Police at 801-626-6460 or 911. Individuals may also use any emergency phone, located in some parking lots and public areas on campus, to report an emergency or a crime, and may also report crimes and emergencies in person at 3734 Dixon Parkway Dept. 3003, Ogden, Utah 84408. University Police respond to reports in accordance with law enforcement protocol. University Police may make disciplinary referrals to other organizations of the institution when appropriate.
 - b. Criminal actions may also be reported to the individuals or offices listed below. Reports made to these persons or offices, and not made to University Police, may be included in the statistical report in the ASR but may not necessarily be investigated by the police:
 - Office of the Dean of Students
 - Department of Human Resources
 - University Housing
 - Campus Security Authority (CSA)
 - AA/EO (Title IX) Office
 - c. Although the University strongly encourages all members of the University community to report crime to law enforcement, it is the victim's choice whether or not to make such a report and the victim has the right to decline involvement with the police or other campus official. The University will assist any victim with notifying the police if they so desire.

2. **Campus Security Authority Responsibility to Report.** Any Campus Security Authority who becomes aware of an alleged or actual crime that is required to be reported under the Clery Act and which occurs on Clery geography must report all information known relating to the crime to University Police, in accordance with his/her obligations under the Clery Act.
 3. **Reporting Crimes on a Voluntary, Confidential Basis.** To the extent possible, the University desires to support individuals who have been the victim of, or who have witnessed a crime, and who are concerned about identifying information being shared with others. In particular, the University encourages those who have been the victim of sexual violence to talk to somebody about what happened in order to get needed support. However, certain policies and law prevent the University from guaranteeing confidentiality in some instances, as more fully described below.
 - a. Under PPM 3-32, all employees are required to report information to the Executive Director of AA/EO regarding discriminatory harassment, which includes reports of sexual assault, dating violence, domestic violence, stalking, etc.
 - b. All employees who are Campus Security Authorities, as defined herein, must report criminal activity in accordance with this policy and the Clery Act.
 - c. University Police, the Executive Director of AA/EO, and other University authorities must comply with applicable law in determining whether certain crimes must be investigated or disclosed further to others. The University may be required to disclose information beyond the University under federal law, state law, or court order. For example, instances of child abuse are required to be reported in accordance with Utah Code Ann. § 62A-4a-403.
 - d. Disclosure of information is always limited to those who need to know in order to keep the campus and individuals safe and to comply with applicable law.
 - e. Individuals who witness or are the victim of crime, but who are concerned about identifying information being shared with others should make those concerns known prior to reporting to a University employee. Employees responsible for reporting such information should alert individuals of their reporting responsibilities as soon as possible. If the employee is required to make a report to other University officials, such employees should communicate the desires of the witness or victim regarding confidentiality.
 - f. When confidentiality is requested, the occurrence of the crime (but not identifying information) will be included in the University's annual report. Any information may assist the police in determining if there is a pattern of crime with regard to a particular location, method, or suspect, and may enable the police, in appropriate circumstances, to alert the campus community to potential dangers. Filing an anonymous report may limit the ability of the police department to provide specific assistance or to investigate or solve a crime.
 - g. Professional and Pastoral Counselors, when acting as Professional and Pastoral Counselors, are not required to report crimes disclosed to them for inclusion in the annual disclosure of crime statistics. However, Professional and Pastoral Counselors are encouraged, if and when they deem it appropriate, to inform the persons they are counseling of how to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.
 4. **Preservation of Evidence.** It is important to preserve evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order. As time passes, evidence may dissipate or become lost or unavailable, thereby making investigation, possible prosecution, disciplinary proceedings, or obtaining protection from abuse orders related to the incident more difficult. If a victim chooses not to make a complaint regarding an incident, he or she nevertheless should consider speaking with University Police or other law enforcement to preserve evidence in the event that the victim changes her/his mind at a later date.
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5. False Accusations. Individuals who intentionally and knowingly make false accusations of criminal activity or provide false information to University officials in connection with an accusation and/or investigation of criminal activity, are subject to discipline under University policy as well as criminal and/or civil penalties under applicable law.

B. Daily Crime Log and Annual Security Report

1. Recording in Daily Crime Log. A daily crime log will be kept in accordance with the requirements of the Clery Act.
2. Preparing the ASR. In order to comply with the Clery Act, the Clery Compliance Officer shall prepare and distribute an annual Campus Security and Annual Fire Safety Report that includes a disclosure of crime statistics, disciplinary referrals, and other information required by the Clery Act. This report is prepared in cooperation with the University police, Campus Security Authorities and local law enforcement agencies. The Clery Compliance Officer will carefully analyze all crimes reported. All crimes subject to the Clery Act will be accurately reported and published on an annual basis in the ASR. University Police will also report such crimes on an annual basis to the Department of Education's Campus Safety and Security Data Analysis Cutting Tool. The ASR will include statistics for the three most recent calendar years that occurred on the institution's Clery geography. Such statistics will be reported by location.
3. Collection of Statistics from Local Law Enforcement Agencies. Prior to the preparation of the ASR, the Clery Compliance Officer will undertake a good faith effort to collect crime statistics from any law enforcement agency having jurisdiction over non-campus property that is subject to reporting under the Clery Act. This includes any criminal activity by students at noncampus locations of student organizations officially recognized by the University, including student organizations with noncampus housing. No provisions beyond normal local law enforcement efforts are made to monitor any other off-campus locations of student organizations other than those officially recognized by the University.
4. Distribution of ASR. The Clery Compliance Officer shall distribute the ASR and Annual Fire Safety report annually in accordance with the requirements of the Clery Act. Appropriate notice will be provided to current students and employees, incoming students and employees, and prospective students and employees.

C. Security of and Access to Campus Facilities Building Access

Weber State University manages building access according to the building type and purpose and considers security in maintenance of campus facilities. Residence Halls are locked twenty-four hours per day. Access to the residence halls is restricted to residents, their guest(s) and other approved members of the campus community.

D. Campus Law Enforcement

1. Enforcement Authority. University police officers are fully trained and certified Utah peace officers, and have the same arrest, detention, and police authority as any other police officer in Utah. See Utah Code Ann. §53-13-101, *et. seq.* Additionally, University police officers have the authority to enforce Weber State University regulations. See Utah Code Ann. § 53B-3-105.
2. Relationship of University Police and Other Law Enforcement Agencies. University Police maintains a close working relationship with Ogden City, Layton City, Weber County, and Davis County. University Police have primary jurisdiction on Weber State University campuses, including University Housing and the Dee Events Center. University Police share

responsibility with the Ogden City Police for roadways adjoining campus. Off-campus offices, clinics, and remote campus sites receive police services from the local jurisdictions in which the sites are located. The University endeavors, where possible, to enter into Memorandums of Understanding with state and local police agencies regarding reporting and investigation of alleged criminal offenses.

E. Alcoholic Beverages and Illegal Drugs

Possession, use, and sale of alcoholic beverages by students and employees is addressed in PPMs 6-22, 6-10, 4-10, 4-11, 3-30a, 3-30b, 3-33. University Police enforces state alcohol laws, including those regarding underage drinking, and federal and state drug laws.

F. Emergency Response and Evacuation

1. Confirmation process. In the event of a significant emergency or dangerous situation on campus involving an immediate threat to the health or safety of students or employees, those with immediate information regarding the event ("first responders") will contact the Chief of Police or designee, who will confirm the existence of the emergency situation. In consultation with first responders as needed, the Chief of Police or designee will determine the appropriate segment or segments of the campus community to receive a notification and will determine the content of the notification. First responders, the first responders' on-duty supervisor, the Chief of Police, and/or University Communications are responsible for carrying out the actions described in this Section F.
2. Campus alerts. Upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on campus, the University will utilize multiple avenues for alerting the campus community. These may include contacting media, putting alerts on the University homepage (<http://www.weber.edu>) or other websites, electronic bulletin boards on campus, and/or sending alerts via phone, email, and text messaging. The University will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate campus alert systems, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.
3. Disseminating Information to the Larger Community. The University may disseminate emergency information to the larger community in a variety of ways. Some non-University organizations located in close proximity to the University may receive notifications sent via campus alert systems. Additionally, information received by University police dispatch may be shared with Ogden City emergency services dispatch. The University may also place information about emergencies on the Internet at <http://www.weber.edu>. University communications may disseminate information to various news media outlets.
4. Follow-up messages/notifications. Follow-up messages/notifications will be disseminated in the same manner the original message/notification was administered. Follow-ups will take place during the emergency and when the emergency is terminated.
5. Testing Emergency Response and Evacuation Procedures. On at least an annual basis, the University will test the emergency response and evacuation procedures. The University will publicize its emergency response and evacuation procedures in conjunction with this test, and will document, for each test, a description of the exercise, the date and time of the exercise, and whether the exercise was announced or unannounced.

G. Timely Warning

The University shall provide timely warnings to the campus community when certain crimes (as defined by federal law) are reported to Campus Security Authorities or local police agencies, are considered by the University to represent a threat to students and employees, and where notification will aid in the prevention of similar crimes. Anyone with information warranting a timely warning should report the circumstances to University Police. The University may issue these warnings via postings on campus, through the campus alert systems, through local news media, or in other ways. Timely warnings will withhold as confidential the names and other identifying information of victims. Determinations regarding the need for a timely warning will be made by the Chief of Police, on a case-by-case basis. The Chief of Police will create procedures to guide when and how timely warnings are made. Timely warnings may not need to be made when the institution follows its emergency notification procedures, as described herein, regarding the same circumstances. The institution will provide adequate follow up information to the community as needed.

H. Missing Student Notification

This section applies only to students residing in on-campus student housing facilities.

1. **Reporting a Missing Student.** When a student has been missing for 24 hours, students, employees, and other individuals must report this to University Police (801-626-6460). Any person to whom a missing student report is made should immediately refer the matter to University Police.
2. **Emergency Contact.** Students who reside in on-campus student housing facilities have the option of identifying a contact person or persons whom the University shall notify within twenty-four hours of a determination that the student is missing, if the student has been determined missing by University Police. This contact information will be registered confidentially and will be accessible only to authorized campus officials. The information may not be disclosed outside the University except to law enforcement personnel in furtherance of a missing person investigation.
3. **Students under 18.** If a student is under 18 years of age and is not emancipated, the University is required by law to notify a custodial parent or guardian within 24 hours of the determination that the student is missing. This will be done in addition to notifying any contact person designated by the student.

I. Fire Safety Policies

The University will create fire safety education and training programs for students and employees, including procedures students and employees should follow in the case of a fire.

J. Dating Violence, Domestic Violence, Sexual Assault, Stalking

1. **Procedures for Reporting a Complaint.** Reports of dating violence, domestic violence, sexual assault, and stalking should be reported as described above, and the complainant should consider seeking medical attention and other help as needed. Reports of dating violence, domestic violence, sexual assault, and stalking should also be reported to the AA/EO office.
2. **Written Explanation of Procedures.** When dating violence, domestic violence, sexual assault, or stalking is reported to the institution, whether the offense occurred on campus or off campus, the University will provide the student or employee a written explanation of the student's or employee's rights and options regarding procedures victims should follow, confidentiality, services and accommodations that may be available for victims, and procedures for institutional disciplinary action.

3. University Policies and Processes. Acts of violence, including sexual assault, dating violence, domestic violence, stalking and other violent, threatening or destructive acts may violate one or more University policies, including PPM 3-32, PPM 3-33, PPM 3-67, PPMs 9-3 through 9-8, and PPM 6-22. These policies set standards of conduct for students, faculty, and staff. PPMs 3-31 through 3-33, PPMs 9-9 to 9-14, and PPM 6-22 describe the processes for responding to claims that these standards were violated. The process to be applied will depend on the person being accused of violating University policy: PPMs 3-31 to 3-33 for staff; PPMs 9-9 to 9-14 for faculty; PPM 6-22 for students. Where it is complained that acts are motivated by discriminatory intent (animus based on sex/gender/sexual orientation/gender identity, race/ethnicity, religion, age, disability, and other “protected classifications”) the rights and processes described in PPM 3-32, Discrimination and Harassment, are applied regardless of the status of the accused as staff, faculty or student, with appeal rights through the policies described above. In all instances, informal procedures may be used, but, ultimately, formal hearings are available to resolve these disputes. The steps involved, including how to make a complaint, anticipated timelines, and decision making processes are described in these policies.
4. Available Proceedings and Standards of Review. All proceedings provide a prompt, fair, and impartial process from the initial investigation to the final result. Where proceedings deal with dating violence, domestic violence, sexual assault, and stalking, hearing officials receive annual training on those issues and on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability. The accuser and accused have the same opportunities to have others present during any disciplinary proceeding, including the opportunity to be accompanied to any related meeting by an advisor of his or her choice, whose participation is described in accordance with the applicable policy. In all processes, matters are reviewed based upon a preponderance of the evidence standard. Notification of the result of any disciplinary proceedings that arise from an allegation of dating violence, domestic violence, sexual assault, or stalking are given in writing simultaneously to both the accuser and the accused, as well as any available procedures to appeal the result, any change to the result, and information about when the result becomes final. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon request, to the next of kin of the alleged victim.
5. Time frames. Reasonable time frames, including any extensions available, are as outlined in the policies. Parties are encouraged to bring such matters to the attention of the appropriate body as swiftly as possible. These proceedings are conducted in a manner consistent with University policy and transparent to the accuser and the accused. Processes give equal access to accuser and accused to timely notice about meetings at which both may be present and information that will be used during the informal and formal disciplinary meetings and hearings. Policies include procedures for removal of officials if there is a concern about bias. These policies also list the disciplinary sanctions that may be imposed on students, faculty, and non-faculty employees who violate those standards.
6. Protective Measures and Accommodations. A range of protective measures may be offered to individuals making an allegation of dating violence, domestic violence, sexual assault, or stalking. These may include, but are not limited to interim or long-term protective measures, as reasonably available, such as housing changes, change in class or work schedule, institutional “no contact” directives between both parties, assistance with transportation, etc. The institution will provide written notification to victims about options for, available assistance in, and how to request changes to academic, living, transportation, and working situations or protective measures. The institution will make such accommodations or provide

such protective measures if the victim requests them and if they are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Any accommodations or protective measures will be maintained as confidential, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide the accommodations or protective measures.

7. Individual Protective Orders. The institution may direct individuals to resources giving information regarding orders of protection the individual may desire to file on their own behalf through the court system.
8. Resources. The University will provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available for victims, both within the institution and in the community.
9. Retaliation. Retaliation is prohibited as described in the applicable policies.
10. University Policies. The applicable policies should be referred to for more complete information regarding processes.

K. Education and Prevention Programs

The University will make available educational programs and campaigns on a regular basis, and at a minimum annually, regarding campus security in general and designed to prevent domestic violence, dating violence, sexual assault and stalking, in accordance with the Clery Act. Educational programming consists of primary prevention and awareness programs for all incoming students and new employees and ongoing awareness and prevention campaigns for students and faculty as described by the Clery Act. These programs and campaigns will be designed to:

1. Inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others;
2. Inform students and employees about the prevention of crimes;
3. Identify and promote awareness of domestic violence, dating violence, sexual assault and stalking as prohibited conduct;
4. Define what behavior constitutes domestic violence, dating violence, sexual assault, and stalking according to federal and state law;
5. Define what behavior and actions constitute consent to sexual activity;
6. Describe safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than the bystander;
7. Provide information on risk reduction so that students and employees may recognize warning signs of abusive behavior and how to avoid potential attacks;
8. Provide an overview of information contained in the Annual Security Report in compliance with the Clery Act; and

9. Describe procedures the University will follow when dating violence, domestic violence, sexual assault, and stalking is reported, rights and options regarding procedures victims should follow, confidentiality, services and accommodations that may be available for victims, and procedures for institutional disciplinary action.

L. Sex Offender Registry

1. The Federal Campus Sex Crimes Prevention Act, enacted on October 28, 2000, requires institutions of higher education to provide information advising the campus community where law enforcement agency information provided by the State concerning registered sex offenders may be obtained. In Utah, convicted sex offenders must register with the jurisdiction in which they reside. Offenders are required to submit to the registry if they are working at or attending school at the University.
2. This information, which appears on the Department of Correction's website, can be found by accessing: <http://corrections.utah.gov/index.php/probation-parole/sexoffender-registry-unit.html>.

FINANCIAL REPORTS

By Board of Regents and Weber State University policy, various financial reports are brought to, reviewed, and approved by the Trustees at regular intervals. For the September 2015 Trustee meeting, two separate financial reports have been prepared and are included here.

End of Year 2014-2015 - This report includes a full twelve months of financial activity for the university. The report is developed using cash-basis conventions and is preliminary to the WSU financial statements that will be presented to the Trustees later this fall.

Financial report ending July 2015- This report includes one full month of activity since the close of the 2014-2015 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2015-2016 fiscal year.

It is recommended that both financial reports be approved.

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WEBER STATE UNIVERSITY

FINANCIAL REPORT

JULY 31, 2015

Presented: Weber State University Board of Trustees, Sept 1, 2015

Weber State University
Cash Basis Summary of Operations
For the Month Ended July 31, 2015
8.33 Percent of the Year Completed

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	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
State Appropriated Funds							
Education and General (Excluding Athletics)	\$147,229,326	6.98 %	\$10,278,589	\$10,278,589	\$10,128,478	1.48 %	\$138,505,682
Athletics	3,195,370	8.22 %	262,642	262,642	251,728	4.34 %	3,289,315
Educationally Disadvantaged	483,927	5.05 %	24,462	24,462	27,438	(10.85) %	313,268
Total State Appropriated Funds	<u>150,908,623</u>	<u>7.00 %</u>	<u>10,565,693</u>	<u>10,565,693</u>	<u>10,407,644</u>	<u>1.52 %</u>	<u>142,108,265</u>
Net Funds Available for Expenditure	<u>\$150,908,623</u>	<u>7.00 %</u>					
Other Unrestricted Funds							
Institutional Discretionary			60,749	60,749	41,940	44.85 %	1,401,164
Continuing Education Programs			619,846	619,846	475,858	30.26 %	8,392,864
Shop Funds			609,711	609,711	773,450	(21.17) %	9,954,027
Service Enterprises			298,954	298,954	263,228	13.57 %	4,572,282
Auxiliary Enterprises			1,421,914	1,421,914	1,282,021	10.91 %	20,023,737
Athletics			894,334	894,334	1,008,171	(11.29) %	5,469,308
Self Supporting/Miscellaneous			259,545	259,545	209,311	24.00 %	3,425,587
Total Other Unrestricted Funds			<u>4,165,053</u>	<u>4,165,053</u>	<u>4,053,979</u>	<u>2.74 %</u>	<u>53,238,969</u>
Restricted Funds							
Grants and Contracts			449,913	449,913	532,037	(15.44) %	37,927,595
Gifts			394,352	394,352	489,919	(19.51) %	10,046,661
Total Restricted Funds			<u>844,265</u>	<u>844,265</u>	<u>1,021,956</u>	<u>(17.39) %</u>	<u>47,974,256</u>
Other Funds							
Agency Funds			312,231	312,231	259,467	20.34 %	48,952,287
Associated Students			349,104	349,104	389,840	(10.45) %	6,005,560
Plant Funds			2,876,648	2,876,648	1,069,197	169.05 %	26,936,373
Total Other Funds			<u>3,537,983</u>	<u>3,537,983</u>	<u>1,718,504</u>	<u>105.88 %</u>	<u>81,894,220</u>
Total All Funds			<u>\$19,112,994</u>	<u>\$19,112,994</u>	<u>\$17,202,083</u>	<u>11.11 %</u>	<u>\$325,215,710</u>

UNAUDITED FOR
DISCUSSION ONLY

WEBER STATE UNIVERSITY

FINANCIAL REPORT

JUNE 30, 2015

Presented: Weber State University Board of Trustees, Sept 1, 2015

Weber State University
Cash Basis Summary of Operations
For the Month Ended June 30, 2015
100 Percent of the Year Completed

UNAUDITED FOR
DISCUSSION ONLY

	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
State Appropriated Funds							
Education and General (Excluding Athletics)	\$141,621,349	97.80 %	\$21,297,172	\$138,505,682	\$131,315,011	5.48 %	\$131,315,011
Athletics	3,073,094	107.04 %	365,842	3,289,315	3,201,664	2.74 %	3,201,664
Educationally Disadvantaged	435,494	71.93 %	7,003	313,268	355,990	(12.00) %	355,990
Total State Appropriated Funds	145,129,937	97.92 %	21,670,017	142,108,265	134,872,665	5.36 %	134,872,665
Net Funds Available for Expenditure	\$145,129,937	97.92 %					
Other Unrestricted Funds							
Institutional Discretionary			139,774	1,401,164	1,678,331	(16.51) %	1,678,331
Continuing Education Programs			1,310,720	8,392,864	7,442,031	12.78 %	7,442,031
Shop Funds			2,423,462	9,954,027	9,787,453	1.70 %	9,787,453
Service Enterprises			1,059,405	4,572,282	4,214,907	8.48 %	4,214,907
Auxiliary Enterprises			1,723,088	20,023,737	21,067,405	(4.95) %	21,067,405
Athletics			(790,206)	5,469,308	5,508,394	(0.71) %	5,508,394
Self Supporting/Miscellaneous			156,789	3,425,587	2,659,544	28.80 %	2,659,544
Total Other Unrestricted Funds			6,023,032	53,238,969	52,358,065	1.68 %	52,358,065
Restricted Funds							
Grants and Contracts			1,117,886	37,927,595	37,975,186	(0.13) %	37,975,186
Gifts			2,263,453	10,046,661	12,508,671	(19.68) %	12,508,671
Total Restricted Funds			3,381,339	47,974,256	50,483,857	(4.97) %	50,483,857
Other Funds							
Agency Funds			817,760	48,952,287	49,349,996	(0.81) %	49,349,996
Associated Students			871,749	6,005,560	6,070,308	(1.07) %	6,070,308
Plant Funds			4,679,542	26,936,373	34,537,210	(22.01) %	34,537,210
Total Other Funds			6,369,051	81,894,220	89,957,514	(8.96) %	89,957,514
Total All Funds			\$37,443,439	\$325,215,710	\$327,672,101	(0.75) %	\$327,672,101

Weber State University
Cash Basis - Summary of Operations
Report Heading Descriptions

Report Heading	Heading Description
State Appropriated Funds: Education & General, Athletics, Educationally Disadvantaged	Funds appropriated by the State of Utah. The primary funding sources are state tax dollars and tuition. Examples of accounts include: instruction (e.g., English, Economics, Botany), administrative (e.g., President's Office, Payroll, Purchasing), facilities (e.g., utilities, landscaping, custodial)
Other Unrestricted Funds:	Funds received for which there are no stipulations by external agencies or donors as to the purposes for which they should be expended. These funds do have institutional restrictions.
Institutional Discretionary	The primary funding source is investment earnings. Various items and projects are financed with discretionary funds. Examples include: land purchases, equipment purchases, urgent institutional needs.
Continuing Education Programs	Accounts that are primarily non-credit producing programs. Examples of accounts include: personal enrichment, professional development, conferences.
Shop Funds	Primarily accounts that support academic activities. Sources of revenues are generally sales/services to students. Examples of accounts include: Science Stores, Student Testing Center, lab fees.
Service Enterprises	University departments whose sales/services are provided primarily to other University departments. Examples of accounts include: Mail Services, Vehicle Fleet, Printing Services.
Auxiliary Enterprises	University departments whose sales/services are provided primarily to the campus community. Examples of accounts include: Union Building, Student Housing, Bookstore.
Athletics	This group of accounts is comprised of all the individual sport accounts. Examples of accounts include: basketball, volleyball, football.
Self-Supporting	Academic programs that can produce credit hours but are not funded by State appropriated monies. Examples of accounts include: Military Science, Paramedics, Science Education Institute.
Miscellaneous	Miscellaneous accounts not captured in the other groups. Examples of accounts include: unrestricted gifts, endowment income accounts, capital campaign.
Restricted Funds:	Funds received which are limited by external agencies or donors as to the purpose for which they may be expended.
Grants & Contracts	External grants and contracts. Examples of accounts include: Student Upward Bound, Pell student financial aid, Toyota Automotive Training.
Gifts	External funds received from donors that are restricted for specific purposes. Examples of accounts include: scholarships, facilities, academic programs.
Other Funds:	Remaining accounts of the University
Agency Funds	Funds held by the University as custodian or fiscal agent. Examples of accounts include: sales tax collections, Stafford student loans, scholarship trust funds.
WSU Student Association	Programs supported with student fees and other miscellaneous sales. Examples of accounts include: student government, intramurals, Signpost.
Facilities	Funds received for the construction and improvement of facilities and major equipment acquisitions. Examples of accounts include: stadium remodel, Visual Arts Building, Davis Campus

QUARTERLY INVESTMENT REPORT

This report includes the investment activities of the university and its component units for the fourth quarter of 2014-2015.

Weber State University
Investment Summary
For the Twelve Months Ending June 30, 2015

Exhibit A
Investment Summary at Market Value

Components of Change						Total Realized & Unrealized Income
Investment Type	Balance 30-Jun-14	Net Change	Unrealized Gain/(Loss)	Balance 30-Jun-15	Accrued Income	
Endowment Pool	\$107,421,879	\$10,124,113	(\$3,786,366)	\$113,759,626	\$4,121,159	\$334,793
Cash Management Pool	108,604,107	1,404,525	52,889	110,061,521	1,587,354	1,640,243
Total Investment Pool	216,025,986	11,528,638	(3,733,477)	223,821,147	5,708,513	1,975,036
Funds Separately Invested	1,724,510	(1,344,709)	29,899	409,700	358,875	388,774
Foundation	12,829,211	588,195	(1,108,008)	12,309,398	970,949	(137,059)
Total of All Pools	<u>\$230,579,707</u>	<u>\$10,772,124</u>	<u>(\$4,811,586)</u>	<u>\$236,540,245</u>	<u>\$7,038,337</u>	<u>\$2,226,751</u>

Performance Summaries				
Measures	Endowment Pool	Cash Management Pool	Funds Separately Invested	Foundation Funds
Average Invested Balance	\$110,154,041	\$126,074,304	\$1,178,405	\$12,734,366
Return on Investment - quarter	-0.05%	0.20%	-5.98%	-0.66%
Return on Investment - year-to-date	0.51%	1.30%	32.99%	-1.08%
Annualized Return on Investment	0.51%	1.30%	32.99%	-1.08%
Average Years to Maturity	--	2.24	--	--

Notes:

-For reporting consistency to the State Board of Regents, investment activity is reported in three categories: (1) Investments Pools, (2) Funds Separately Invested, and (3) Weber State University Foundation.

-INVESTMENTS POOLS: University funds available for investment are classified into two separate pools. The pools consist of an Endowment Pool and a Cash Management Pool. Each pool has an investment strategy to optimize return with minimum risk.

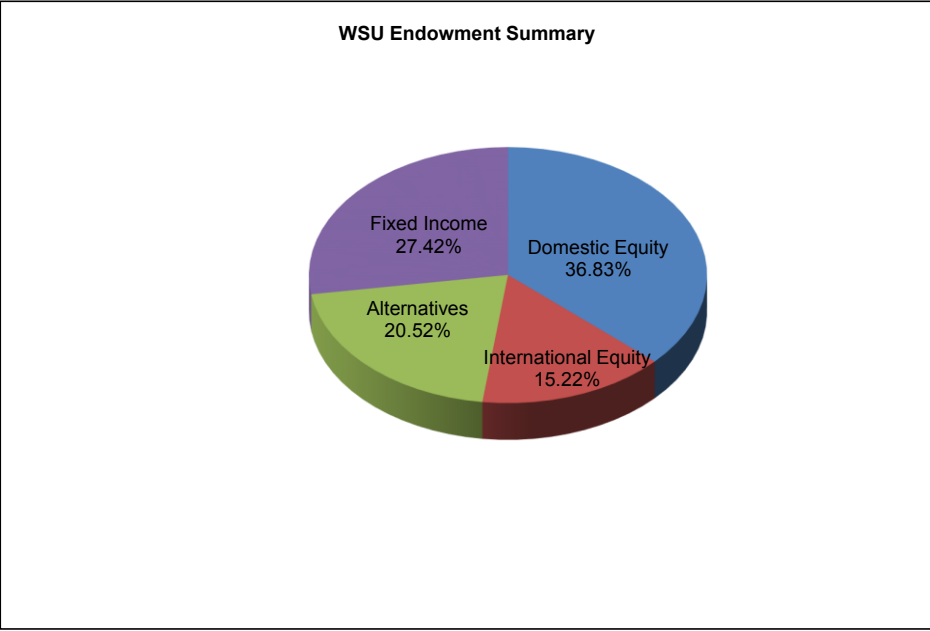
-FUNDS SEPARATELY INVESTED: Certain University funds are "separately invested" because of donor restrictions. Securities separately invested are each identifiable to a specific University account. Earnings on these securities are credited directly to each account.

-FOUNDATION: Funds are held separate from the University and investment activity is reported in four categories: (1) Restricted Funds Managed Externally, (2) Restricted Gift Annuity Pool, (3) Restricted Funds Managed by Institution and (4) Unrestricted Funds Managed by Institution.

**Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015**

**Exhibit B
WSU Endowment Fund**

Balance as of June 30, 2015	Market Value:	\$113,759,625	
Key Utah State Board of Regents Policy			
<ul style="list-style-type: none"> • If gift comes with certain investment conditions then those conditions apply, otherwise Utah State Board of Regents policy applies • Instruments allowed in pool are mutual funds of certain size and quality, equities (with limitations), corporate fixed-income securities, and alternatives (with limitations), agency fixed income securities • No more than 75% of fund may be in equity securities • No more than 30% of the fund may be in alternative assets 			
Key WSU Policy Provisions			
<ul style="list-style-type: none"> • Maximize purchasing power / protection and safety of principal 			
Current Pay-out Policy			
<ul style="list-style-type: none"> • Allocations will be distributed quarterly • The average fair value per unit is determined for the previous 12 quarters • A fixed percentage, currently 4% annual rate, is applied to the average value per unit 			
Management of Funds			
<ul style="list-style-type: none"> • Managed by WSU 			
Allocation	Target	Current	Diff
Domestic Equity:	32.0%	36.83%	4.83%
International Equity:	18.0%	15.22%	-2.78%
Alternatives:	25.0%	20.52%	-4.48%
Fixed Income:	25.0%	27.42%	2.42%



Investment Type	Target Allocation	30-Jun-15	
		Market Value	Allocation
Domestic Equity	32.0%	\$41,901,288	36.83%
International Equity	18.0%	17,314,765	15.22%
Alternatives	25.0%	23,345,003	20.52%
Fixed Income	25.0%	31,198,569	27.42%
Total	100.0%	\$113,759,625	100.00%

Investment Type	30-Jun-14		30-Jun-13		30-Jun-12		30-Jun-11	
	Market Value	Allocation	Market Value	Allocation	Market Value	Allocation	Market Value	Allocation
Domestic Equity	\$38,867,921	36.18%	\$32,757,799	34.71%	\$23,778,764	31.74%	\$31,922,009	42.44%
International Equity	18,032,932	16.79%	14,487,252	15.35%	11,019,427	14.71%	14,449,685	19.21%
Alternatives	22,841,006	21.26%	20,577,434	21.80%	18,269,051	24.38%	7,077,397	9.41%
Fixed Income	27,680,020	25.77%	26,564,080	28.14%	21,855,775	29.17%	21,767,850	28.94%
Total	\$107,421,879	100.00%	\$94,386,565	100.00%	\$74,923,017	100.00%	\$75,216,941	100.00%

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

Schedule B - 1
Endowment Fund Detail

Cash Equivalents, Equities & Fixed Income						Year To	Unrealized
Description	Book Value	Market Value 30-Jun-14	Market Value 30-Jun-15	Coupon Yield %	Yield to Maturity %	Date Unrealized Gain/(Loss)	Gain/(Loss) Since Acquisition
Cash Equivalents							
Utah Public Treasurers' Pool	\$2,909,657	\$1,283,374	\$2,909,657			\$0	\$0
State Street Inst US Govt Money Mkt	383,064	150,032	383,064			0	0
CF Utah Public Treasurers' Pool	4,829,703	4,804,997	4,829,703			0	0
Demand Deposit	250,006	250,006	250,006			0	0
Total Cash Equivalents	8,372,430	6,488,409	8,372,430			0	0
Strategic Solutions Equity	4,104,058	5,530,865	5,777,525			453	1,673,467
US Treasury Inflation Protection	629,013	0	639,368			10,355	10,355
International Equity	8,844,658	10,579,733	10,423,467			(767,179)	1,578,809
Commodities	2,275,487	2,371,829	1,820,449			(444,921)	(455,038)
High Quality Bond	9,617,210	8,071,410	10,562,107			(282,145)	944,897
All Cap Equity	12,401,032	15,099,539	16,933,154			(666,957)	4,532,122
Core Equity	14,101,574	18,220,898	19,184,362			(335,139)	5,082,788
Global Hedged Equity	5,038,860	5,923,233	6,800,756			264,982	1,761,896
Relative Value & Event Driven	6,016,875	6,772,487	7,558,986			(126,860)	1,542,111
Natural Resources	4,636,265	5,500,184	4,393,562			(1,062,029)	(242,703)
Diversifying Company	1,676,117	1,977,836	2,003,716			(66,366)	327,599
Global Distressed Investors	100,028	308,095	184,711			(64,242)	84,683
Global Bond	3,860,892	4,052,964	3,933,406			(456,387)	72,514
Emerging Markets Index	6,681,941	7,446,685	6,896,706			(469,033)	214,765
Intermediate Term Fund	2,320,865	2,931,617	2,452,665			(81,061)	131,800
Contingent Asset Portfolio	4,826,440	0	5,234,438			(380,163)	407,998
Global Private Equity	402,466	0	434,705			32,239	32,239
Venture Partners XI	135,730	0	153,113			17,383	17,383
Real Return Bond (TIPS)	0	650,790	0			(26,384)	0
Realty Investors	0	1,228	0			1,117,088	0
Credit-WAMCO	0	5,494,077	0			0	0
Total Equities, & Fixed Income	87,669,511	100,933,470	105,387,196			(3,786,366)	17,717,685
Total Cash Equivalents, Equities, & Fixed Income	\$96,041,941	\$107,421,879	\$113,759,626			(\$3,786,366)	\$17,717,685

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

Schedule B - 2
Endowment Fund Detail - Earnings Summary

Description	Year To		Total Realized/ Unrealized Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Estimated Annual Return On Investment at Market
	Date Unrealized Gain/(Loss)	Accrued Income					
Cash Equivalents, Equities & Fixed Income							
Cash Equivalents							
Utah Public Treasurers' Pool	\$0	\$11,227	\$11,227	\$2,140,666	0.13%	0.52%	0.52%
State Street Inst US Govt Money Mkt	0	(1,906)	(1,906)	450,099	0.00%	-0.42%	-0.42%
CF Utah Public Treasurers' Pool	0	24,706	24,706	4,815,875	0.14%	0.51%	0.53%
Demand Deposit	0	75	75	250,006	0.01%	0.03%	0.03%
Total Cash Equivalents	0	34,102	34,102	7,656,646	0.13%	0.45%	0.45%
Strategic Solutions Equity	453	490,552	491,005	5,696,064	-0.63%	11.43%	11.43%
US Treasury Inflation Protection	10,355	3,767	14,122	484,301	-1.14%	-1.93%	-1.93%
International Equity	(767,179)	498,016	(269,163)	10,186,691	2.37%	-2.36%	-2.36%
Commodities	(444,921)	(106,459)	(551,380)	1,993,199	3.96%	-23.25%	-23.25%
High Quality Bond	(282,145)	512,755	230,610	8,666,776	-1.35%	2.15%	2.15%
All Cap Equity	(666,957)	1,141,487	474,530	16,328,595	-1.58%	2.92%	2.92%
Core Equity	(335,139)	1,398,007	1,062,868	18,549,226	0.88%	7.82%	7.82%
Global Hedged Equity	264,982	368,196	633,178	6,318,755	0.88%	8.22%	8.22%
Relative Value & Event Driven	(126,860)	340,952	214,092	7,124,712	-0.47%	-1.08%	-1.08%
Natural Resources	(1,062,029)	(54,934)	(1,116,963)	4,887,485	-0.34%	-20.29%	-20.29%
Diversifying Company	(66,366)	92,246	25,880	2,061,111	-7.43%	1.31%	1.31%
Global Distressed Investors	(64,242)	93,236	28,994	246,016	2.72%	10.55%	10.55%
Global Bond	(456,387)	214,381	(242,006)	4,332,046	-2.13%	-7.34%	-7.34%
Emerging Markets Index	(469,033)	44,878	(424,155)	7,416,240	0.44%	-5.70%	-5.70%
Intermediate Term Fund	(81,061)	66,732	(14,329)	2,606,924	0.00%	0.84%	0.84%
Contingent Asset Portfolio	(380,163)	94,216	(285,947)	1,971,603	-0.46%	-0.46%	-0.46%
Global Private Equity	32,239	(8,721)	23,518	77,500	13.13%	13.13%	13.13%
Venture Partners XI	17,383	1,330	18,713	27,159	0.00%	0.00%	0.00%
Real Return Bond (TIPS)	(26,384)	(334)	(26,718)	163,140	-2.05%	-2.73%	-2.73%
Realty Investors	1,117,088	(1,116,999)	89	621	0.00%	0.00%	0.00%
WAMCO	0	13,753	13,753	3,359,233	1.28%	-4.18%	-4.18%
Total Equities, & Fixed Income	(3,786,366)	4,087,057	300,691	102,497,396	-0.05%	0.51%	0.51%
Total Cash Equivalents, Equities, & Fixed Income	(\$3,786,366)	\$4,121,159	\$334,793	\$110,154,041	-0.05%	0.51%	0.51%

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

Schedule B - 3
Asset Allocation Targets, Ranges and Benchmarks

Asset Class	Min Weight	Max Weight	Target Weight	Actual Weight	Target Difference	Previous Quarter	Quarterly Change
Domestic Large Cap Equity	10%	40%	20.0%	22.52%	2.5%	22.0%	0.5%
Domestic All Cap Equity	5%	30%	12.0%	15.28%	3.3%	15.8%	-0.6%
International Equity	5%	20%	11.0%	9.40%	-1.6%	9.3%	0.1%
Emerging Markets Equity	0%	10%	7.0%	6.22%	-0.8%	6.6%	-0.4%
Total Equity			50.0%	53.42%	3.4%	53.8%	-0.4%
Core Bonds	0%	35%	5.0%	9.53%	4.5%	8.8%	0.7%
Global Bonds	0%	10%	5.0%	3.55%	-1.5%	3.7%	-0.1%
Intermediate Term	0%	5%	0.0%	2.21%	2.2%	2.2%	0.0%
Credit	0%	10%	5.0%	0.00%	-5.0%	4.8%	-4.8%
Real Return Bonds (TIPS)	0%	10%	5.0%	0.58%	-4.4%	0.6%	0.0%
Opp Strategies	0%	0%	0.0%	4.72%	4.7%	0.0%	4.7%
Total Fixed Income			20.0%	20.59%	0.6%	20.1%	0.5%
Hedge Fund Strategies	0%	13%	8.0%	7.94%	-0.1%	8.1%	-0.2%
Relative Value & Event Driven	0%	12%	7.0%	6.82%	-0.2%	6.9%	-0.1%
Distressed Debt	0%	5%	0.0%	0.17%	0.2%	0.2%	0.0%
Commodities	0%	10%	5.0%	1.60%	-3.4%	1.6%	0.0%
Private Equity	0%	5%	0.0%	0.53%	0.5%	0.4%	0.2%
Public Natural Resources	0%	10%	5.0%	4.00%	-1.0%	4.0%	0.0%
Real Estate	0%	5%	0.0%	0.00%	0.0%	0.0%	0.0%
Total Alternatives			25.0%	21.06%	-3.9%	21.1%	-0.1%
Total Cash & Equivalent	0%	10%	5.0%	4.93%	-0.1%	5.0%	-0.1%
Total All			100.0%	100.00%		100.0%	

Fund	Benchmark	WSU Qtr Yield	Benchmark Qtr Yield	WSU FYTD Yield	Benchmark FYTD Yield
Strategic Solutions Equity	S&P 500	-0.63%	0.28%	11.43%	7.42%
International Equity	MSCI World ex US	2.37%	0.48%	-2.36%	-5.29%
MSCI Emerging Markets Fund	MSCI EMF Net	0.44%	0.69%	-5.70%	-5.12%
Commodities	Bloomberg Commodity Index	3.96%	4.66%	-23.25%	-23.71%
High Quality Bond	Barclay's Capital US Aggregate	-1.35%	-1.68%	2.15%	1.86%
U.S. Treasury Inflation Protected	Barclay's US Inflation	-1.14%	-1.32%	-1.93%	-1.68%
Contingent Asset Portfolio - Opp Strategies	ML 1-3 yr US Cash Pay HY Index	-0.46%	0.15%	-0.46%	0.88%
Intermediate Term Funds	ML 1-3 Yr Treasury	0.00%	0.15%	0.84%	0.88%
All Cap Equity	Russell 3000	-1.58%	0.14%	2.92%	7.29%
Core Equity	S&P 500	0.88%	0.28%	7.82%	7.42%
Global Hedged Index	HFRI Equity Hedge Index	0.88%	2.01%	8.22%	2.59%
Global Private Equity	S&P 500 + 400 bps (lagged)	13.13%	-1.13%	13.13%	-1.13%
Relative Value & Event Driven	HFRI FOF Conservative Index	-0.47%	0.28%	-1.08%	2.71%
Natural Resources	S&P GBL LargeMidCap NR Index	-0.34%	-0.29%	-20.29%	-20.26%
Diversifying Company	CSFB CTA Managed Futures Index	-7.43%	-10.61%	1.31%	12.86%
Global Bond	Citigroup World Govt. Bond Index	-2.13%	-1.55%	-7.34%	-9.02%
Total Fund and Benchmark Performance		-0.05%	0.06%	0.51%	-0.64%

**Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015**

**Exhibit C
WSU Cash Management Pool**

Balance as of June 30, 2015 Market Value: \$110,061,521

Key Utah Money Management Act (UMMA) Provisions

- The remaining term to maturity of investment may not exceed the period of availability of the funds to be invested.
- Bank deposits, certain repo's, first-tier commercial paper, treasuries, guaranteed agencies, certain fixed-rate corporate obligations, tax anticipation and general obligations bonds, municipal revenue bonds, etc.

Key WSU Policy Provisions

- At least 25% of the pool's cost basis must be invested in securities with maturities not to exceed 1 year.
- No more than 25% of the pool's cost basis can be invested in securities with maturities greater than 5 years.
- No individual investment will have a maturity exceeding 8 years.

Current Pay-out Policy

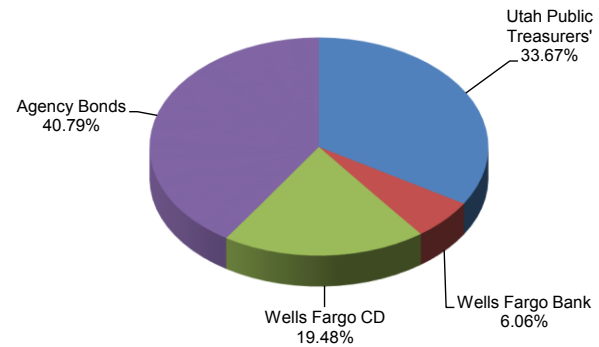
- Actual earnings on investment.

Management of Funds

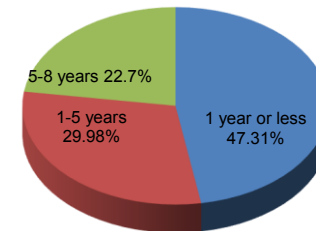
- Managed by WSU

Allocation	Target	Current	Diff
1 year or less:	25%	47.31%	22.31%
1 - 5 years:	50%	29.98%	-20.02%
5 - 8 years:	25%	22.70%	-2.30%

WSU Cash Management Pool Summary



Years to Maturity



Investment Type	Current	30-Jun-15 Market Value	30-Jun-14 Market Value	30-Jun-13 Market Value	30-Jun-12 Market Value	30-Jun-11 Market Value
Utah Public Treasurers'	33.67%	\$37,052,282	\$45,010,417	\$66,463,754	\$49,883,544	\$33,078,777
Wells Fargo Bank	6.06%	6,673,039	5,611,972	7,427,397	1,854,483	6,587,910
Wells Fargo CD	19.48%	21,440,911	21,139,318	20,843,023	40,989,685	39,115,667
Agency Bonds	40.79%	44,895,289	36,842,400	11,742,496	17,073,799	19,917,143
Total	100.00%	\$110,061,521	\$108,604,107	\$106,476,670	\$109,801,511	\$98,699,497

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

Schedule C - 1
Cash Management Pool Detail

Cash Equivalents & Fixed Income													Year To	Unrealized
Description	Purchase Date	Mature Date	Next Call Date	Call Frequency	Duration	Years to Maturity	Book Value	Market Value 30-Jun-14	Market Value 30-Jun-15	Interest Rate %	Maturity Yield or Annual % Yield	Date Unrealized Gain/(Loss)	Gain/(Loss) Since Acquisition	
Cash Equivalents														
Wells Fargo					0.00		\$6,673,039	\$5,611,972	\$6,673,039			\$0	\$0	
Utah Public Treasurers' Pool					0.00		37,052,282	45,010,417	37,052,282			0	0	
Total Cash Equivalents					<u>0.00</u>		<u>43,725,321</u>	<u>50,622,389</u>	<u>43,725,321</u>			<u>0</u>	<u>0</u>	
Certificate of Deposits														
Wells Fargo	13-Jun-11	12-Jun-16			0.94	1.0	4,767,688	4,658,742	4,767,688	2.28%	2.31%	0	0	
Wells Fargo	13-Jun-11	10-Jun-16			0.94	1.0	1,197,857	1,170,485	1,197,857	2.28%	2.31%	0	0	
Wells Fargo	13-Jun-11	11-Jun-16			0.94	1.0	2,383,726	2,329,256	2,383,726	2.28%	2.31%	0	0	
Wells Fargo	21-Dec-12	21-Dec-17		1XS	2.45	2.5	13,091,640	12,980,835	13,091,640	0.85%	0.85%	0	0	
Total CD'S					<u>1.87</u>		<u>21,440,911</u>	<u>21,139,318</u>	<u>21,440,911</u>			<u>0</u>	<u>0</u>	
Fixed Income														
FNMA	30-Jan-13	30-Jan-18	30-Sep-15	Qrtly	2.55	2.6	10,000,000	9,848,840	9,959,970	1.02%	1.02%	111,130	(40,030)	
Fannie Mae	30-Jan-13	30-Jan-18	30-Sep-15	Qrtly	2.55	2.6	1,000,000	989,659	1,000,790	1.03%	1.03%	11,131	790	
Fannie Mae	22-Feb-13	22-Feb-18	22-Aug-15	Qrtly	2.60	2.7	1,000,000	994,626	996,082	1.20%	1.20%	1,456	(3,918)	
Fed Farm Credit	23-Jan-14	23-Apr-20	5-Aug-15	Qrtly	4.60	4.8	8,000,000		7,949,472	1.97%	1.97%	(50,528)	(50,528)	
Fed Farm Credit	23-Jan-14	21-Jul-20	23-Jul-15	Qrtly	4.80	5.1	5,000,000		4,951,460	1.98%	1.98%	(48,540)	(48,540)	
Fed Farm Credit	6-Aug-14	6-Aug-20	21-Aug-15	Qrtly	4.78	5.2	5,000,000		5,009,940	2.45%	2.45%	9,940	9,940	
Freddie Mac	27-May-15	27-Nov-20	27-Aug-15	Qrtly	5.14	5.4	5,000,000		4,982,625	2.00%	2.00%	(17,375)	(17,375)	
Freddie Mac	30-Jun-15	24-Dec-20	24-Dec-15	Qrtly	5.21	5.5	5,000,000		5,025,770	2.10%	2.10%	25,770	25,770	
FHLB	22-Jun-15	22-Jun-21	22-Jun-16	Qrtly	5.62	6.0	5,000,000		5,019,180	2.30%	2.30%	19,180	19,180	
Fannie Mae	10-Jul-13	10-Jul-18	called	Qrtly			0	10,003,450	0	1.70%	1.70%	(3,450)	0	
Freddie Mac	16-Jan-14	16-Jan-19	called	Qrtly			0	5,003,650	0	2.00%	2.00%	(3,650)	0	
Federal Home Loan	14-Aug-14	14-Aug-19	called	Qrtly			0		0	2.65%	2.65%	0	0	
Fed Farm Credit	8-May-14	5-Nov-20	called	Qrtly			0	5,008,215	0	2.50%	2.50%	(8,215)	0	
FHLB	30-Sep-14	30-Sep-19	called	Qrtly			0		0	2.10%	2.10%	0	0	
Fed Farm Credit	15-Jul-14	7-Jul-22	called	Qrtly			0		0	2.94%	2.94%	0	0	
Fed Home Loan	28-May-14	28-May-21	called	Qrtly			0	4,993,960	0	2.65%	2.65%	6,040	0	
Fed Farm Credit	23-Sep-14	23-Mar-20	called	Qrtly			0		0	2.25%	2.25%	0	0	
Freddie Mac	24-Jul-14	24-Oct-18	called	Qrtly			0		0	1.60%	1.60%	0	0	
Fed Farm Credit	4-Dec-14	2-Dec-21	called	Qrtly			0		0	2.60%	2.60%	0	0	
Fed Farm Credit	18-Nov-14	18-Nov-19	called	Qrtly			0		0	1.95%	1.95%	0	0	
Fed Farm Credit	14-Jan-15	14-Apr-22	called	Qrtly			0		0	2.62%	2.62%	0	0	
Fed Farm Credit	14-Jan-15	14-Jul-22	called	Qrtly			0		0	2.69%	2.69%	0	0	
Freddie Mac	16-Jul-14	16-Jan-19	called	Qrtly			0		0	1.72%	1.72%	0	0	
Freddie Mac	20-Aug-14	20-Aug-19	called	Qrtly			0		0	2.00%	2.00%	0	0	
Total Fixed Income					<u>4.34</u>		<u>45,000,000</u>	<u>36,842,400</u>	<u>44,895,289</u>			<u>52,889</u>	<u>(104,711)</u>	
Total Cash Equivalents and Fixed Income					<u>2.13</u>		<u>\$110,166,232</u>	<u>\$108,604,107</u>	<u>\$110,061,521</u>			<u>\$52,889</u>	<u>(\$104,711)</u>	

* 1XC = One Time Call , CC= Continuously Callable, SA Semi-Annually, Qrtly = Quarterly, 1XS = One Time ~~Set~~ Without Penalty

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

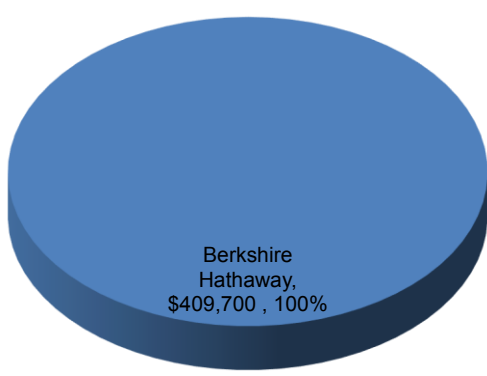
Schedule C - 2
Cash Management Pool Detail - Earnings Summary

Cash Equivalents & Fixed Income Description	Coupon Yield %	Yield to Call %	*Year To Date			Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Estimated Annual Return On Investment at Market
			Unrealized Gain/(Loss)	Accrued Income	Total Unrealized Gain/(Loss)				
Cash Equivalents									
Wells Fargo			\$0	\$58,872	\$58,872	\$9,412,246	0.15%	0.63%	0.63%
Utah Public Treasurers' Pool			0	227,012	227,012	43,481,794	0.15%	0.52%	0.52%
Total Cash Equivalents			0	285,884	285,884				
Certificate of Deposits									
Wells Fargo			0	301,824	301,824				
Total CD'S			0	301,824	301,824	21,277,346	0.35%	1.42%	1.42%
Fixed Income									
FNMA	1.02%	1.02%	111,130	102,000	213,130				
Fannie Mae	1.03%	1.03%	11,131	10,300	21,431				
Fannie Mae	1.20%	1.20%	1,456	12,030	13,486				
Fed Farm Credit	1.97%	1.97%	(50,528)	68,730	18,202				
Fed Farm Credit	1.98%	1.98%	(48,540)	42,630	(5,910)				
Fed Farm Credit	2.45%	2.45%	9,940	110,250	120,190				
Freddie Mac	2.00%	2.00%	(17,375)	9,170	(8,205)				
Freddie Mac	2.10%	2.10%	25,770		25,770				
FHLB	2.30%	2.30%	19,180	2,560	21,740				
Fannie Mae	1.70%	1.70%	0	4,720	4,720				
Freddie Mac	2.00%	2.00%	(3,450)	4,440	990				
Federal Home Loan	2.50%	2.50%	0	25,000	25,000				
Fed Farm Credit	2.65%	2.65%	(3,650)	55,898	52,248				
FHLB	1.95%	1.95%	(8,215)	31,500	23,285				
Fed Farm Credit	2.94%	2.94%	0	73,092	73,092				
Fed Home Loan	2.65%	2.65%	0	72,136	72,136				
Fed Farm Credit	2.25%	2.25%	6,040	46,125	52,165				
Freddie Mac	1.60%	1.60%	0	40,000	40,000				
Fed Farm Credit	2.60%	2.60%	0	40,444	40,444				
Fed Farm Credit	1.95%	1.95%	0	36,021	36,021				
Fed Farm Credit	2.62%	2.62%	0	32,750	32,750				
Fed Farm Credit	2.69%	2.69%	0	40,350	40,350				
Freddie Mac	1.72%	1.72%	0	64,500	64,500				
Freddie Mac	2.00%	2.00%	0	75,000	75,000				
Total Fixed Income			52,889	999,646	1,052,535	51,902,918	0.21%	2.03%	2.03%
Total Cash Equivalents and Fixed Income			\$52,889	\$1,587,354	\$1,640,243	\$126,074,304	0.20%	1.30%	1.30%

*Note: The Return on Investments for the Cash Management Pool and CD's are without unrealized gains or losses.

**Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015**

**Exhibit D
WSU Funds Separately Invested**

<p>Balance as of June 30, 2015 Market Value: \$409,700</p> <p>Key UMMA Provisions • Same as Endowment Fund.</p> <p>Key WSU Policy Provisions • Securities are held if specified or restricted by the donor. • All other securities are to be sold upon receipt.</p> <p>Current Pay-out Policy • Per donor/department restrictions.</p> <p>Management of Funds • Managed by WSU.</p>	<p style="text-align: right;">Swift, \$- , 0%</p> <p style="text-align: center;">WSU Funds Separately Invested Summary</p>  <p style="text-align: center;">Berkshire Hathaway, \$409,700 , 100%</p>
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**Schedule D
Funds Separately Invested Detail**

Donated Securities						
Description	Type of Account or Security	Shares	Book Value	Market Value 30-Jun-14	Market Value 30-Jun-15	
Donated Securities						
Berkshire Hathaway	Stock	2	\$49,434	\$379,801	\$409,700	
Swift	Stock	0	\$0	\$1,344,709	\$0	
Total Donated Securities			\$49,434	\$1,724,510	\$409,700	

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

Schedule D - 1
Funds Separately Invested Detail

Donated Securities												
Description	Gift Date	Mature Date	Next Call Date	Call Frequency	Years to Maturity	Book Value	Market Value 30-Jun-14	Market Value 30-Jun-15	Coupon Yield %	Yield to Maturity %	Year to Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Donated Securities												
Berkshire Hathaway	1996					\$49,434	\$379,801	\$409,700			\$29,899	\$360,266
Swift	31-Dec-13					-	1,344,709	-			-	-
Total Donated Securities						<u>\$49,434</u>	<u>\$1,724,510</u>	<u>\$409,700</u>			<u>\$29,899</u>	<u>\$360,266</u>

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

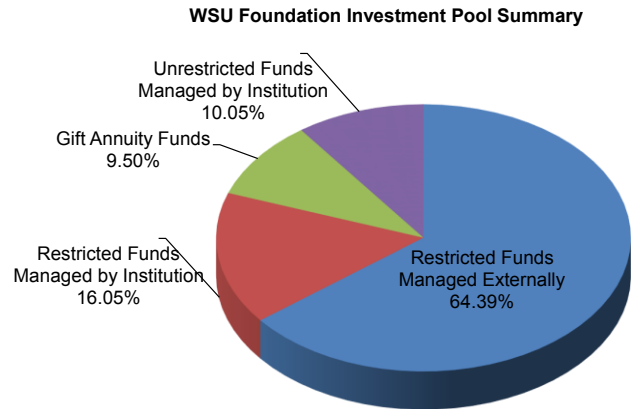
Schedule D - 2
Funds Separately Invested Detail

Cash Equivalents & Fixed Income									
Description	Coupon Yield %	Yield to Call %	Year To Date Unrealized Gain/(Loss)	Accrued Income	Total Unrealized Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Annualized Return on Investment at Market
Donated Securities									
Berkshire Hathaway (BRKA)			\$29,899		\$29,899	\$422,284	-5.98%	7.08%	7.08%
Swift (SWFT)			-	358,875	358,875	756,121	0.00%	47.46%	47.46%
Total Donated Securities			\$29,899	\$358,875	\$388,774	\$1,178,405	-5.98%	32.99%	32.99%

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

Exhibit E
WSU Foundation

Balance as of June 30, 2015	Market Value:	\$12,309,398
Key UMMA Provisions		
• Same as Endowment Fund.		
Key WSU Policy Provisions		
• Same as Endowment Fund.		
Current Pay-out Policy		
• Annuities: Per donor contract for distribution.		
• Misc. Endowment: Same as Endowment Fund.		
Management of Funds		
• Externally managed funds per donor requests. Morgan Stanley-Hinckley Scholarship Endowment.		
• Remainder managed by WSU.		
Present Value of Gift Annuities Payable		\$514,110
Annuities Allocation	Target	Current
Multi-Strategy Equity:	60%	59.94%
Multi-Strategy Bonds:	40%	40.06%
		Diff
		-0.06%
		0.06%
Pool Allocation	Target	Current
Multi-Strategy Equity:	65%	64.30%
Multi-Strategy Bonds:	35%	35.70%
		Diff
		-0.70%
		0.70%



Pool Allocation Investment Type	Target Allocation	30-Jun-15 Market Value	Allocation
Multi-Strategy Equity	65%	\$2,011,770	64.30%
Multi-Strategy Bonds	35%	1,116,739	35.70%
Total	100%	\$3,128,509	100.00%

Foundation Total Investment Type	30-Jun-15 Market Value	30-Jun-14 Market Value	30-Jun-13 Market Value	30-Jun-12 Market Value	30-Jun-11 Market Value
Restricted Funds Managed Externally	\$7,926,444	\$8,488,725	\$7,575,155	\$7,142,797	\$6,272,523
Restricted Funds Managed by Institution	1,975,728	1,984,151	1,788,206	1,606,056	1,432,812
Gift Annuity Funds	1,169,582	1,133,238	1,007,608	889,328	1,715,470
Unrestricted Funds Managed by Institution	1,237,644	1,223,097	1,059,662	888,465	945,918
Total	\$12,309,398	\$12,829,211	\$11,430,631	\$10,526,646	\$10,366,723

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

Schedule E - 1
WSU Foundation Detail

Cash Equivalents & Fixed Income		Book Value	Market Value 30-Jun-14	Market Value 30-Jun-15	Coupon Yield %	Yield to Maturity %	Year To Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Restricted Funds								
Funds Managed Externally								
Morgan Stanley	Hinckley Scholarship Endowment	\$7,604,237	\$8,488,725	\$7,926,444			(\$1,052,977)	\$322,027
Total Restricted Funds Managed Externally		<u>7,604,237</u>	<u>8,488,725</u>	<u>7,926,444</u>			<u>(\$1,052,977)</u>	<u>322,027</u>
Utah Public Treasurers'	Glasman Literacy and Scholarship Programs	24	59	24				
Common Fund Equity	Glasman Literacy and Scholarship Programs	357,138	927,556	921,723			(3,825)	564,585
Common Fund Bond	Glasman Literacy and Scholarship Programs	707,037	783,136	793,447			(25,182)	86,410
Common Fund Equity	Volkswagen Endowment	24,277	34,665	35,518			(213)	11,241
Utah Public Treasurers'	Volkswagen Endowment	1	151	1				
Common Fund Equity	Rotary Scholarship Endowment	121,194	135,819	153,220			(652)	32,026
Common Fund Bond	Rotary Scholarship Endowment	70,872	100,996	68,116			(2,204)	(2,756)
Utah Public Treasurers'	Rotary Scholarship Endowment	2,632	723	2,632				
Common Fund Equity	Sonora Endowment	0	0	0				0
Key Bank	Sonora Grill Scholarship Fund	1,047	1,046	1,047				
Key Bank	Oportunidad Scholarship Fund	0	0	0				
Total Miscellaneous Restricted Funds		<u>1,284,222</u>	<u>1,984,151</u>	<u>1,975,728</u>			<u>(32,076)</u>	<u>691,506</u>
Gift Annuities Pool *								
Common Fund Bond		409,746	429,098	421,730			(12,917)	11,984
Common Fund Equity		389,755	642,871	631,119			1,106	241,364
Key Bank		30,919	59,674	30,919				
Utah Public Treasurers'		85,814	1,595	85,814				
Total Gift Annuities Pool		<u>916,234</u>	<u>1,133,238</u>	<u>1,169,582</u>			<u>(11,811)</u>	<u>253,348</u>
Total Restricted Funds Managed by Institution		<u>2,200,456</u>	<u>3,117,389</u>	<u>3,145,310</u>			<u>(43,887)</u>	<u>944,854</u>
Total Restricted Funds		<u>9,804,693</u>	<u>11,606,114</u>	<u>11,071,754</u>			<u>(1,096,864)</u>	<u>1,267,061</u>
Unrestricted								
Funds Managed By Institution - Foundation Pooled Funds								
Key Bank		26,575	5,539	26,575				
Utah Public Treasurers'		54,584	82,334	54,584				
Common Fund Equity		509,581	936,471	901,309			(2,943)	391,728
Common Fund Bond		254,667	198,753	255,176			(8,200)	509
Total Unrestricted Funds		<u>845,407</u>	<u>1,223,097</u>	<u>1,237,644</u>			<u>(11,143)</u>	<u>392,237</u>
Total WSU Foundation Funds		<u>\$10,650,100</u>	<u>\$12,829,211</u>	<u>\$12,309,398</u>			<u>(\$1,108,007)</u>	<u>\$1,659,298</u>

* Present value of gift annuities payable for June 30, 2015 is \$514,110

Weber State University
Investment Report
For the Twelve Months Ending June 30, 2015

Schedule E - 2
WSU Foundation Detail

Cash Equivalents & Fixed Income		Year To Date			Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return on Investment at Market	Annualized Return on Investment at Market
Description		Unrealized Gain/(Loss)	Accrued Income	Total Gain/(Loss)				
Restricted Funds								
Funds Managed Externally								
Morgan Stanley	Hinckley Scholarship Endowment	(\$1,052,977)	\$740,695					
Total Restricted Funds Managed Externally		(1,052,977)	740,695	(\$312,282)	\$8,316,964	-0.72%	-3.75%	-3.75%
Utah Public Treasurers'	Glasmann Literacy and Scholarship Programs	0	23					
Common Fund Equity	Glasmann Literacy and Scholarship Programs	(3,825)	56,565					
Common Fund Bond	Glasmann Literacy and Scholarship Programs	(25,182)	37,076					
Common Fund Equity	Volkswagen Endowment Fund	(213)	2,175					
Utah Public Treasurers'	Volkswagen Endowment Fund		1					
Common Fund Equity	Rotary Scholarship Endowment	(652)	9,305					
Common Fund Bond	Rotary Scholarship Endowment	(2,204)	3,478					
Utah Public Treasurers'	Rotary Scholarship Endowment		69					
Common Fund Equity	Sonora Endowment	0						
Key Bank	Sonora Grill Scholarship Fund							
Key Bank	Oportunidad Scholarship Fund							
Total Miscellaneous Restricted Funds		(32,076)	108,692	76,616	2,023,621	-0.63%	3.79%	3.79%
Gift Annuities Pool								
Common Fund Bond		(12,917)	19,401					
Common Fund Equity		1,106	35,153					
Key Bank			0					
Utah Public Treasurers'			177					
Total Gift Annuities Pool		(11,811)	54,731	42,920	1,138,811	-0.56%	3.77%	3.77%
Total Restricted Funds Managed by Institution		(43,887)	163,423	119,536	3,162,432	-0.60%	3.78%	3.78%
Total Restricted Funds		(1,096,864)	904,118	(192,746)	11,479,396	-0.69%	-1.68%	-1.68%
Unrestricted								
Funds Managed By Institution - Foundation Pooled Funds								
Key Bank								
Utah Public Treasurers'			483					
Common Fund Equity		(2,943)	55,278					
Common Fund Bond		(8,200)	11,070					
Total Unrestricted Funds		(11,143)	66,831	55,688	1,255,233	-0.41%	4.44%	4.44%
Total WSU Foundation Funds		(\$1,108,007)	\$970,949	-\$137,058	\$12,734,366	-0.66%	-1.08%	-1.08%

AUDIT COMMITTEE REPORT

Attached is a copy of the minutes from the May 5, 2015 Board of Trustees Audit Committee Meeting.

Minutes (Draft)
Weber State University
Board of Trustees Audit Committee
May 5, 2015

Members:

Mr. Alan Hall
Mr. Kevin Sullivan
Mr. Steve Avis
Ms. Julie Park

Excused:

Mr. Nolan Karras, Chair

Weber State University Representatives:

Dr. Norm Tarbox, VP for Administrative Services
Dr. Mike Vaughan, Provost
Dr. Bret Ellis, VP for Information Technology
Mr. Bryce Barker, Director of Internal Audit
Ms. Andrea Grover, Info. Security Manager
Ms. Stephanie Jaramillo, Assist. Dir. Of Internal Audit
Mr. John Bullough, IT Security & Risk Analyst
Mr. Shane Farver, Chief of Staff, WSU President's Office

Press Present:

None

Welcome	1. Kevin Sullivan, filling in for Nolan Karras, welcomed those present.
December Meeting Minutes	2. Following a proposed correction to Kevin Sullivan’s last name on the minutes, Alan Hall moved that the meeting minutes from December 2, 2014, be approved. Julie Park seconded.
Action	The committee unanimously voted to approve the minutes with the minor correction.
IT Risk Assessment and Mitigation	3. Bret Ellis introduced Andrea Grover, who led a report on IT risk assessment and mitigation. The risk assessment is conducted every year and evaluates risks in the industry. Among the top risks was external data storage. Last year, 29 risk items existed. Now, only 24 of them do. Some risks have been on the list for several years, however.
Approval of FY ‘16 Audit Schedule	4. Bryce Barker briefly discussed the process involved in developing the FY’16 audit schedule. Kevin Sullivan suggested that the Trustees approve the FY ‘16 audit schedule. He suggested, however, that a discussion of the risk assessment process be postponed until the September Audit Committee meeting.
Action	Following a motion by Julie Park and a second from Alan Hall, the committee approved the FY ‘16 Audit Schedule.
Internal Audits (Follow-Up Audits)	5. Bryce Barker reported on the results of the following follow-up reviews: <ul style="list-style-type: none"> • Academic Support Centers & Programs • Campus Recreation • Outreach/Retention Programs • Veterans Services • John B. Goddard School of Business & Economics • Loan Services & Student Accounts Receivable
<p>All recommendations have been adequately implemented in these audits except for a few recommendations noted in the Academic Support</p>	

(Scheduled Audits)

Centers and Programs audit. He therefore recommended that audit be left open and recommended all other follow-up reviews be closed.

Bryce Barker reported on the results of the following scheduled audits:

- President’s Office
- Office of Sponsored Projects & Technology Commercialization Office
- College of Science
- Dining Services / Contract

The President’s Office was a clean audit and it was therefore recommended it be closed. The other three audits had recommendations identified in the audits. It was recommended they be left open and follow-up reviews be performed in approximately six months to determine if appropriate actions have been taken to implement the recommendations.

Action

Following a motion from Alan Hall and seconded by Julie Park, the committee unanimously approved the audit reports to close and leave open the audits as discussed and recommended.

Other Audits & Investigations

6. Bryce Barker reported on anonymous EthicsPoint complaints that were received by the university since the last audit committee meeting. It was noted all complaints received were reviewed and addressed by the appropriate university personnel.

2015-2016 CAPITAL FACILITIES PRIORITIES

In anticipation of the 2016 Legislative Session, it is recommended that the following capital facilities priorities be established by Weber State University. The priorities relate to both capital development and capital improvement needs. To meet deadlines imposed by the State Board of Regents and the Division of Facilities Construction and Management, these priorities have been submitted pending Trustee approval.

State Funded Capital Development - It is recommended that WSU's top priority for state capital development funding be a renovation of the Social Science Building. This project will gut and renovate the building that has been the northwest anchor of the Moench Mall since 1973. One-hundred-six-thousand square feet will be renovated. Plans also call to enclose the covered porch—adding another 13,000 square feet of usable space. WSU seeks \$33 million in state funding for this project. This is the second year WSU has sought this funding.

Non-State Funded Capital Development - No non-state funded projects will be sought this year.

Capital Improvement - The University intends to continue an aggressive capital improvement effort to renew the now 60-year-old Ogden campus. For the current year, WSU received \$41 million in state funding to pursue projects including: campus parking repairs, tunnel system repairs and upgrades, high voltage electrical upgrades, and library mechanical and electrical renovations.

Attached is a list of WSU Improvement projects that have been prioritized for 2015-2016. Staff will discuss with the business committee the prioritization process and the likely level of funding for capital improvements that can be expected from the 2016 Legislature.

It is recommended that these Capital Facilities priorities be approved for submission to the State Board of Regents, State Building Board, and Utah Legislature.

**WSU CAPITAL IMPROVEMENT REQUESTS
FY 16**

Wattis Building Fire Line and Fire Sprinkling	\$ 300,000.00
Fire Panel Replacements	\$ 22,500.00
Phase V: Medium Voltage Critical Need	\$ 200,000.00
Phase VI: Tunnel Repairs	\$ 249,000.00
Chilled Water Plant - Systems Protection	\$ 400,000.00
W4 Groundsource Install and Parking Lot Repair	\$1,250,000.00
Wattis Business Infrastructure Repairs & Replacement	\$1,000,000.00
Browning Center Roof Replacement (Phase 2 of 2)	\$ 681,000.00
Asphalt Maintenance (Cut/Patch/Slurry) (A3, A5, W5, W10, A11, DEC Northeast)	\$ 217,000.00
Science Lab South ADA Access Paving	\$ 100,000.00
Engineering Tech - Roof Replacement	\$ 771,080.00
Parking Lot Renovations (A7)	<u>\$ 255,000.00</u>
Total:	\$5,445,580.00

CAPIMPRV15-16

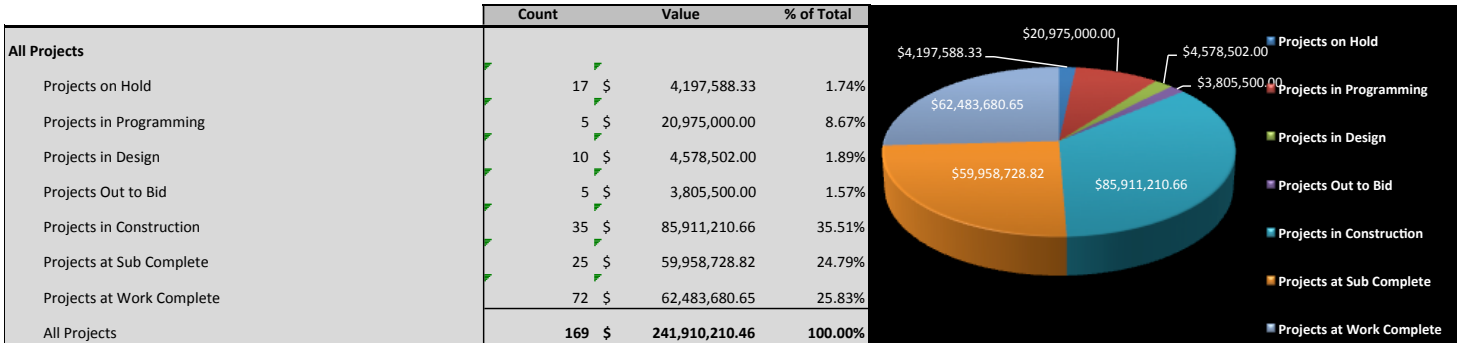
QUARTERLY CONSTRUCTION PROGRESS REPORT

Attached is the Quarterly Construction Progress Report generated by Associate Vice President for Facilities and Campus Planning, Kevin Hansen. This report includes major construction projects, as well as improvement projects and their progress to date.

Facilities Management Quarterly Construction Progress Report

Second Quarter 2015

Progress to date: August 20, 2015



Tracy Hall Science Center

- Construction of the new facility is 65% complete
- The entire exterior of the building will be complete and enclosed by the end of October.
- The building is scheduled to be complete and ready for the beginning of school in August of 2016

Stewart Library Renovation

- The programming is complete and schematic design is underway by VCBO Architecture
- Okland Construction was selected as the CM/GC contractor.
- The first phase of construction will most likely begin in June of 2016.

Social Science Building Renovation

- GSBS Architecture was selected as the program architect and we are just starting that effort.
- The Building Board and Board of Regents will be touring the facility in the next two weeks.

Miller Administration MEP Renovation

- This project is substantially complete and the occupants have moved back into the building.
- Minor punch list items will continue through September.

D13 Renovation

- Okland will complete construction of the project on the 30th of August
- NUAMES and WSU will furnish and equip the building for classes the following week.

Academic Success Center for Athletics (Stadium House)

- HHI Construction won the bid process and is proceeding with construction.
- Annex 13 has been demolished and the construction of the new facility is 30% complete
- The project is scheduled to be complete in December of 2015

WSU Farmington at Station Park

- HHI Construction won the bid process and is substantially complete with the project.
- Classes will be taught in the facility at the end of August.

2 Megawatt Solar Installation @ Davis

- The Power Purchase Agreement (PPA) RFP is under review at DFCM
- We are hoping construction for this project will start in the summer of 2016 or sooner.

QUARTERLY ATHLETIC REPORT

This report includes a summary of the quarter activity in Football, Men's Basketball, Men's and Women's Cross Country, Volleyball, Men's and Women's Tennis, Men's Golf, Women's Soccer and any academic awards achieved by student athletes, as well as coaching awards.

Weber State Athletics Update

Aug. 20, 2015

Football

The Weber State football team opens the 2015 season on Sept. 4 at Oregon State. The Wildcats are under second-year head coach Jay Hill and return four All-Conference players and 15 starters off last year's team.

The season opener at Oregon State will be televised on the Pac-12 Networks. The following week the 'Cats will play at four-time defending FCS National Champion North Dakota State. The home opener and Homecoming game will be Sept. 19 against Sacramento State.

The 'Cats play Big Sky home games against Southern Utah, North Dakota, UC Davis and Idaho State and play conference road games at Northern Colorado, Montana, Northern Arizona and Eastern Washington.

Soccer

The Weber State women's soccer team was picked to finish fourth in the preseason vote of the league's head coaches. The Wildcats opened the season at North Carolina and Duke. The home opener is set for Sept. 11 against Colorado College. WSU has seven home matches this season.

Volleyball

The Weber State volleyball team kicked off the 2015 season under new head coach Jeremiah Larsen. Weber State will open the season playing in tournaments in California, Illinois, Nevada and Colorado. The home opener will be Oct. 1 against Portland State.

Men's Basketball

The Weber State men's basketball team will begin practice in October for the 2015-16 season. The Wildcats open the regular season Nov. 13 at home against Utah State. WSU will also play non-conference games at Denver and Portland and will play BYU at EnergySolutions Arena in Salt Lake City. The 'Cats will also play in the Gulf Coast Showcase in Florida. The Big Sky regular season starts Jan. 2. This season all 12 teams will advance to the Big Sky Tournament in March in Reno, Nevada.

TV

Weber State has announced a multi-year partnership with KJZZ TV to televise nearly all WSU home football and men's basketball games. This season KJZZ will air four football games and 18 basketball games across the state and into parts of five neighboring states. All games will be televised in full HD and will also be streamed online at WatchBigSky.com.

Weber State Athletics serves more than 300 student-athletes that come from all over the world. Many of the student-athletes are first generation college students. The graduation rates for the student-athletes rank higher than the general student body and athletics makes up one of the most diverse student populations on campus.

Weber State Athletics offers more than 100 events during the year that provide entertainment and local pride for our community. Over the last five years, Weber State men's basketball has ranked in the top 20 in the west for attendance, averaging nearly 7,000 fans per game.

Weber State student-athletes participate in more than 4,000 hours of volunteer service to the community each year. In addition, each team holds camps and clinics that connect with the community and provide affordable skill development and mentoring opportunities to the youth of the area.

The WSU Athletic Department supports the greater mission of Weber State University by providing the campus community the opportunity to attend events as part of their university offered benefit package. Approximately 30 percent of the season ticket base is comprised of the Weber State University faculty and staff.

Weber State Athletics has captured four Big Sky Conference Presidents' Cups, the most of any school in conference history. The Presidents' Cup is an award that recognizes success on the field of play and in the classroom.

Weber State became a four-year and Division I institution in 1962. In its history, Weber State Athletics has excelled on the field of play and in the classroom. WSU has posted more than 100 CoSIDA Academic All-Americans.

Weber State is a charter member of the Big Sky Conference and has captured 133 conference titles, the most in conference history. In addition, the Wildcats have won 27 Big Sky All-Sports Awards, the most in conference history.

In the last six years, Weber State Athletes has invested over 12 million dollars in facility upgrades. All 16 Wildcat sports have benefited from the upgrades.

The Weber State men's basketball has excelled on a national level. The Wildcats have won 21 Big Sky Conference titles and advanced to 15 NCAA Tournaments. The Wildcats have won two NCAA Tournament First Round games in the last 20 years. In addition, the Wildcat women's cross country team has won three of the last four Big Sky Championships and had advanced to the NCAA Championships. And, just six years since restarting the program, the WSU women's softball team advanced to the NCAA Tournament in 2015.

Former Wildcat men's basketball All-American Damian Lillard has gone on to excel in the National Basketball Association, winning the 2013 NBA Rookie of the Year Award and twice being named an NBA All-Star. Former Wildcat track and field All-American Lindsey Anderson also qualified for the 2008 Olympics in Beijing.

MONTHLY INVESTMENT REPORTS

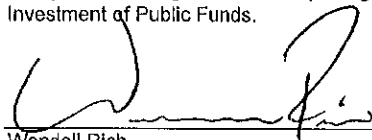
Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Reports covering activity for the months of April, May, and June 2015. Approval of these reports is sought from the Business Committee.

Weber State University
 Monthly Investment Activity Report
 April 30, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance March 31, 2015						\$226,077,210
Purchases:						
Wells Fargo	Checking	30-Apr-15	1-May-15	0.5500%	14,129,397	
PTIF		Various	Various	0.5400%	11,225,042	
Wells Fargo	CD Interest	Various	Various	Various	25,747	
CF Reinvested Earnings					39,439	
Total Purchases						<u>25,419,625</u>
Withdrawals:						
Wells Fargo	Checking	31-Mar-15	1-Apr-15	0.5500%	9,382,729	
Federal Farm Credit	Bond	18-Nov-14	18-Nov-19	1.9500%	5,000,000	
Federal Farm Credit	Bond	14-Jan-15	14-Apr-22	2.6200%	5,000,000	
Federal Farm Credit	Bond	14-Jan-15	14-Jul-22	2.8900%	6,000,000	
Freddie Mac	Bond	16-Jul-14	16-Jan-19	1.7200%	5,000,000	
Common Fund Fees						
Global Bond Fund					647	
Strategic Solutions Equity Fund					732	
Natural Resources					792	
International Equity Fund					1,328	
High Quality Bond					1,553	
Intermediate Term Fund					303	
All Caps Equity					2,194	
Core Equity					2,117	
Multi-Strategy Commodities					455	
Emerging Markets Investors Co. B					2,043	
US Treasury Inflation Protection					131	
Multi-Strategy Equity					649	
Global Private Equity					11,187	
Total Withdrawals						<u>30,406,860</u>
Balance April 30, 2015						<u>\$221,089,975</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
April 30, 2015

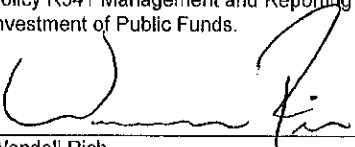
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	30-Apr-15	1-May-15	0.5500%	\$14,129,397	14,129,397
PTIF						
Endowment Pool	PTIF	Various	Various	0.5400%	2,377,373	2,377,373
Common Fund Outside Cash	PTIF	Various	Various	0.5400%	4,825,126	4,825,126
Cash Pool	PTIF	Various	Various	0.5400%	57,727,495	57,727,495
Common Fund						
Global Bond Fund	Fixed	Various	Various		3,818,935	4,063,167
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		3,944,154	5,759,747
Contingent Asset Portfolio	Fixed	Various	Various		4,772,276	5,254,167
International Equity Fund	International Equities	Various	Various		8,726,661	10,706,368
High Quality Bond	Fixed	Various	Various		8,892,236	10,055,834
All Cap	Domestic Equities	Various	Various		12,173,456	17,243,446
Global Hedged Equity	Alternatives	Various	Various		4,643,336	6,287,877
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,291,923	6,733,109
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,651,061	2,115,808
Core Equity	Domestic Equities	Various	Various		13,035,091	18,484,370
Global Distressed Investors	Alternatives	Various	Various		102,700	193,187
State Street US Govt	Fixed	Various	Various		490,413	490,413
Bankcorp Bank Master Demand	Fixed	Various	Various		250,006	250,006
Multi-Strategy Commodities	Alternatives	Various	Various		2,309,592	1,844,968
Natural Resources	Alternatives	Various	Various		4,654,822	4,726,372
Global Private Equity	Equity	Various	Various		310,000	310,000
Emerging Markets	International Equities	Various	Various		6,665,318	7,386,111
US Treasury Inflation Protection	Fixed	Various	Various		628,217	650,871
Venture Partners XI	Equity	Various	Various		110,400	110,400
Global Hedged Equity	Fixed	Various	Various		260,770	383,214
Relative Value Event Driven	Fixed	Various	Various		607,005	863,633
Intermediate Term Fund	Fixed	Various	Various		2,302,077	2,455,436
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,749,305	4,749,305
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,193,239	1,193,239
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,374,535	2,374,536
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	13,073,056	13,073,056
Bonds						
FNMA	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	9,982,460
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	1,001,369
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	998,485
Freddie Mac	Bond	20-Aug-14	20-Aug-19	2.0000%	5,000,000	5,004,925
Fed Farm Credit	Bond	23-Jan-14	23-Apr-20	1.9700%	8,000,000	8,000,672
Fed Farm Credit	Bond	23-Jan-14	21-Jul-20	1.9800%	5,000,000	4,979,415
Fed Farm Credit	Bond	6-Aug-14	6-Aug-20	2.4500%	5,000,000	5,022,875
Total Investments					<u>\$221,089,975</u>	<u>\$241,808,232</u>

Weber State University Foundation
 Monthly Investment Activity Report
 April 30, 2015

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
<hr/>					
Balance March 31, 2015					\$10,531,305
 Revenues:					
Dividends				31,759	
Interest				86	
Realized Gain (Loss)				84,833	
					116,678
 Expenses:					
Investing Fees				804	
Annuity Payments				2,977	
Misc Expenses					
					3,781
Total Withdrawals					3,781
Balance April 30, 2015					\$10,644,202

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
April 30, 2015

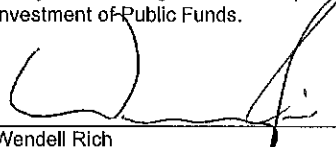
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		38,664	38,664
PTIF	PTIF	Various	Various	0.5400%	201,316	201,316
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,005,486	2,027,966
Multi-Strategy Bond	Bond	Various	Various		1,022,865	1,130,631
Multi-Strategy Bond (Annuity)	Bond	Various	Various		406,089	426,977
Multi-Strategy Equity (Annuity)	Equity	Various	Various		387,674	636,200
Stock and Money Markets						
Alerian	Stock				441,893	435,160
Altria Group-Philip Morris	Stock				93,214	500,500
American Capital Agency	Stock				238,917	216,668
Apple	Stock				253,035	394,223
AT&T Corp	Stock				297,209	311,760
BCE Inc	Stock				339,705	344,058
BP PLC ADS	Stock				504,949	422,968
CenturyLink Inc	Stock				581,212	564,572
Chevron Corp	Stock				33,103	133,272
Columbia Ppty Tr Inc Com	Stock				364,227	377,712
Conoco Phillips	Stock				412,720	441,480
General Electric	Stock				127,070	476,608
Glaxosmithkline PLC ADS	Stock				630,427	623,025
Ishares	Stock				104,013	107,838
JP Morgan Chase & Co.	Stock				119,774	208,758
Merck & Co	Stock				231,058	428,832
PBF Energy Inc	Stock				297,780	360,426
Morgan Stanley Fund	Money Market			0.0200%	111,305	111,305
Prospect Capital Corp	Stock				203,684	162,825
SeaDrill LTD	Stock				431,750	171,479
SeaDrill Partners LLC	Stock				397,586	232,254
Synchrony Financial	Stock				365,361	448,560
Verizon Communications	Stock				359,766	369,120
Vodafone GP	Stock				642,349	468,160
Total Investments					\$10,644,203	\$12,773,315

Weber State University
 Monthly Investment Activity Report
 Funds Separately Invested
 April 30, 2015

	Type	Transaction Amount	Amount
Balance March 31, 2015			\$49,434
Gifts:			
			<u>0</u>
Sold:			
			<u>0</u>
			<u>0</u>
Total Withdrawals			<u>0</u>
Balance April 30, 2015			<u>\$49,434</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
 Monthly Investment Report
 Funds Separately Invested
 April 30, 2015

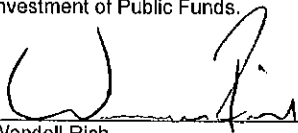
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$428,980
Total Investments					<u>\$49,434</u>	<u>\$428,980</u>

Weber State University
 Monthly Investment Activity Report
 May 31, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance April 30, 2015						\$221,089,975
Purchases:						
Wells Fargo	Checking	31-May-15	1-Jun-15	0.5500%	10,174,505	
PTIF		Various	Various	0.5482%	2,976,334	
Wells Fargo	CD Interest	Various	Various	Various	24,953	
CF Reinvested Earnings					6	
Total Purchases						<u>13,175,798</u>
Withdrawals:						
Wells Fargo	Checking	30-Apr-15	1-May-15	0.5500%	14,129,397	
Common Fund Fees						
Global Bond Fund					650	
Strategic Solutions Equity Fund					757	
Natural Resources					853	
International Equity Fund					1,403	
High Quality Bond					1,638	
Intermediate Term Fund					313	
All Caps Equity					2,277	
Core Equity					2,432	
Multi-Strategy Commodities					457	
Emerging Markets Investors Co. B					2,003	
US Treasury Inflation Protection					133	
Multi-Strategy Equity					668	
WAMCO					1,126	
Total Withdrawals						<u>14,144,107</u>
Balance May 31, 2015						<u>\$220,121,666</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
May 31, 2015

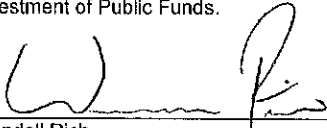
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-May-15	1-Jun-15	0.5500%	\$10,174,505	10,174,505
PTIF						
Endowment Pool	PTIF	Various	Various	0.5482%	2,392,078	2,392,078
Common Fund Outside Cash	PTIF	Various	Various	0.5482%	4,827,505	4,827,505
Cash Pool	PTIF	Various	Various	0.5482%	60,686,745	60,686,745
Common Fund						
Global Bond Fund	Fixed	Various	Various		3,818,285	3,971,116
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		3,943,396	5,865,809
Contingent Asset Portfolio	Fixed	Various	Various		4,771,608	5,251,943
International Equity Fund	International Equities	Various	Various		8,725,258	10,760,797
High Quality Bond	Fixed	Various	Various		9,054,682	10,267,043
All Cap	Domestic Equities	Various	Various		12,007,096	17,361,895
Global Hedged Equity	Alternatives	Various	Various		4,643,336	6,437,504
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,291,923	6,775,262
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,651,061	2,091,364
Core Equity	Domestic Equities	Various	Various		13,032,658	18,812,996
Global Distressed Investors	Alternatives	Various	Various		102,700	193,187
State Street US Govt	Fixed	Various	Various		486,327	486,327
Bankcorp Bank Master Demand	Fixed	Various	Various		250,006	250,006
Multi-Strategy Commodities	Alternatives	Various	Various		2,309,135	1,793,950
Natural Resources	Alternatives	Various	Various		4,654,762	4,849,343
Global Private Equity	Equity	Various	Various		310,000	310,000
Emerging Markets	International Equities	Various	Various		6,665,358	7,091,891
US Treasury Inflation Protection	Fixed	Various	Various		628,215	645,562
Venture Partners XI	Equity	Various	Various		110,400	129,113
Global Hedged Equity	Fixed	Various	Various		260,770	392,316
Relative Value Event Driven	Fixed	Various	Various		607,005	868,791
Intermediate Term Fund	Fixed	Various	Various		2,301,764	2,456,805
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,758,337	4,758,337
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,195,508	1,195,508
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,379,051	2,379,050
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	13,082,192	13,082,191
Bonds						
FNMA	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	9,963,150
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	998,304
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	996,467
Fed Farm Credit	Bond	23-Jan-14	23-Apr-20	1.9700%	8,000,000	7,983,208
Fed Farm Credit	Bond	23-Jan-14	21-Jul-20	1.9800%	5,000,000	4,977,810
Fed Farm Credit	Bond	6-Aug-14	6-Aug-20	2.4500%	5,000,000	5,012,855
Freddie Mac	Bond	27-May-15	27-Dec-20	2.0000%	5,000,000	5,010,050
Total Investments					<u>\$220,121,666</u>	<u>\$241,300,783</u>

Weber State University Foundation
 Monthly Investment Activity Report
 May 31, 2015

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance April 30, 2015					\$10,644,202
Revenues:					
Dividends				30,063	
Interest				83	
Realized Gain (Loss)				(23,774)	
Call Option Revenue				9,251	
Gift Annuity				47,500	
Transfer in from University				5,000	
					68,123
Expenses:					
Investing Fees				604	
Annuity Payments				1,255	
Misc Expenses				214	
Transfers to University				81,419	
					83,492
Total Withdrawals					83,492
Balance May 31, 2015					\$10,628,834

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
May 31, 2015

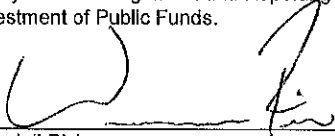
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		37,195	37,195
PTIF	PTIF	Various	Various	0.5482%	172,478	172,478
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,005,374	2,054,736
Multi-Strategy Bond	Bond	Various	Various		1,022,718	1,127,862
Multi-Strategy Bond (Annuity)	Bond	Various	Various		406,028	425,931
Multi-Strategy Equity (Annuity)	Equity	Various	Various		387,628	644,598
Stock and Money Markets						
Alerian	Stock				441,893	418,715
Altria Group-Philip Morris	Stock				93,214	512,000
Apple	Stock				253,035	410,382
AT&T Corp	Stock				297,209	310,860
BCE Inc	Stock				339,705	341,562
Blackstone Group LP	Stock				216,092	221,190
BP PLC ADS	Stock				504,949	406,308
CenturyLink Inc	Stock				581,212	521,868
Chevron Corp	Stock				33,103	123,600
Columbia Ppty Tr Inc Com	Stock				364,227	374,400
Conoco Phillips	Stock				412,720	413,920
General Electric	Stock				127,070	479,952
Glaxosmithkline PLC ADS	Stock				630,427	598,995
Ishares	Stock				104,013	107,325
JP Morgan Chase & Co.	Stock				119,774	217,074
Merck & Co	Stock				231,058	438,408
PBF Energy inc	Stock				297,780	340,614
Morgan Stanley Fund	Money Market			0.0200%	149,434	149,434
Prospect Capital Corp	Stock				203,684	154,050
SeaDrill LTD	Stock				431,750	156,021
SeaDrill Partners LLC	Stock				397,586	210,681
Synchrony Financial	Stock				365,361	464,976
Verizon Communications	Stock				359,766	361,802
Vodafone GP	Stock				642,349	519,099
Total Investments					\$10,628,834	\$12,716,037

Weber State University
 Monthly Investment Activity Report
 Funds Separately Invested
 May 31, 2015

		Type	Transaction Amount	Amount
Balance April 30, 2015				\$49,434
Gifts:				
	Wendys	Stock	9,938	
	Touchston Sands	Stock	24,868	
				34,806
Sold:				
	Wendys	Stock	9,938	
	Touchston Sands	Stock	24,868	
				34,806
Total Withdrawals				34,806
Balance May 31, 2015				\$49,434

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
 Monthly Investment Report
 Funds Separately Invested
 May 31, 2015

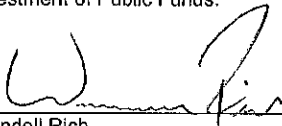
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$429,600
Total Investments					<u>\$49,434</u>	<u>\$429,600</u>

Weber State University
 Monthly Investment Activity Report
 June 30, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance May 31, 2015						\$220,121,666
Purchases:						
Wells Fargo	Checking	30-Jun-15	1-Jul-15	0.5500%	6,673,039	
Wells Fargo	CD Interest	3-Jul-05	9-Jul-05	Various	25,823	
CF Reinvested Earnings					335,539	
CF Gain Recognized for Distribution					1,355,112	
Freddie Mac	Bond	30-Jun-15	24-Dec-20	2.1000%	5,000,000	
FHLB	Bond	22-Jun-15	22-Jun-21	2.3000%	5,000,000	
CF High Quality Bond	Bond	Various	Various	Various	400,000	
CF Core Equity	Equity	Various	Various	Various	600,000	
Total Purchases						<u>19,389,513</u>
Withdrawals:						
Wells Fargo	Checking	31-May-15	1-Jun-15	0.5500%	10,174,505	
PTIF		Various	Various	0.5533%	23,114,685	
Common Fund Fees						
Global Bond Fund					621	
Strategic Solutions Equity Fund					737	
Natural Resources					787	
International Equity Fund					1,353	
High Quality Bond					1,605	
Intermediate Term Fund					302	
All Caps Equity					2,188	
Core Equity					2,375	
Multi-Strategy Commodities					449	
Emerging Markets Investors Co. B					1,847	
US Treasury Inflation Protection					126	
Contingent Asset Portfolio					645	
WAMCO					780	
Total Withdrawals						<u>33,303,005</u>
Balance June 30, 2015						<u>\$206,208,174</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
June 30, 2015

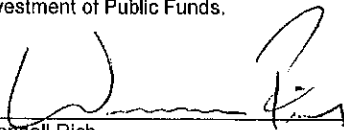
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	30-Jun-15	1-Jul-15	0.5500%	\$6,673,039	6,673,039
PTIF						
Endowment Pool	PTIF	Various	Various	0.5533%	2,909,657	2,909,657
Common Fund Outside Cash	PTIF	Various	Various	0.5533%	4,829,703	4,829,703
Cash Pool	PTIF	Various	Various	0.5533%	37,052,282	37,052,282
Common Fund						
Global Bond Fund	Fixed	Various	Various		3,860,892	3,933,406
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		4,104,058	5,777,525
Contingent Asset Portfolio	Fixed	Various	Various		4,826,440	5,234,438
International Equity Fund	International Equities	Various	Various		8,844,658	10,423,467
High Quality Bond	Fixed	Various	Various		9,617,209	10,562,107
All Cap	Domestic Equities	Various	Various		12,401,032	16,933,154
Global Hedged Equity	Alternatives	Various	Various		4,768,864	6,410,107
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,391,928	6,699,457
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,676,117	2,003,716
Core Equity	Domestic Equities	Various	Various		14,101,574	19,184,362
Global Distressed Investors	Alternatives	Various	Various		100,028	184,711
State Street US Govt	Fixed	Various	Various		383,064	383,064
Bankcorp Bank Master Demand	Fixed	Various	Various		250,006	250,006
Multi-Strategy Commodities	Alternatives	Various	Various		2,275,487	1,820,449
Natural Resources	Alternatives	Various	Various		4,636,265	4,393,562
Global Private Equity	Equity	Various	Various		402,466	434,705
Emerging Markets	International Equities	Various	Various		6,681,941	6,896,706
US Treasury Inflation Protection	Fixed	Various	Various		629,013	639,368
Venture Partners XI	Equity	Various	Various		135,730	153,113
Global Hedged Equity	Fixed	Various	Various		269,998	390,649
Relative Value Event Driven	Fixed	Various	Various		624,947	859,529
Intermediate Term Fund	Fixed	Various	Various		2,320,865	2,452,665
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,767,688	4,767,687
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,197,857	1,197,857
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,383,726	2,383,726
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	13,091,640	13,091,641
Bonds						
FNMA	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	9,959,970
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	1,000,790
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	996,082
Fed Farm Credit	Bond	23-Jan-14	23-Apr-20	1.9700%	8,000,000	7,949,472
Fed Farm Credit	Bond	23-Jan-14	21-Jul-20	1.9800%	5,000,000	4,951,460
Fed Farm Credit	Bond	6-Aug-14	6-Aug-20	2.4500%	5,000,000	5,009,940
Freddie Mac	Bond	27-May-15	27-Nov-20	2.0000%	5,000,000	4,982,625
Freddie Mac	Bond	30-Jun-15	24-Dec-20	2.1000%	5,000,000	5,025,770
FHLB	Bond	22-Jun-15	22-Jun-21	2.3000%	5,000,000	5,019,180
Total Investments					<u>\$206,208,174</u>	<u>\$223,821,147</u>

Weber State University Foundation
 Monthly Investment Activity Report
 June 30, 2015

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance May 31, 2015					\$10,628,834
Revenues:					
Dividends				49,647	
Interest				78	
Realized Gain (Loss)				(17,097)	
Life Insurance Premium				25,000	
Misc Income				2,500	
					60,128
Expenses:					
Investing Fees				576	
Annuity Payments				5,655	
Misc Expenses				5,000	
Call Option Expense				2,632	
Life Insurance Premium				25,000	
					38,862
Total Withdrawals					38,862
Balance June 30, 2015					\$10,650,099

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
June 30, 2015

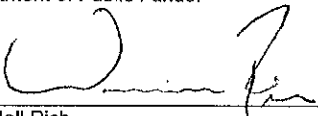
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		58,540	58,540
PTIF	PTIF	Various	Various	0.5533%	143,054	143,054
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,012,189	2,011,771
Multi-Strategy Bond	Bond	Various	Various		1,032,577	1,116,739
Multi-Strategy Bond (Annuity)	Bond	Various	Various		409,746	421,730
Multi-Strategy Equity (Annuity)	Equity	Various	Various		389,755	631,119
Stock and Money Markets						
Alerian	Stock				223,340	199,168
Altria Group-Philip Morris	Stock				93,214	489,100
Apple	Stock				253,035	395,089
AT&T Corp	Stock				297,209	319,680
BCE Inc	Stock				339,705	331,500
Blackstone Group LP	Stock				415,173	398,483
BP PLC ADS	Stock				504,949	391,608
CenturyLink Inc	Stock				581,212	461,266
Chevron Corp	Stock				33,103	115,764
Columbia Ppty Tr Inc Com	Stock				364,227	353,520
Conoco Phillips	Stock				412,720	399,165
General Electric	Stock				127,070	467,632
Glaxosmithkline PLC ADS	Stock				630,427	562,275
Ishares	Stock				258,550	258,522
JP Morgan Chase & Co.	Stock				119,774	223,608
Merck & Co	Stock				231,058	409,896
PBF Energy Inc	Stock				297,780	360,934
Morgan Stanley Fund	Money Market			0.0200%	21,194	21,194
Prospect Capital Corp	Stock				203,684	143,715
SeaDrill LTD	Stock				431,750	135,454
SeaDrill Partners LLC	Stock				397,586	188,802
Synchrony Financial	Stock				365,361	474,192
Verizon Communications	Stock				359,766	341,092
Vodafone GP	Stock				642,349	484,785
Total Investments					\$10,650,099	\$12,309,399

Weber State University
 Monthly Investment Activity Report
 Funds Separately Invested
 June 30, 2015

	Type	Transaction Amount	Amount
Balance May 31, 2015			\$49,434
Gifts:			
Walt Disney	Stock	12,137	
			12,137
Sold:			
Walt Disney	Stock	12,137	
			12,137
Total Withdrawals			12,137
Balance June 30, 2015			\$49,434

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
Funds Separately Invested
June 30, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$409,700
Total Investments					<u>\$49,434</u>	<u>\$409,700</u>

Jerry and Vickie Moyes College of Education

TENURE DOCUMENT

Approved by Faculty Senate: April 16, 2009

Revision approved by Faculty Senate on April 16, 2015

Introduction

The purpose of this document is to outline the criteria and the procedures used to evaluate faculty members for tenure in the Jerry and Vickie Moyes College of Education.

The normal probationary period for a faculty member in a tenure-track appointment is six years, with a formal interim review scheduled during the third year, and a formal, final tenure review scheduled during the sixth year. The time in rank for normal promotion from assistant to associate professor is six years. To be promoted from assistant to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank (see PPM 8.11).

Eligibility

To be eligible for tenure candidacy, individuals must:

1. Have a doctorate in the discipline of primary responsibility or a closely related discipline and be on a tenure track. The Jerry and Vickie Moyes College of Education does not recognize instructor specialist as a track leading to tenure in the college,
2. Be in the third year of the probationary period for the interim review, and in the sixth year of the probationary period for the final tenure review,
3. Meet the standards of professional behaviors, collegiality, and ethics specified in PPM 9-4 through 9-8 and described in category IV.

Categories of Formal Review

In order to assist and guide faculty members preparing for tenure evaluations, the competencies to be considered are in four categories:

Category I: Teaching

Category II: Scholarship

Category III: Administrative and/or Professionally Related Service

Category IV: Professional Behaviors/Collegiality/Ethics

Competencies in categories I, II, and III are rated from unsatisfactory to excellent. Credentials/Probationary Period and Category IV are rated as met or unmet.

Each committee and administrator in the review process will interpret information presented in terms of the 1) expectations of the department or college, 2) specific professional duties expected of the individual and 3) overall pattern of professional behaviors, collegiality, and ethics.

A written evaluation summary which includes the rationale for the ratings in each category will be submitted. The pattern of ratings must meet or exceed one of the channels described below:

	Credentials/ Probationary Period	Category I Teaching	Category II Scholarship	Category III Administrative and/or Professionally Related Service	Category IV Professional Behaviors/ Collegiality/Ethics
A	Met	Excellent	Good	Satisfactory	Met
B	Met	Good	Good	Good	Met
C	Met	Excellent	Satisfactory	Good	Met
D	Met	Good	Excellent	Satisfactory	Met
E	Met	Good	Satisfactory	Excellent	Met

The faculty member is responsible to update the professional file and autobiographical form according to the dated guidelines of the review process (see PPM 8-12 and 8-13). The file should be organized by category and clearly document the candidate's credentials/probationary period, teaching, scholarship, and service activities, as well as adherence to professional behaviors, collegiality, and ethics. The faculty member should determine which category to include student oriented research projects and grants and their work will be evaluated in that category. The candidate should include narrative summaries throughout the professional file. The candidate should create a support file for artifacts that are referenced in the autobiographical form as evidence.

Ratings

The ratings are to reflect the faculty member's academic career span rather than a single year's efforts. The ratings mean that the evidence describing the quality and quantity of the individual's professional efforts support a continuing level of performance judged by the evaluators as unsatisfactory, satisfactory, good, or excellent. While the same rating channels are used for both the interim and final review, ratings assigned for a formal interim (3rd year) review reflect the committee's judgment of the candidates work and progress towards tenure at that

point and should be based on reasonable expectations for a third year faculty member. The interim review is expected to be formative in nature and both the ratings and the committee commentary should provide helpful feedback to the candidate as he/she evaluates priorities in preparation for the final tenure review. A candidate's recent work at other institutions, while it may be taken into consideration, is not weighted as heavily as work at Weber State University.

Unsatisfactory: This rating shall be given to a candidate who does not meet the minimum requirements of the satisfactory category.

Satisfactory: The candidate will be rated satisfactory if duties required of all faculty members are performed in an acceptable manner. Satisfactory means adequate and should not imply undesirable or below average endeavor.

Good: The candidate will be rated good if duties required of all faculty members are performed consistently in a more than satisfactory manner. Good implies commendable and desirable levels of achievement. A rating of good in any category implies a substantial degree of achievement above satisfactory levels.

Excellent: The candidate will be rated excellent if duties required of all faculty members are performed consistently in an outstanding manner. Inasmuch as a good rating in any category implies a substantial degree of achievement above satisfactory levels, a rating of excellent in any category implies a substantial degree of achievement above those considered appropriate for a good rating.

Unmet: Evidence of not meeting the Credentials/Probationary Period or Professional Behaviors/ Collegiality/Ethics shall automatically disqualify a faculty member from tenure.

Met: A candidate shall be rated as having met the criteria if there is no evidence at the Program, Department, College, and/or Institutional level otherwise.

Definitions of Categories and Criteria

Category I: Teaching

Teaching is defined as the processes or behaviors related to organizing and delivering knowledge; evaluating and facilitating learning; and in general, transmitting content to students (see PPM 8-11.E).

Evidence of Teaching Includes:

- a. Subject matter mastery: depth and currency of knowledge.

- b. Curriculum development: new course development, ongoing course revisions, review and updating of syllabi and course materials.
- c. Course design: instructional goals and objectives, content coverage, adequate assessment methods.
- d. Delivery of instruction: methods (lecture, discussion, labs), skills (speaking, explaining), and aids (handouts, use of technology), undergraduate and graduate research mentoring and grants when tied to a course taught or mentored individually (note that professional presentations and publications may be included in scholarship when the faculty member has actively participated in the outcome, i.e. it is not predominately student generated work), field work or field trips, online, and community engaged learning.
- e. Professional behaviors, collegiality, and ethics: attendance at classes, appropriate preparation, prompt feedback and availability to students, delivery of appropriate course content per catalog and program needs, willingness to teach share of difficult courses and to engage and work collegially with department and program faculty, staff, and students.

Documentation of Performance in the Category of Teaching include student evaluations, faculty member's teaching portfolio(profile), peer review, and other appropriate items of review that could potentially be used based upon identified teaching areas a – e.

1. Student Evaluations. Each department will obtain student evaluations from all courses taught by the faculty member each semester during the regular academic year. While the department is responsible for providing summaries of these evaluations to the individual, it is the candidate's responsibility to provide interpretation of the evaluations, program/department comparison data, and comment on areas of improvement and concern.
2. Peer Review Committee Evaluation. A candidate's peer review must be completed during the academic year prior to the year of the formal tenure evaluation (3rd or 6th year). The peer review committee will be appointed by October 1st of the peer review year by the department chair. The committee members will be chosen by the candidate in consultation with the chair. The peer review committee may be the department Ranking Tenure Review Committee (see PPM 8-15). If the peer review committee is not the department Ranking Tenure Review Committee then a minimum of three individuals who are familiar with the program will be selected. If the faculty member and the chair cannot agree on the makeup of the committee, the decision will be subject to binding arbitration by the dean. The committee will review the faculty member's teaching portion of their professional file, observe several classroom sessions, be available to talk with students from the classes observed, and submit a written report on teaching to the

professional file and the individual not later than March 1st. The written report of the peer review committee shall include, but not be limited to, a report on the individual's performance in the following areas: content mastery; quality and design of curriculum materials used and developed; evaluation policies and procedures utilized; availability to students; student supervision; maintenance of high academic standards; personal commitment to improvement; participation in assessment of learning outcomes when needed; and collegiality. The collection of data for the peer review is a continuous process and will extend over the total of the probationary period. The process of peer review is observational and descriptive rather than evaluative in nature, although the report may reach some formative conclusions.

3. Teaching file. The individual to be reviewed will develop the teaching section of their professional file. The file should include a statement of teaching philosophy and artifacts for each teaching area (a-e) (see PPM 8- 11.IV.E.2 and the autobiographical form). Other things that might be included, if referenced in the professional file narrative summaries, are: examples of graded student work such as projects, presentations, evidence of assessment techniques such as exams, assignments, quizzes and rubrics; and syllabi. The teaching file needs to be made available by February 15th to the Peer Review Committee.

Clarification of Ratings for Teaching: A candidate shall be rated good (minimum rating in channels B, D, & E) if he/she are consistently rated by students and peers as good and if the candidate provides evidence addressing teaching areas a - e.

Category II: Scholarship

Scholarship is defined as those activities that contribute to the profession and increase the individual's effectiveness as a professor. While the faculty member is not expected to be equally active in all areas listed below prior to the sixth year review, the individual must submit evidence of significant professional activity. The evidence should indicate ongoing scholarly endeavors since arriving at Weber State University. The quality and quantity of effort achieved with professional, collegial, and ethical behaviors and the results obtained are the standards of measurement.

Evidence of Scholarship Includes:

- a. Refereed publications, such as articles in refereed journals, articles in professional periodicals.
- b. Non-peer reviewed publications, such as books, book reviews, published monographs, or other professionally reviewed written material.

- c. Professional presentations, such as papers presented at international, national, regional, or state conferences or workshops.
- d. Projects, such as grants; undergraduate, graduate, community-engaged, and action research; teaching innovations and developments; or other long-term professional associations with a public school, a service agency, or other field-based setting appropriate to the individual's discipline.
- e. Professional improvement, such as additional degrees beyond the terminal degree, formal post-graduate study, documentation of additional training, additional or increased expertise through self-study, conference attendance, development of new courses and/or programs, significant modifications to existing courses or programs,
- f. Other activities, which are appropriate to the category

Clarification of Rating for Scholarship: A candidate shall be rated satisfactory (minimum rating in channels C and E) if he/she demonstrates a pattern of scholarly work which includes activities from a minimum of three areas (a-f). In order for the candidate to be rated “good” in this area, he/she must meet the requirements for a satisfactory rating and

- a. for the interim review, provide evidence of a regional and/or national refereed publication in a reputable outlet (non-predatory) since employment began at Weber State University
- b. for the final tenure review, provide evidence of a regional and/or national refereed publication in a reputable outlet (non-predatory) since the interim review.

Category III: Administrative and/or Professionally Related Service

Professional service is defined as those activities which provide professionally related value to the community, the institution, or professional organizations. An individual is not expected to be equally active in all areas listed below. It is the candidate’s responsibility to provide evidence of successful administrative and/or professionally-related service.

Evidence of Service Includes:

- a. Leadership positions in professional organizations.
- b. Membership in professional organizations.

- c. Professionally-related community activities such as speech making, or serving on community boards.
- d. WSU committee assignments at the department, college, or university levels.
- e. Service publications such as newsletters, newspaper and popular magazine articles, and media interviews.
- f. Professional service supporting conferences, workshops and seminars, and/or reaching out to external communities and constituencies.
- g. Administrative assignments within the university.
- h. Student advisement activities or serving as an advisor to a student professional organization.
- i. Developmental activities which are service in nature, such as consulting.
- j. Other relevant professional service.

Clarification of Rating for Professionally Related Service: A candidate shall be rated satisfactory (minimum rating in channels A and D) if he/she accepts and performs in a professional manner duties in at least three areas (a – j), including at least one assignment in area d.

Category IV: Professional Behaviors/Collegiality/Ethics

University faculty members have a unique role in exemplifying professional behaviors, collegiality, and ethics as they work and cooperate with those around them for a common purpose. Faculty members are responsible to themselves and to their students, colleagues, profession, community, and ultimately the University in engaging in collegiality, professionalism, and ethics. The manner in which faculty members go about their job duties should adhere to the standards of Professional Behaviors as specified in PPM 9-4 through 9-8, uphold personal, professional, and academic integrity, and be compatible with the program, department, college, and institution’s mission, as well as short and long-term goals.

Collegiality is often best evaluated at the program and department levels. Those who are rated as “unmet” for category IV (professional behaviors, collegiality, and ethics) are ineligible for tenure at Weber State University. Weber State values academic freedom and simple disagreement is not considered non-collegial behavior. It is not tied to sociability or likability. The following descriptions are meant to be some examples and non-examples and do not limit those involved in ranking and tenure ratings and judgments of faculty peers that will carry weight with the Promotion

and Tenure Committees.

- a. Professional, collegial, and ethical behaviors may include:
 - i. respecting differing views and voices
 - ii. encouraging and promoting professionalism with peers, students, and staff; and
 - iii. representing and supporting the mission and goals of Weber State University; and
 - iv. other professional, collegial, and ethical behaviors not listed here.
- b. Unprofessional, non-collegial, and unethical behaviors may include:
 - i. communicating verbal, physical, or other threats to co-workers and students;
 - ii. disruption or non-engagement in the mission and goals of Weber State University;
 - iii. demeaning the work of others;
 - iv. avoidance and/or non-engagement in professional interactions with co-workers or students;
 - v. Unethical behaviors related to publication or dissemination of scholarly work; or
 - vi. other unprofessional, non-collegial, and unethical behaviors not listed here.

Clarification of Rating for Professional Behavior/Collegiality/Ethics:

A candidate shall be rated as having met the criteria if there is no substantial evidence of unprofessional, non-collegial, and/or unethical behaviors as documented in the Program Director, Department Chair, College Dean, and/or Human Resources personnel file.

II. POST-TENURE REVIEW

A. Purpose

The post-tenure review shall be based on criteria separately defined from the award of tenure with the intent of:

1. Demonstrating the tenured faculty member's growth and development in the discipline;
2. Communicating to the faculty member specific areas in need of improvement related to performance in teaching, scholarship, and service; and
3. Enhancing each individual's future productivity.

B. Procedures

After tenure is granted, faculty will be evaluated every five years, or more often at the discretion of the department chair or dean or at the request of the faculty member. Each College Tenure document shall specify procedures to administer a review of the work of each tenured faculty member in a manner and frequency consistent with institutional and professional accreditation standards. The criteria for such review shall include multiple indices, and be discipline- and role-specific, as appropriate, to evaluate:

1. Teaching, through student, collegial, and administrative assessment;
2. The quality of scholarly and creative performance and/or research productivity; and
3. Service to the profession, school and community.

C. Student Evaluations

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each year, all post-tenured faculty members shall have student evaluations administered in at least two of the courses. The two courses to be evaluated each year will be determined through consultation between each faculty member and his/her

department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries will be kept on file in the office of the chair.

D. Remedial Actions Based on Post-Tenure Review

If, as a result of the post-tenure review process, the faculty member is found to not be meeting the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in PPM 9-9 through 9-17.

E. Modifications to Post-tenure Review Documents

Academic Units that wish to change these documents shall submit their documents in writing to their Tenure-Track and Tenured faculty for comments and a vote. The outcome of the vote shall be reported to the faculty and the Academic Units and shall accompany the documents throughout the approval process. (Approved at Faculty Senate on 16 April 2015)

GRADUATE PROGRAMS

I. Application Procedures

To apply to a graduate program all individuals must contact the graduate program for specific admissions requirements. The following items must be provided to the specific graduate program office:

1. A completed online application accompanied by the nonrefundable application fee (as designated by the Graduate Council).
2. A bachelor's degree from a regionally accredited college or university is required for admission as a graduate student at Weber State University. An official transcript from each previously attended college and/or university (except WSU) must be sent directly from each institution to the graduate program. Transcripts must be submitted for all coursework above the high-school level and all prior degrees. For international students, transcripts must be accompanied by a professional degree and transcript evaluation, which must be sent directly to the graduate program by a WSU-approved foreign credentials evaluation service. See International Student & Scholar Center Admissions website for further details. Transcripts submitted as application credentials become the property of the Weber State University and will not be returned to the applicant.
3. Admissions tests may be required by the specific graduate program (GRE, GMAT, Miller's Analogies Test, etc.), as well as proof of English language competency for international applicants. Applicants should request that their test score reports be sent directly to the graduate program to which they are applying, or to WSU if a specific institutional code is not available for the graduate program.

II. Admission Requirements

Admission to a graduate program at Weber State University is based on the applicant's academic ability, past performance and evidence of a reasonable chance of success within that program. ~~Selection for admission is made without regard to race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender~~ All admission policies shall apply without regard to race, color, ethnic background, national origin, religion, creed, age, lack of

United States citizenship, disability, veteran status, sexual orientation or preference, or gender. (see PPM 6-2 3-32, IA).

Admission is competitive and solely at the discretion of the graduate program to which the applicant has applied: meeting minimum admission requirements does not guarantee admission.

Minimum requirements for admission to a Weber State University graduate program are as follows:

- A bachelor's degree from a regionally accredited college or university (or international equivalent, as assessed by a professional degree and transcript evaluation) that will be completed before matriculation into the graduate program (see the U.S. Department of Education website for a list of recognized regional accreditation agencies).
- A cumulative undergraduate GPA of at least 3.0. If the undergraduate GPA is below 3.0, consideration may be based on GPA calculated on the last 60 semester hours (90 quarter hours) of undergraduate work.
- All exceptions to the minimum GPA requirement in admissions decisions, along with a rationale for each, will be reported by all graduate programs annually to the Graduate Council.
- Appropriate admissions test scores if required. (Contact graduate program for specific admissions test requirements.)
- A completed application, along with the submission of all required supporting materials (contact graduate program office for specific requirements).

Note: Individual graduate programs may have additional requirements.

Undergraduate Preparation Requirements

In addition to a bachelor's degree, students may be required to complete additional undergraduate work prior to acceptance into a graduate program to ensure proper preparation for study at the graduate level. Each degree program may designate specific undergraduate requirements and/or graduate-level leveling classes, and all prospective students should consult

with the appropriate graduate program. Graduate departments may impose an age limit on undergraduate leveling credits completed prior to entry into a graduate program.

International Student Admission

International applicants must satisfy all program requirements that apply to U.S. citizens in addition to the following:

1. Provide a professional transcript evaluation of course work completed outside the United States. See the International Student & Scholar Services webpage for a list of accepted foreign credential evaluation services.
2. Provide evidence of English language proficiency. WSU graduate programs may require a minimum TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) score, or successful completion of English as a Second Language courses at a level specified by the graduate program. Contact the graduate program for English language competency requirements.
3. Complete the Graduate Financial Guarantee Form. Every international student must complete a confidential financial statement that shows he/she has sufficient funds to comply with the United States Department of State Immigration and Naturalization Service regulations. This form must be submitted before a student can receive the appropriate I-20 or IAP-66 form that enables application for a student visa for entry into the U. S.
4. Any additional documentation required by the International Student & Scholar Office. Submit the Weber State University International Student Application.

~~For additional information on international student admission requirements, see www.weber.edu/SIS.~~

III. Appeals Procedures

Appeals of decisions on all issues of an administrative nature, such as admission to the University, residency, tuition, course waivers, credit adjustment, graduation, program eligibility, participation in specific activities, financial aid, parking and traffic, and residence halls, will be resolved based on the procedures outlined in the Student Code of the WSU Policies and Procedures Manual, 6-22,IX.

IV. Degree Requirements

1. Credit hour requirement

A minimum of 30 credit hours beyond the bachelor's degree is required for any Weber State University master degree. Additional course work or projects may be required due to graduate program accreditation standards, or for specialized professional master degrees. At least two-thirds of the credits in any master degree program (including thesis or project) must be received from Weber State University.

2. GPA Requirement

A minimum cumulative grade point average of 3.0 is required for successful completion of a graduate degree. Individual course grade requirements are determined by the sponsoring department.

3. Time Limit for Degree Completion

All degree requirements must be completed within six years from the semester of entry into a Weber State University graduate program. A graduate student's catalog will be the catalog in effect the Fall Semester of the academic year when he or she enrolls in the graduate program following formal admission into that program. Graduate programs may impose an age limit on graduate credits completed prior to entry into a program. Any exceptions to the above requirements must be approved by the graduate program.

4. Thesis / Non-Thesis Degree Options

Master's degree programs may include a "thesis option" and/or a "non-thesis option." The

Master's thesis should be evidence of the graduate student's ability to carry out independent investigation and to present the results in clear and systemic form.

The overall level of achievement for the Master's degree should be the same, whether the option chosen requires completion of a thesis or not.

The thesis option should include **at least** 6 ~~4~~ semester credits of thesis research. The semesters during which a student registers for thesis credit should correspond as closely as possible to the semesters in which the thesis work is done and faculty supervision is provided.

The non-thesis option will instead include a major project, paper, presentation, and/or a comprehensive examination.

5. Last Semester Requirements

Matriculated graduate students must be registered for at least 1 graduate credit during the semester of the final thesis/dissertation defense or, in a non-thesis degree program, the last semester of coursework required on the student's program of study.

6. Second WSU Graduate Degree Requirements

More than one master degree may be earned at WSU. Students should contact the graduate program for details. Additional master degrees will require additional graduate credit hours beyond the previously-earned graduate degree, comprising a minimum of 20 credit hours required for the additional degree. Students may pursue two different graduate degrees simultaneously by applying to and being accepted to each program. Graduate program approval is required.

7. Dual WSU Graduate Degree Requirements

Some graduate programs at WSU may offer dual or concurrent degrees. Students may either work simultaneously in two areas of study and receive one graduate degree representing both fields, OR may earn two separate degrees concurrently, with a specified amount of overlapping course credits that are counted toward both degree requirements. Overlapping graduate course credits must be 6000-level courses, with a

minimum of 20 **credit hours** ~~cr. hrs.~~ in either unique degree. Graduation applications do not have to be filed in the same semester for both graduate degrees: overlapping graduate credit hours that have been applied toward one Weber State University graduate degree may later be applied to the second graduate degree requirements as specified by the graduate department. For further information, contact the specific graduate program.

V. Graduate Student Classification

Please note that the following graduate student classifications do NOT determine eligibility for financial aid. See the WSU Financial Aid and Scholarship Office for the enrollment levels relevant to financial aid.

1. Full-Time Matriculated Graduate Student (Degree Seeking)

To be classified as *full-time matriculated* or *full-time degree seeking*; a student must be registered for 9 or more graduate credit hours per semester (excluding summer) and be formally admitted to a Weber State University graduate program. Full-time matriculated graduate students must be registered for at least 1-3 graduate credit hours during the semester of the final thesis defense or, in a graduate program without a thesis requirement, the last semester of coursework required in the student's program of study.

2. **Part** Half-Time Matriculated Graduate Student (Degree-Seeking)

To be classified as *part-time matriculated* or *part-time degree seeking*; a student must be registered for 5-8 graduate credit hours per semester (excluding summer) and be formally admitted to a Weber State University graduate program. **Half** **Part**-time matriculated graduate students must be registered for at least 1-3 graduate credit hours during the semester of the final thesis defense or, in a graduate program without a thesis requirement, the last semester of coursework required in the student's program of

study. ~~No federal assistance is available to graduate students who are enrolled less than half time (1-4 credit hours).~~

3. Matriculated-Probationary Student

A student is considered *matriculated-probationary* when he/she is placed on probation because of inadequate progress in his/her degree program. Probationary status is defined by the specific graduate program. The conditions to be met in order to restore good standing and the time limit for meeting them must be specified to the student in writing at the time he or she is placed on probation. If the conditions are not met as specified, the student's participation in the program may be terminated.

4. Conditionally-Admitted Graduate Student (Degree-Seeking)

Conditional admission as a graduate student at Weber State University is granted solely at the discretion of the specific graduate program to which the student seeks admission. Contact the specific graduate program for more information regarding procedures and conditions for conditional admission. Advancement from conditionally-admitted to *full- or part-time matriculated graduate student* status will be determined by the graduate program, based on conditions which may include the following:

- a. completion of outstanding requirements for the baccalaureate degree;
- b. performance in 5000- and/or 6000-level classes specified by the graduate program;
- c. performance on a standardized graduate admission and/or English language competency test.

~~Conditionally admitted students may register for a maximum of 9 graduate credit hours per semester (5000- and 6000-level courses).~~ Conditionally-admitted students may enroll no more than three full semesters (excluding summer), after which the conditionally-admitted student must be either changed to full-or part-time matriculated student status by the graduate program office, or denied admission.

5. Non-Degree Seeking Graduate Student

Students who are taking graduate courses at WSU but have not been formally admitted to a Weber State University graduate program are classified as *non-degree seeking*. (See regulations governing non-matriculated graduate credit hours on p.6). Not all graduate programs allow non-degree seeking students to enroll in their graduate courses.

6. International Students

Applicants who are not U.S. citizens and have not received immigrant status from the U.S. Immigration and Naturalization Service are considered International Students.

International Students who are present in the United States on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident. [WSU Policies and Procedures Manual, R512-7.3] (See specific International Student Admission Requirements, p.2)

VI. Transfer Credits and Graduate Program Residency Requirements

At least two-thirds of the total credit hours of a student's master degree must be earned from an approved, Weber State University graduate program. Depending on individual program requirements, a maximum of one-third of the total semester graduate credits earned at another, regionally-accredited institution may be approved by a student's department. Transfer credits cannot replace required residency credits. All transfer credits must be approved by the graduate program, which may impose minimum grade requirements and / or age limits on such credits. Transfer credits will be considered as taken in the semester of transfer for purposes of timely degree completion. At least two-thirds of a graduate degree must be earned from a Weber State University graduate program. (See Residency Requirements, p. 4)

Non-Matriculated Credits

Graduate credit hours earned while a student is classified as a non-degree seeking graduate student at WSU may be applied toward a WSU graduate degree with the permission of the specific graduate program. Graduate programs may at their discretion stipulate age limits, appropriateness, and a maximum number of such credit hours which may be applied towards their degree. (See Non-Degree Seeking Student classification, p.5.)

VII. Course Level Numbering

5000-level courses are advanced, upper-division undergraduate courses, prerequisite or leveling graduate courses, or graduate courses. 5000-5999 level undergraduate courses may be applied toward a Weber State University graduate degree with program approval. 5000-level credit used to earn the undergraduate degree may not be counted toward a graduate degree, although students may petition a graduate program for retroactive graduate credit for courses taken as an undergraduate under certain circumstances: permission may be granted only if a grade of B or better was earned in the specified courses and if the courses were taken no more than three years prior to the petition. Such graduate credit is limited to six semester hours or two courses.

6000-level courses are considered graduate level courses. 6000-level courses are typically not available to undergraduates, and may only be cross-listed with undergraduate courses when there are substantially different course requirements for graduate students, reflecting a degree of academic rigor appropriate to graduate-level study. 6000-level graduate course credit for professional experience or certifications is not possible, although prerequisite or leveling requirements for 6000-level courses may be waived by the graduate program.

VIII. GRADUATE CERTIFICATES

A graduate certificate program is a related cluster of credit bearing graduate courses that constitutes a coherent body of study within a discipline or set of related disciplines. The purpose of graduate certificate programs is to serve the needs of both matriculated and non-degree students interested in developing specific skills and knowledge for personal and/or professional development. Graduate certificate programs are credit-based, taught by regular or associate members of the graduate program's faculty, and normally aligned with existing graduate education curricula. While certificate programs may be chosen by students who do not wish to pursue a master's degree (i.e. *non-matriculated graduate students*), courses completed during a certificate program may be applied toward graduate degree requirements upon the approval of the appropriate graduate program office as noted below.

The number of graduate certificate credits must consist of a minimum of 10 credit hours of 6000-level courses, although 5000-level courses may be applied toward certificate requirements per graduate program policy. Proposals for new Graduate Certificates should use the WSU New Program Proposal Form [see USHE R401-5.8].

Students must apply and be accepted into the graduate certificate area of study to be eligible to receive a certificate. The requirements and general criteria of eligibility for admission to any graduate certificate area of study include:

1. An earned baccalaureate degree from a regionally-accredited college or university, or enrollment in a WSU graduate academic degree program. The requirements for admission are set by each graduate area of study, which may include minimum grade point average, standardized test scores, and other similar criteria as part of the application.
2. Students who wish to pursue approved graduate certificates must be admitted to that certificate program. Students may pursue more than one certificate but must be admitted separately to each certificate program.
3. Certificate-seeking students not currently enrolled in a master degree program will be admitted as degree seeking graduate students, and their major code will reflect the graduate certificate program to which they have been admitted. Successful completion of a graduate certificate will be noted on the student's academic transcript.
4. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students to remain in "good standing".
5. All graduate certificate students must meet all prerequisites for courses in which they wish to enroll.

Should non-degree seeking student earn a graduate certificate and subsequently apply and be accepted to a degree-granting WSU graduate program, credit hours earned as part of the graduate certificate may be applied toward a WSU graduate degree with the permission of the specific graduate program. Graduate programs may stipulate at their discretion age limits, appropriateness, and a maximum number of such credit hours which may be applied towards their degree.

IX. Financial Aid

The process for applying for financial aid is the same for graduate students as for undergraduate students. Graduate loans are available for those participating in a graduate program. Please visit the Financial Aid website for more information.

X. Scholarships

Scholarships may be available for both Utah residents and non-residents. To qualify, students should contact the individual graduate programs for more information.

XI. Non-Resident Tuition Waivers

A non-resident student may be eligible for a full or partial waiver of non-resident portion of tuition. This waiver is awarded on an individual basis to academically qualified students. For more information, contact the sponsoring graduate program.

XII. Graduate Assistantship/Work Study/Internship/Practicum

When available, graduate assistantships, work study opportunities, internship or practicum programs are offered and administered by the graduate program/ department in which the student is pursuing a graduate degree or graduate certificate. Any academic credit for internships or practica must be granted through a designated, credit bearing 5000- or 6000-level course.

~~Graduate Council~~

~~The Graduate Council is an advisory committee made up of representatives from all graduate programs, the Registrar's office, the Financial Aid office, Continuing Education, Enrollment Services, International Student & Scholar Center, and the Office of the Provost at Weber State University. The Chair of the Graduate Council shall be appointed to a term of three years by the Office of the Provost, subject to renewal for further terms.~~

~~The council will meet throughout the Academic year (September-May) to further graduate education, mentor faculty and departments who are developing new graduate degrees, and consult with non-academic departments regarding the needs and purposes of graduate programs at Weber State.~~

~~The Graduate Council shall establish policies and procedures for graduate programs, including the drafting or amending of sections of the WSU Policies & Procedures Manual and WSU catalog relevant to all graduate programs. Such policies and procedures are subject to review by the Faculty Senate as specified in the Weber State University Policies and Procedures Manual,~~

~~Article C II, Section 2.1. The Graduate Council shall also serve the following functions:-~~

- ~~• Formal approval of all new graduate program proposals.~~
- ~~• Formal approval of all substantive and non-substantive graduate program change proposals, including changes in program delivery format deemed substantive.~~
- ~~• Graduate Program Review, which for graduate program reviews shall consist of a subcommittee of the Graduate Council, comprised of faculty serving as graduate program directors, with the Graduate Council Chair and a representative of the office of the provost as ex-officio members.~~

XIII. Office of Graduate Studies

The Office of Graduate Studies serves as the administrative body within Academic Affairs that promotes, supports, and reviews graduate education at Weber State University. The Office of Graduate Studies, in conjunction with the Graduate Council, works collaboratively with university administration, colleges, and academic departments to ensure consistency and excellence in all graduate degree programs.

ORGANIZATION

The Office of Graduate Studies consists of a half-time Director, who receives release time and a stipend, and support staff, and is housed in an accessible campus location.

1. Director of Graduate Studies

A. Selection

The Director of Graduate Studies shall be a faculty or professional staff (minimum half-time release or equivalent), with a terminal degree, appointment made by the Provost for a renewable 3-year term. The Director reports to the Provost, and receives an annual stipend.

B. Procedure for selection:

The Graduate Council will provide the Provost with a list of eligible of eligible members (per Section 1.a.) who would be willing to serve as Director. The Provost will choose the candidate for Director from the list of candidates.

C. Eligibility

The Director of Graduate Studies may be either a full-time, tenured faculty member with teaching or administrative responsibilities within a WSU graduate program at the time of appointment, or a professional staff member with a terminal degree and administrative responsibilities within a WSU graduate program at the time of appointment.

D. Responsibilities

- i. Chair the Graduate Council – schedule meetings, set agenda, define charges for GC subcommittees.
- ii. Curriculum – guide all curriculum-related activities of the Graduate Council (see Sec. 2.c.ii below) through the chain of appropriate university approval processes.
- iii. Program Review – the Director of Graduate Studies will serve as ex officio chair of the Graduate Program Review Subcommittee, and will guide all graduate program reviews through the chain of appropriate university approval processes.
- iv. Budgetary responsibility for the Office of Graduate Studies.
- v. Liaison with other university administrative units.
- vi. Responsibility for efforts to promote graduate education at Weber State University.
- vii. Disseminate information about best practices in graduate education.

2. Graduate Council

A. Mission

The mission of the Graduate Council is to work in conjunction with the Office of Graduate Studies to further graduate education at Weber State University, and collaborate with university administration, colleges, and academic departments to ensure consistency and excellence in all graduate degree programs. The Director of Graduate Studies serves as Chair of the Graduate Council and is responsible for scheduling meetings, setting the agenda, and defining charges for the Graduate Council subcommittees.

B. Membership and Voting

- i. Members of the Graduate Council include the Directors of all WSU graduate programs, designated graduate program support staff, representatives of critical administrative support services (including the Office of the Provost), and a

graduate student representative. The full membership of the Graduate Council will meet during the academic year to facilitate information exchange, promote best practices, mentor faculty and departments in developing new graduate degrees, and consult with non-academic departments regarding the needs and purposes of graduate programs at Weber State University.

ii. For purposes of curriculum-related approvals and graduate program reviews, voting members will consist of members of the Graduate Council who are full-time, tenured or tenure-track faculty with teaching or administrative responsibilities within a WSU graduate program.

C. Responsibilities

i. Policy / PPM & catalog changes - The Graduate Council establishes policies and procedures for graduate programs, including the drafting or amending of sections of the WSU Policies & Procedures Manual and WSU catalog relevant to all graduate programs. Such policies and procedures are subject to review by the Faculty Senate as specified in the Weber State University Policies and Procedures Manual, Article C-II, Section 2.1.

ii. Curriculum

a. Formal approval of all new graduate program proposals.

b. Formal approval of all substantive and non-substantive graduate program change proposals, including changes in program delivery format deemed substantive.

iii. Review of Graduate Program Reviews

Graduate Program Review, which for graduate program reviews shall consist of a subcommittee of the Graduate Council, comprised of faculty serving as graduate program directors, with the Graduate Council Chair and a representative of the office of the provost as ex officio members.

iv. Graduate Admissions

a. The Graduate Council sets / revises general graduate admissions standards and policies common to all graduate programs.

b. Before exceptions to common graduate admissions standards or policies can be made by individual graduate programs (e.g. undergraduate degree requirements such as the minimum GPA of 3.0), an appeal must be made to the Graduate Council Appeals Subcommittee, which shall consist of a subset of Graduate Council members. The Subcommittee will respond to appeals in a timely manner in keeping with the admissions cycle of the graduate program in question. Data about all exception

requests will be gathered and reported to the full Graduate Council annually.

v. Marketing / Recruitment

The Graduate Council will work collaboratively with the Director of Graduate Studies and University Communications to develop and execute cooperative strategies for recruitment, promotion and marketing of graduate education at Weber State University.

Cover/Signature Page – Full Template

Institution Submitting Request: Weber State University
Proposed Title: Master of Science in Respiratory Therapy
School or Division or Location: Dr. Ezekiel R. Dumke College of Health Professions
Department(s) or Area(s) Location: Respiratory Therapy
Recommended Classification of Instructional Programs (CIP) Code: 51.0908
Proposed Beginning Date: Fall Semester 2016
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' Agenda Items	
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>	
SECTION NO.	ITEM
4.1.1	<input type="checkbox"/> (AAS) Associate of Applied Science Degree
4.1.2	<input type="checkbox"/> (AA) Associate of Arts Degree
	<input type="checkbox"/> (AS) Associate of Science Degree
4.1.3	<input type="checkbox"/> Specialized Associate Degree
4.1.4	<input type="checkbox"/> Baccalaureate Degree
4.1.5	<input type="checkbox"/> K-12 School Personnel Programs
4.1.6	<input checked="" type="checkbox"/> Master's Degree
4.1.7	<input type="checkbox"/> Doctoral Degree
5.2.2	<input type="checkbox"/> (CER C) Certificate of Completion
5.2.4	<input type="checkbox"/> Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: MM/DD/YEAR

Printed Name: Madonne Miner

³ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template
Weber State University
Master of Science in Respiratory Therapy MSRT
08/31/2015

Program Description

Respiratory Therapy is a life-support specialty that routinely consults with a multi-disciplinary healthcare team in the diagnosis, treatment, management, and education of patients with heart and lung dysfunction. Respiratory therapists work across the life spectrum interfacing with pre-mature newborns, children, adults, and geriatric populations as cardiopulmonary specialists with knowledge and skill to preserve life e.g., CPR, ACLS, neonatal and pediatric resuscitation, intubation, etc. The Weber State University Department of Respiratory Therapy proposes to offer an advanced degree at the Master of Science level for students wishing to pursue careers as advanced-practice Respiratory Therapy clinical specialists. This is a critical departure from the entry-level (AS) currently taught at most US institutions to address national access objectives in a rapidly growing field. The program would allow for practice within the scope of five advanced-practice clinical specialties (adult critical care specialty [ACCS], neonatal/pediatric specialty [NPS], certified pulmonary function technologist [CPFT] or registered pulmonary function technologist [RPFT], sleep disorder specialty [SDS] or Registered Polysomnographic Technologist [RPsgT], and as asthma educators [AE-C]), to increase skill and knowledge as department administrative managers, as patient educators, consultants, and to direct research in “best-practice” opportunities for practitioners in the field of Respiratory Therapy.

Role and Mission Fit

The Master of Science in Respiratory Therapy certainly fits with Weber State University's mission, which includes providing master degree programs in technical and professional fields. The MSRT will provide an advanced option in addition to the WSU bachelor's degree in Respiratory Therapy (BSRT). Both the BSRT and MSRT meet the mission of the Dumke College of Health Professions to provide “excellence in: education for our students, support for our faculty, resources for our healthcare partners, and partnerships with our local and global communities.” The BSRT is accredited by the Commission on Accreditation for Respiratory Care and is the only bachelor's in respiratory therapy in the state of Utah. Currently, no MSRT program exists in Utah. The Master of Science in Respiratory Therapy will help students prepare for advanced-practice career pathways in the profession and related services within a rapidly growing career field in the United States. Graduates will enjoy opportunities for career advancement into advanced clinical responsibility as life-support specialists (supported with advanced-level credentialing at the national level), department managers, asthma educators, university faculty, and as consultants as “best-practice” researchers to members of the healthcare team.

Faculty

Faculty will teach one or two courses/year on overload for the first year of the program, adding one faculty thereafter. One additional full-time faculty will be required for years 4 and 5 pending enrollment growth with the new program. The program is a collaborative effort to provide administrative opportunities for respiratory therapists from the Master of Health Administration program and offer courses specific to the teaching arena from experts in the Master of Education program. Teaching load will be spread over several instructors and three departments, two from the Dumke College of Health Professions and one from the Moyes College of Education. All program instructors are Doctoral (7) or Master's degree prepared (3) and tenured (6) or tenure track (3) in their respective academic fields.

Market Demand

A white paper by Thomas Barnes, *et al*, (2003) that addressed the professional suitability to establish graduate level programs was published by the American Association for Respiratory Care (AARC). National curriculum, accreditation, and credentialing directives at the professional level encourages providing higher education opportunities at the Master of Science degree level for licensed respiratory care practitioners (RCP's) for an ever expanding scope of practice. These

goals were highlighted at three conferences of stakeholders commissioned by the professional association beginning in 2009 (see, Kacmerak, *et al.* (2009) Creating a vision for respiratory care in 2015 and beyond, RESPIRATORY CARE, 54, (3), p. 375-89). The results were highlighted by several directives to adopt strategies that prepare the workforce for increased competencies and responsibilities by increasing educational mandates for licensed respiratory care practitioners, including career pathways for advanced-practice professionals, and improving educational opportunities in step with workforce requirements (increasingly seen as Master's degree preparation) for the future. Intermountain Health care, Utah's largest healthcare employer, and others recognize this as an industry driven initiative requiring immediate strategic planning from senior administration officials (attached IHC staffing draft 2/5/2013, p. 6) within the corporation.

In a labor market analysis of respiratory therapy and other health related workers, Workforce Services reports that employment distribution increased from 9% in 2000 to 13% in 2012 for job seekers in Utah. It is expected that this trend will continue and that educational requirements for skilled practitioners will advance in the healthcare sector. Weber State University is well positioned in the state to keep pace with that growing trend and is geographically positioned to provide advanced education opportunities for the Western region of the US by offering on-line/hybrid opportunities for continuing career growth.

Student Demand

Given the excellent job prospects in a growing health field and the number of students increasingly seeking graduate work in health professions careers, there is strong student demand for this program moving forward. With over 1,000 licensed practitioners in the state and nearly 27,000 in the surrounding 10 western states, the program receives numerous inquiries from seasoned practitioners that desire advanced-practice opportunities for promotion within the profession.

A survey of Utah practitioners and students (n=137) completed March 28, 2013 revealed that 70% of respondents are somewhat or very interested in pursuing a master's degree in respiratory therapy. Of those, 75% indicated a desire to begin a MSRT program within the next two years. The survey revealed that only 21% of respondents have an advanced specialty credential, while 88% of respondents indicated an interest in pursuing two or more advanced credentials through an MSRT program.

Statement of Financial Support

Appropriated Fund.....	<input checked="" type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees	<input type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input checked="" type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

Similar Programs Already Offered in the USHE

There are no similar offerings at USHE institutions.

Program Description – Full Template
Weber State University
Master of Science in Respiratory Therapy MSRT
08/31/2015

Section I: The Request

Weber State University requests approval to offer a Master of Science in Respiratory Therapy effective fall semester 2016. This program has been approved by the institutional Board of Trustees on _____.

Section II: Program Description

Complete Program Description

The MSRT program is designed to prepare advanced-practice respiratory care practitioners as 1) department or clinical administrators, 2) asthma educators and/or college-level faculty, and 3) clinical researchers employed within a variety of healthcare institutions. Two of five advanced-practice credentials (Certified PFT [CPFT] or Registered PFT [RPFT], Sleep Disorders Specialist [SDS] or Registered Polysomnographic Technologist [RPsgT], Adult Critical Care Specialist [ACCS], Neonatal/Pediatric Specialist [NPS], and Asthma Educator [AE-C]) relative to practitioner expertise are required for completion of the degree. Additionally, specific concentrations/emphases of practice will prepare students for advanced careers in respiratory care. These concentrations are specifically intended for individuals with clinical experience pursuing advanced career pathways in administration, as consultants or educators, or as clinical researchers. Master of Science in Respiratory Therapy graduates participate in the health care arena as advanced-practice professionals, life-support specialists prepared to provide guidance and administrative leadership to departments. The Program prepares consultants and educators throughout the educational processes and develops leaders in research, management, and coordinators of respiratory care services.

The MSRT degree consists of 36 credit hours beyond the earned baccalaureate degree. This includes core courses in medical writing, medical pathophysiology, and medical ethics and law (9 credits). It also provides a mechanism to earn two advanced-practice specialty credentials. As described earlier, only 21% of those surveyed (3/13) report having a specialty credential whereas 88% indicated an interest in pursuing 2 or more specialty credentials associated with the completion of an MSRT degree. Additionally, one emphasis concentration chosen by the student from departmental administration, education, or clinical research (9 credits per concentration) is required. MSRT students are required to complete 6 credits as a capstone project incorporating research principles learned throughout the curriculum. The MSRT program is developed with “hybrid” and on-line educational courses. This means the majority of coursework will be online with a few scheduled classroom experiences dependent on the chosen area of concentration/emphasis.

Purpose of Degree

The purpose of the degree would be to meet employer- driven mandates (IHC) to provide a career pathway for practitioners with requisite skill and knowledge to perform as advanced-practice clinical providers, hospital or clinic department managers, patient assessment experts as clinical educators, or to direct evidence-based research opportunities in the field of Respiratory Therapy. Additionally, practitioners can increasingly act as physician resources to provide consultation and/or evaluate “best-practice” protocols since as clinical researchers they will develop and improve treatment procedures in cardiopulmonary medicine.

Currently, no MSRT program exists in Utah. The nearest MSRT programs are at Loma Linda University, Loma Linda, CA and University of Texas, Medical Branch in Galveston, TX, with a total of only 9 MSRT programs offered nationwide. Courses will be taught primarily online with the exception of MHA hybrid courses and MEd courses that are only offered

face-to-face. This format will be an asset to practicing respiratory therapists who may find coordinating their work schedule with face-to-face courses difficult. Additionally, an online format will attract respiratory therapists from surrounding states who want to pursue an MSRT degree.

Supervisory, administrative, department management and teaching jobs (faculty) require master's preparation. Perspective students have indicated that they have pursued graduate degrees in other fields and institutions in order to meet the degree requirements necessary for career advancement.

Outcomes for the program can be measured by successful credentialing of advanced-practice professionals, surveys of graduates and employer satisfaction as required for accreditation and employment verification.

Institutional Readiness

This proposed Master of Science degree in Respiratory Therapy will not affect the current administrative structure of the department. Professional advancement is based on a career ladder concept of evolving competencies in the profession and by student interest in developing advanced-practice credentials to provide opportunities in administrative capacities, education, and consulting and/or research opportunities in health care. Prior to the 2007-08 academic year the WSU respiratory therapy program averaged 26-28 associate and bachelor degrees awarded. In 2010-11, that number rose to 124, making a degree in Respiratory Therapy 7th in terms of the number of degrees produced at Weber State University. The proposed Master of Science degree would be part of the institutional career ladder for a growing number of graduates. Emphasis or professional track options for curricular inclusion have been proposed in collaboration with the Masters of Health Administration (3 courses) and Masters of Education (3 courses) programs. The respiratory therapy department chair would perform administrative oversight for the new program during the first year and by the program director thereafter.

Institutional program review (4/2014) admonished the inclusion of an undergraduate research component that would be augmented by graduate students from the proposed program. As such, undergraduate mentoring by graduate students engaged in research can help the program implement a research component within undergraduate preparation. Undergraduate instruction would be enhanced from advanced-practice (graduate) students along with ongoing work to facilitate and engage clinical faculty/preceptors in "master teacher mentoring" aimed at improving instruction by seasoned practitioners in the field. Additionally, program advisory committee members would be fully integrated with the program as adjunct instructors to recommend and solicit improvements in programmatic goals and outcomes.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	3	1	4
Full-time Non-Tenured		1	1
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	3	1	4
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured			
Total Department Faculty FTE <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	4	2	6

Staff

The administrative staff needed for the proposed program can be fulfilled by the addition of one full-time (10 month) advising/admissions support staff added to the current administrative support (office specialist) structure in the first year and by hourly, part-time (10-12 hrs./week) work study students in subsequent years.

Library and Information Resources

The Stewart Library provides a broad range of information and resources in support of WSU's mission and goals. Discipline specific services in respiratory therapy and allied health are provided at the Stewart Library on-campus and at the WSU-Davis Library/Information commons. Additionally, internet searches can be performed by enrolled students for database searches and other library services in remote sites for off-campus students.

Collections include print, electronic, and audio-visual resources as well as access to an increasingly large number of research databases, full-text journals, and books. Day, evening and weekend hours are maintained to accommodate patron needs on site at both campus locations. The Stewart Library is open 105 hours per week; the WSU-Davis library is open 45 hours per week. Off-campus access to resources and services is available 24/7 through the library website: <http://www.library.weber.edu> .

To ensure that the library's on-line resources are relevant to curricular needs, a librarian is assigned to the Dumke College of Health Professions. This subject librarian collaborates with faculty to develop a collection and consults on titles regularly to assess needs in the health professions specifically. In addition to collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to help inform students and faculty of library resources and other services available in their areas of interest.

Admission Requirements

Admission to the program requires a bachelor's degree from a regionally accredited institution of higher education in Respiratory Therapy and a registered respiratory therapy (RRT) credential. Research emphasis will require a basic statistics course (MATH 1040-Intro to Statistics or equivalent) prior to admission.

Criteria to be considered for acceptance into the program include:

- Undergraduate GPA
- Minimum GPA of 3.00 on the last 60 semester hours (90 quarter hours) of approved undergraduate/graduate course work or if less than GPA of 3.00 on the last 60 semester hours (90 quarter hours) a minimum score of either 396 on the Miller's Analogies Test (MAT) or 480 each on the Verbal, Quantitative, Analytical portions of the Graduate Record Examination (GRE)
- 3 Letters of recommendation

Additional requirements for International Students

All International students and any applicant educated outside the United States must demonstrate proficiency in English and register with the International Office with the Student Services Center. Those whose native language is not English must submit official scores from the Test of English as a Foreign Language (TOEFL) of 600 (paper-based), or 76 (computer-based). The score may not be more than two years old.

Student Advisement

A program advisor will be appointed by the department chair from graduate faculty in the department (i.e., those holding terminal degrees in their field). All candidates will consult with their program advisor once per semester.

Justification for Graduation Standards and Number of Credits

The total number of credits for the degree is 36 hours, which is consistent with Board of Regents policy and within the range of credit hours for Master degrees offered at Weber State University.

External Review and Accreditation

The curriculum is based on a national curriculum model (DACUM) developed at Ohio State University, in consultation with the Coalition of Baccalaureate/Graduate Respiratory Therapy Education (CoBGRTE). The WSU curriculum model is commensurate to programs at Northeastern University (Boston, MA) and at the University of Texas Medical Branch, (Galveston, TX) and has been reviewed by the WSU Respiratory Therapy Advisory Board, which consists of physician medical directors, clinical department managers in the field, faculty, and community members throughout the Wasatch Front and the western region. Ongoing discussion for accreditation standards are currently being articulated by the Commission for Accreditation for Respiratory Care (CoARC) in conjunction with regional education curricula for advanced-practice programs.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	X	16	20	20	20
Total # of Declared Majors in Proposed Program	X	16	36	40	40	40

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	4	4	5	5	6	6
Total Department Student FTE (Based on Fall Third Week)	71	87	110	115	115	115
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	18	28	22	23	19	19
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: (N/A)						

Expansion of Existing Program

The proposed curriculum is a professional degree-enhancement program not subject to accreditation at the present time. Following the 2009-10 academic year and on the advice of accreditation visitors, the program reconfigured 11 upper division credit hours above the AS degree and required a baccalaureate degree for program completion. The MSRT program is an expansion of the existing entry-level program and includes curricular goals consistent with workforce requirements and national education mandates. Of the 400 programs nationally (350 at the AS degree), Weber State's program is one of 50 baccalaureate and just 8 Master's degree programs in the country serving as a leader and model for the respiratory therapy profession. The undergraduate program enrolls 45-50 students each year and has 65 student credit hours (SCH's) per student enrolled. Accreditation requirements specify that graduates complete the program prior to professional credentialing. The program's enrollment figures for the last five years reflect continuous enrollment growth. They are as follows:

	<u>Head Count</u>	<u>SCH's</u>	<u>AAS Grads</u>	<u>AS Grads</u>	<u>BS Graduates</u>
2007-08	95	3,096	35	27	17
2008-09	87	2,586	37	34	15
2009-10	118	3,086	37	35	38
2010-11	129	3,086	49	25	50
2011-12	150	4,086	64	22	64

There are over 400 respiratory therapy programs in the United States, with the vast majority granting AAS and AS degrees. Of these, only 57 terminate at the baccalaureate degree level. Weber State University is poised on the cutting edge of educational preparation with curricular changes to the program (**Baccalaureate entry-level**) and market potential (**Advanced-practice Master's degree**) for future practice.

Section III: Need

Program Need

A Master of Science degree in Respiratory Therapy will help meet the demand within the state of Utah and regionally for advance-practice skill and knowledge above that offered for an entry-level prepared practitioner, provide instruction for department managers in health administrative services, develop potential faculty and/or patient educators, and encourage mid-level consultants and researchers in the profession for the future. Employer- mandated education in this field coupled

with the availability of a well prepared student population will combine to produce practitioners with requisite skills to function in a changing healthcare environment. Historically, the profession has offered few opportunities to advance and grow beyond entry into the profession. Skilled professionals who desire advancement have otherwise pursued pathways outside the profession as physician assistants [PA's], cardiopulmonary perfusion technologists [CCP], Anesthesiology Assistants [AA's], or Nurse Anesthesiologists [CRNA] and are limited in advanced training opportunities because the curriculum terminates once entry-level credentials are achieved. Most other health professions (nursing, radiology, pharmacy, physical therapy, athletic training), by contrast, have formal career pathways to advance professionally or pursue advance-practice clinical skills formally tied to education. By following these pathways, practitioners move to increasingly higher levels of responsibilities, authority, and autonomy to practice as physician extenders in various healthcare environments.

Career pathways forwarded in the Master of Science degree in Respiratory Therapy fosters continued professional development. Second, the Master of Science degree in Respiratory Therapy encourages longevity in the field and provides individuals with tangible rewards for pursuing additional education or obtaining an advanced credential. Finally, it promotes recruitment into a particular field by attracting students into careers that allow for continued opportunities to grow personally and professionally.

As the Respiratory Therapy profession attempts to recruit and retain practitioners, the inability to offer opportunities to continue learning has become an obstacle. Potential students may be deterred from pursuing a particular profession because there is no clear pathway toward advanced-practice goals or increasing career objectives after entry into the field (i.e., in department management, teaching, consulting or "best practice" [evidence-based] research). To overcome this perception, the Respiratory Therapy department must develop a realistic career pathway at the institutional level for professional growth and personal satisfaction.

At the institutional level, career pathways usually take the form of a structured promotion system commonly known as a "career ladder." The importance of hospital career ladders was emphasized in an interim position statement adopted by the American Hospital Association Board of Trustees. It states, "Increasingly hospitals and health systems will have to create the capacity to encourage present staff to obtain additional training and enter new careers in order to facilitate career development, upward mobility, and increased employee tenure" (<http://www.aha.org/SIF/content/070131-mainedol-occupations.pdf>).

Advancement within a professional hierarchy tends to be more formalized than advancement up the institutional career ladder. At the professional level, an advancement hierarchy coincides with additional education, advanced certifications, or professional credentialing in a specialty practice. Although experience and skill remain important, it is usually necessary for the employee to reach a certain level of education or specified credential for advancement into a new position. It is this pathway Weber State University proposes to develop for respiratory care practitioners' (RCP's) professional growth in healthcare. The proposed Master's degree follows industry-driven mandates reflected in conferences, strategic planning at the institutional level, and implementation of educational goals for the future practice of respiratory therapists. The program partners with stakeholders in Utah and the nation to enact curriculum that attracts and maintains the highest quality applicant for this important life-support profession.

Labor Market Demand

Advisory committee members for the Respiratory Therapy program (consisting of department managers, administrators, physician advisors, and community interests along the Wasatch Front) have expressed particular interest in hiring graduates with Master's degree preparation for the future. Utah's largest healthcare employer, Intermountain Healthcare, recently raised employment requirements for supervisory personnel to, at minimum, a baccalaureate degree. Management personnel requirements have been increased to the Master's degree "preferred" level to be considered for job advancement. In a letter from a corporate Intermountain Healthcare executive (3/20/2013), compliance officer Kim Bennion relates that, "educational job requirements at the Master's degree level was (sic) necessary for a quality

assurance management position at IHC." As a respiratory therapist, Kim would have preferred a degree inside the profession but instead completed a Master's in Public Health outside of Utah to fulfill job requirements of a master's prepared graduate with clinical experience to qualify for her present job. Indeed, current WSU respiratory therapy faculty did the same. As the largest healthcare provider in the state, Intermountain Healthcare is leading the way with a corporate strategic plan which has resulted in preparing for future respiratory therapy advanced-practice positions based on national **AARC 2015** recommendations for future job requirements. This necessitates preparation of practitioners with skill and knowledge at the graduate level without access to a graduate program in Utah. Along with Intermountain Healthcare, MountainStar (HCA) and IASIS will likely follow the same practice of requiring their managers and some practitioners to have graduate degrees.

The respiratory therapy program currently prepares practitioners for entry into practice without opportunities for continued career advancement in clinical practice specialties forcing many to consider careers in other health professions or to seek a degree in another field. Increasingly, technologic and curricular expertise for credentialing critical care specialists and other advanced-practice responsibilities requires increasing attention to educational opportunities for continued professional growth. The American Association for Respiratory Care (**AARC**) encourages professionals to achieve the "highest level of education" working at the top of the professional credential. Many states (North Carolina, New York, Ohio, and Illinois) have taken the initiative to limit state licensing to practitioners possessing the Registered Respiratory Therapy (RRT) credential, thereby requiring programs to increase educational courses with baccalaureate and Master's curricula to prepare practitioners for the future. Weber State University is already well positioned with AAS-BS degree configurations to meet this challenge. Additionally, national trends have increasingly included curricula forwarded by the Coalition for Baccalaureate/Graduate Respiratory Therapy Education (CoBGRTE) to include graduate educational opportunities for advanced-practice in the field. These curricula have been further enhanced by course offerings emphasizing administrative responsibilities, teaching or education settings, and consultation or research opportunities.

The employment projection for respiratory therapy is 14% higher than the average for all occupations in the United States. According to statistics published by the U.S. Bureau of Labor and Statistics (BLS) released in April 2012, employment projections for respiratory therapists (<http://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>) are expected to increase by 28% over the next six years. The Bureau predicts the country will need 31,200 more respiratory therapists in 2020, up from nearly 113,000 in 2010. Physicians, on the other hand, are expected to lose 90,000 positions over the same period. This increase in demand for respiratory therapists and the decrease in medical school enrollment will result in a gap between the skill set that undergraduate therapists are prepared to provide and the care that is lacking due to physician decline. Therefore, master's prepared advanced-practice therapists are increasingly needed.

Growth in the middle-aged and elderly population will lead to an increased incidence of respiratory conditions such as emphysema, chronic bronchitis, and asthma (recognized as chronic obstructive pulmonary disease [COPD], the fourth leading cause of premature death in the United States), pneumonia, bronchogenic carcinoma, and other respiratory disorders that permanently damage the lungs or restrict lung function. These factors will lead to an increased demand for respiratory therapy services and treatments that require expertise in pulmonary pathology, mostly in hospitals and nursing homes. In addition, advances in preventing and detecting disease, improved medications, and more sophisticated treatments and life-support technology will increase the demand for respiratory therapists in the future. Other conditions affecting the general population, such as smoking, air pollution, and respiratory emergencies, will continue to create a demand for highly skilled respiratory therapists.

Continued opportunities for personal and professional growth in a particular career enhance job satisfaction, improve self-esteem, professional confidence, and increase morale and recognition of the role of respiratory therapists in health care. Each of these characteristics will boost the profession's efforts to recruit new candidates into the field and to retain skilled life-support professionals for the future. Graduates of the program are increasingly called upon to accept increased

administrative responsibility and to be resources for physicians at the bedside, patient educators, or consultants in “best-practice” protocols. The respiratory care profession has much to gain from incorporating advance-practice clinical specialists at the graduate level into the institutional career ladder structure.

Student Demand

Given the excellent job prospects in a growing field (over 1,200 licensed practitioners in Utah and approx. 26,800 in 10 adjacent Western states) and the number of students increasingly seeking graduate work in health professions careers, strong student demand is anticipated for this program moving forward because it addresses market needs and supports the community of interest’s goals. Seventy percent of Weber State University graduates express interest in advanced-practice opportunities for professional growth within the profession. One other state program (Dixie State University) prepares practitioners at the entry-level (AS degree) who will be interested in the possibility of a baccalaureate and Master of Science degrees as they seek opportunities to advance professionally in the field.

Evidence driven by practitioner surveys suggests 70% of Utah’s associate and baccalaureate graduates plan to advance their educational preparation at the Master’s level in the next few years. A clinical survey conducted over 8 days (3/21/13 - 3/28/13) returned 137 respondents (10% of Utah’s workforce. Seventy percent said they are likely or somewhat likely to continue an advanced career pathway in the next 2 years. Extending inferential statistics to the 10 adjoining states (CA, WA, OR, MT, ID, NV, AZ, NM, CO, WY) one may posit nearly 2000 new students returning to school in the next 2 years. This is in-step with community goals and national (**AARC 2015**) trends. Students recognize that in the current economy, education avails opportunity with advanced degree preparation. Currently, the profession is limited by educational opportunities in the field because the master’s level program is unavailable in Utah. In this regard, the program fills a specific niche in the community and nation as the profession moves forward. Weber State University is well known for innovation in health professions programs and this new program will highlight the College of Health Professions’ excellence in educational preparation for healthcare practitioners in the future. In this mission, the Respiratory Therapy department proposes to “bridge” AS graduates to baccalaureate and Master’s degree preparation for professionals and to provide opportunities as advanced-practice clinical specialists, department managers, educators, or clinical researchers.

Similar Programs

The Master of Science program in Respiratory Therapy will be the only Master’s degree program of this type in the state of Utah and the ninth in the United States (Loma Linda University in California just added a Master’s completion option 1/14). Weber State University is uniquely positioned in the Western region to offer career advancement opportunities for respiratory therapy professionals. Offering curricula on-line and in “hybrid” formats for 90% of the program (two MED and two MHA courses will need to be taken on-site), courses are offered in sequences with minimal travel to campus and degree completion on-line. Given the growing job prospects for Masters-level graduates in the field and anticipating future demand from patient populations in healthcare environments, the program expects strong demand (1,200 practitioners in Utah and 26,800 in the adjacent 10 states surrounding Utah). By expanding Weber State University’s tradition of excellence in teaching Respiratory Therapists in Utah, and with constant attention to assessment and continuous improvement, this program is intended to exemplify Weber State’s role as an innovative leader and enhance its national reputation in healthcare education.

The following is an inclusive list of Master of Science degree programs for respiratory therapists in the United States:

California

Loma Linda University
Department of Cardiopulmonary Sciences
Nichol Hall Room 1926
Loma Linda, CA 92350
Program Dir: David López, Ed.D., RRT, RCP
Medical Dir:
Email: rcmasters@llu.edu
URL: <http://www.llu.edu/allied-health/sahp/cardio/rcmasters.page>

Georgia

Georgia State University
Division of Respiratory Therapy
140 Decatur St. Suite 1228 Urban Life
Atlanta, GA 30302
Program Dir: Lynda Goodfellow, EdD, RRT, FAARC
Medical Dir: Robert Pettignano, MD
E-mail: ltgoodfellow@gsu.edu
URL: <http://chhs.gsu.edu/rt/masters.asp>

Illinois

Rush University

600 S. Paulina Street 1021 D

Chicago, IL 60612

Program Dir: David L Vines, MHS, RRT

Medical Dir: Mark A. Yoder, MD

E-mail: david_vines@rush.edu

URL: http://www.rushu.rush.edu/servlet/Satellite?c=RushUnivLevel3Page&cid=1232912010808&pagename=Rush%2FRushUnivLevel3Page%2FLevel_3_College_GME_CME_Page

Massachusetts

Northeastern University

360 Huntington Ave.

Boston, MA 02115

Program Dir: Thomas A Barnes, EdD, RRT, FAARC

Medical Dir: Alan Lisbon, MD

E-mail: t.barnes@neu.edu

URL: <http://www.spcs.neu.edu/msresp/>

North Dakota

St. Alexius Medical Center & The University of Mary

900 East Broadway

Bismarck, ND 58501

Program Dir: Will Beachey, PhD, RRT, FAARC

Medical Dir:

E-mail: wbeachey@primecare.org

Ohio

Youngstown State University

Department of Health Professions

1 University Plaza

Youngstown, Oh 44555

Program Dir: Sal Sanders, PhD, RRT, CPFT

Medical Dir:

E-mail: sanders@ysu.edu

URL: http://web.yzu.edu/gen/bcohhs/Master_of_Respiratory_Care_m233.html

Ohio State University

School of Health & Rehabilitative Sciences

453 West 10th Ave.

Columbus, Ohio 43210

Program Dir: Sarah Varekojis, PhD, RRT

E-mail: varekojis@osu.edu

URL: <http://www.hrs.osu.edu/rt>

Texas

University of Texas Medical Branch

School of Health Professions, Dept. of Respiratory Care

301 University Blvd.

Galveston, TX 77555-1146

Program Dir: Jose Rosas, PhD, RRT, FAARC

Medical Director: Donald Prough, MD

E-mail: jnilsest@utmb.edu

URL: http://shp.utmb.edu/respiratory_care

Collaboration with and Impact on Other USHE Institutions

Currently, there is one other accredited Respiratory Therapy program in Utah: at Dixie State University. The curriculum terminates at the Associate degree (AS) level. Weber State University teaches and administers an on-campus program and three off-campus cohorts (at WSU-Davis, IHC/Murray, and Utah Valley Medical Center/Provo) to parallel workforce demands in the Intermountain area. This career ladder approach prepares practitioners at the entry-level to perform requisite tasks in the profession. It does not provide preparation adequate for career advancement, nor does it anticipate future development for administration or management responsibilities, patient education, opportunities for consulting, or assessment in evidence-based research in the profession. Graduates seeking mid-level training increasingly consider an advance-practice education at the Master degree level for professional growth or enroll outside the profession for higher education opportunities in other careers. The proposed program would serve as a "bridge" in the professional education for life support specialists in Utah. A small number of highly trained graduates from this program may apply to the state's doctoral-level institutions, the University of Utah and Utah State University, for continued learning and for personal and professional development.

Benefits

A Master's degree curriculum in respiratory therapy will allow interested students to fulfill their educational goals for professional development and meet a demand in the market. Currently, it is rare to see advertisements in Utah that demand advanced degree preparation because an advanced degree in respiratory therapy is unavailable here. However, by anticipating the future needs of the profession, a well-designed Master's degree curriculum will prepare advanced practice care practitioners (RCP's) for careers with almost unlimited potential. Increasing desire for this program in Utah and throughout the Western region is illustrated nationally by the coalition of Baccalaureate/Graduate Respiratory Therapy Education (CoBGRTE) mandates and by state licensure boards (i.e., North Carolina, Ohio, New York Illinois and California) increasingly advancing the notion of respiratory therapists prepared at the Master's degree level for the future.

Consistency with Institutional Mission

The mission of Weber State University is to "offer associate, baccalaureate, and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields." The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff, and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity. Consistent with this mission and in line with a unique directive for health professions programs in Utah, a Master of Science in Respiratory Therapy will help students preparing for advanced-practice in the profession and related services, a rapidly growing career field in the United States today.

Section IV: Program and Student Assessment

Program Assessment

Goals of the program include successful completion of core courses in medical writing, medical pathophysiology (case study), and medical ethics and law. Students will complete one area of emphasis in health administration, education, and/or research. Additionally, the student will successfully credential in two advanced-practice specialties prior to graduation. A graduate thesis will be evaluated by an advisory committee comprised of 3 faculty members as a capstone project. Students will be encouraged to publish their results in a peer-reviewed journal.

Assessments of the program will include reporting to the graduate faculty, medical advisor, and advisory committee the following data:

- Admission, attrition, and graduation reports.
- Student course evaluations.
- Number of graduates employed in Respiratory Therapy field.
- Graduate surveys of student experiences in the program.
- Employer surveys of student skills.
- National certification of specialty exams.
- Subject to institutional program review.
- Coalition for Baccalaureate/Graduate Respiratory Therapy Education (CoBGRTE) curriculum review.

A program advisor will be responsible to advising and tracking progress toward degree completion.

Expected Standards of Performance

Standards and competencies are currently under development by the national credentialing agency, the Commission of Accreditation for Respiratory Care (CoARC). The program faculty is fully engaged in assessing standards and addressing the commission in written feedback of drafts sent out for review. The program participates in and advises the commission on proposed standards and will expect to be in full compliance when accepted by the CoARC Board of Directors.

The program will meet or exceed the following benchmarks established by the development of graduate accreditation standards:

- 70% of graduates employed (Commission for Accreditation for Respiratory Care [CoARC] standard).
- 80% of students “satisfied” or “very satisfied” on Likert Scale on evaluation of program (program graduate evaluation in CoARC accreditation survey).
- 80% of employers “satisfied” or “very satisfied” on Likert Scale with perception of graduates’ skill (program employer survey in CoARC accreditation survey).

Section V: Finance

Department Budget

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$ 309,735	\$49,695	\$359,430	\$82,188	\$441,618	\$58,832	\$500,450
Benefits	128,748	\$16,240	144,988	\$35,341	\$180,329	\$25,298	\$205,627
Total Personnel Expense	\$ 438,483	\$65,935	\$504,418	\$117,529	\$621,947	\$84,130	\$706,077
Non-Personnel Expense							
Travel	\$ 3,500	\$2,000	\$5,500	\$1,000	\$6,500		\$6,500
Capitol							
Library	2,000	500	2,500	500	3,000		3,000
Current Expense	17,228	10,000	27,228		27,228		27,228
Total Non-Personnel Expense	22,728	\$12,500	\$35,228	\$1,500	\$36,728	0	\$36,728
Total Expense (Personnel + Current)	\$ 461,211	\$78,435	\$539,646	\$119,029	\$658,675	\$84,130	\$742,805
Departmental Funding							
Appropriated Fund	\$ 461,211	\$43,168	\$504,379	\$73,358	\$577,737	\$73,338	\$651,075
Other: Tuition							
Special Legislative Appropriation							
Special Fees/ Differential Tuition		\$35,267	\$35,267	\$45,671	\$80,938	\$10,792	\$91,730
Total Revenue	\$ 461,211	\$78,435	\$539,646	\$119,029	\$658,675	\$84,130	\$742,805
Difference							
Revenue - Expense	0	0	0	0	0	0	0

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	216.53		223.18		229.66		250.10
*Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third Year Follow-Up Report and Cyclical Reviews required by R411.							

**Year 1 Staff @ \$25,500 plus Instructional Wage for overload at \$18,000 + 2% increase on previous salaries and wages. Year 2 includes a new faculty member at \$60,000 plus \$15,000 Instructional Wage + 2% increase on previous salaries and wages. Year 3 includes a new enrollment director at \$50,000 plus 2% increase on previous salaries and wages.*

***Year 1 Benefits @ 43% for staff plus 15% for wages. Year 2 new faculty at 43% + 15% for wages. Year 3 new enrollment director at 43%*

****Revenue allows for a 2% increase in tuition/differential per year. Graduate tuition is included in Appropriated Fund as it will be built into the base budget for the department.*

Funding Sources

It is expected that the new program will generate sufficient funds with graduate tuition and differential for residents based on the fee table for English, Nursing, Radiologic Sciences, and Athletic Training programs at Weber State University. It is possible that considerable interest could be generated outside the state because Weber State University is ideally positioned in the Western region for program specific higher education opportunities particularly in the adjoining 10 western states. It is proposed that through the first year, faculty will teach one or two courses on overload while generating revenue to hire an additional faculty prior to the second year, and (should enrollment meet projections) an additional faculty during year 4 or 5 of the program.

Reallocation

The proposed program is an advanced career pathway for the Respiratory Therapy profession. No reallocation of budgeted funds is expected except that current expenses are maintained from the undergraduate budget and that current faculty will teach during the first year on an overload basis to build a budget for subsequent delivery of the program. Although current faculty will assume responsibility for teaching MSRT courses, faculty members will remain as part time instructors in the undergraduate program.

Impact on Existing Budgets

The program will not impact existing budgets. Sufficient revenue from graduate tuition and differential will cover costs associated with graduate instruction and staff to manage the program. Operating expenses will be shared between the undergraduate and graduate programs, with additional operating expenses coming from graduate tuition and differential revenue.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
MSRT 6010	Medical Writing, Research Methods and Design	3
MSRT 6020	Medical Pathophysiology/Cardiopulmonary Case Reviews	3
MHA 6440	Medical Ethics and Law	3
MSRT 6700	Capstone Project	6
Clinical Advanced-Practice Credentials: (2 of 5 required)		
MSRT 6410	Certified Pulmonary Function Technologist (CPFT)	3
MSRT 6420	Sleep Disorder Specialty (SDS)	3
MSRT 6460	Neonatal/Pediatric Specialty (NPS)	3
MSRT 6470	Adult Critical Care Specialty (ACCS)	3
MSRT 6480	Certified Asthma Educator (AE-C)	3
Sub-Total		21
Elective Courses		
<i>Electives to be fulfilled with additional advanced-practice credential(s) or other track / option emphasis courses.</i>		6
Sub-Total		6
Track/Options		
Health Administration:		
MHA 6000	Health Systems and Healthcare Economics	3
MHA 6100	Leading and Managing People	3
MHA 6240	Human Resource Management in Healthcare	3
Education:		
MSRT 6030	Adult Learning Theory and Simulation Strategies	3
MED 6050	Curriculum Design, Evaluation and Assessment	3
MED 6230	Instructional Technology for Teachers	3
Research:		
MED 6080	Conducting Educational Research	3
MSRT 6130	Evidenced-Based Practice	3
MSRT 6140	Applied Research in Respiratory Care	3
Sub-Total		9
Total Number of Credits		36

Program Schedule

The courses below are listed in the semester they will be offered. Students will select 9 hours per semester for 4 semesters in order to complete the MSRT degree)

Fall semester 1st yr:

- MSRT 6010: Medical Writing (required for first semester)*
- MSRT 6020: Medical Pathophysiology*
- MHA 6000: Health Systems*
- MHA 6100: Leading and Managing People*
- MED 6080: Conducting Educational Research*

Spring semester 1st yr: MSRT6030: Adult Learning Theory
MSRT6130: Evidence-Based Practice
MSRT 6140: Applied Research in Respiratory Care
MSRT 6470: Adult Critical Care Specialty (ACCS)
MSRT 6480: Certified Asthma Educator (AE-C)

Summer semester 1st yr: Education Track/Emphasis only
MED 6230: Instructional Technology for Teachers
MED 6050: Curriculum Design

Fall semester 2nd yr: MSRT 6010: Medical Writing (available for students starting the next cohort)
MSRT 6020: Medical Pathophysiology
MHA 6240: Human Resource Management
MHA 6440: Medical Ethics and Law
MSRT 6410: Certified Pulmonary Function Technologist (CPFT)

Spring semester 2nd yr: MSRT6700: Capstone Project
MSRT 6460: Neonatal Pediatric Specialty (NPS)
MSRT 6420: Sleep Disorder Specialty (SDS)

Section VII: Faculty

Paul Eberle, Ph.D., RRT, Professor and Department Chair of Respiratory Therapy
Lisa Trujillo, D.HSc, RRT, Assistant Professor, Dir. Clinical Education Respiratory Therapy
Janelle Gardiner, D.HSc (c), RRT, Assistant Professor, Department of Respiratory Therapy
Mich Oki, M.PAcc, RRT, Assistant Professor, Department of Respiratory Therapy
Pat Shaw, Ed.D (c), Assoc. Professor and Department Chair Health Administrative Services
Ken Johnson, Ph.D., Assoc. Dean and Professor, Department of Health Administrative Services
F. Ann Millner, Ed.D., Professor, Department of Health Administrative Services
Dave Gessel, J.D., Adjunct faculty, Department of Health Administrative Services
Peggy Saunders, Ph.D., Assoc. Professor, Department of Teacher Education and Director, Master of Education
Carla Wiggins, Ph.D., Professor, MHA Program Director

Appendix

October 11, 2012

Dear Dr. Eberle,

It is my pleasure to write a letter in support of your proposal for a Master of Science degree for advanced-practice respiratory therapists at Weber State University. Graduate respiratory therapists leaving baccalaureate programs should focus on demonstrating competence to begin practice by passing the registered respiratory therapist (RRT) examinations offered by the National Board for Respiratory Care (NBRC). Once the new RRT gains experience in a specialty, e.g., neonatal-pediatrics, adult critical care, pulmonary function technology, sleep disorders and asthma patient management, they should demonstrate competency in the area by taking NBRC specialty board examinations.

The findings of the three American Association for Respiratory Care (AARC) “2015 and Beyond” conferences held between 2008-2010 show clearly a need for RRTs with graduate degrees who can practice at the advanced practice level in specialty areas.¹⁻³ Surveys of accredited respiratory therapy program directors and directors of respiratory care departments in acute care hospitals conducted by the 2015 and Beyond Research Group prior to the third conference showed that education beyond the baccalaureate level is needed for advanced practice in the specialty areas.^{4,5} Research must be conducted by registered respiratory therapists to demonstrate that new procedures and techniques used by RRTs can improve survival from major complications that occur in acute care hospital such as cardiac arrest.⁶

The need for graduate education for respiratory therapists has been identified by the AARC and by the Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) in a 2003 position statement.⁷ Recently, renewed interest has been seen by CoBGRTE who will hold a special seminar November 9, 2012 on the campus of Louisiana State University to hear the results of research on advanced practice curriculums and plans to start advanced practice respiratory care programs from Rush University, The Ohio State University, Stony Brook University and University of Alabama at Birmingham.

In conclusion, the need for new advanced practice respiratory care programs has been well documented by the three 2015 conference, the AARC white paper and research conducted by leading graduate educators based with CoBGRTE. I have reviewed your proposed advanced practice masters’ degree program and find it covers what is needed for NBRC board certification in specialty practice areas. The enrollment projections are realistic and compare well with Northeastern University’s 2012 enrollment of 45 graduate students in the Master of Science Respiratory Care Leadership Program. We plan to add a concentration options in advanced practice specialty areas to our curriculum within two years.

Best wishes for approval of your new masters program it is timely and needed.

Sincerely,

Tom Barnes, EdD, RRT, FAARC
President, CoBGRTE



www.cobgrte.org

617-851-3529

References

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7. American Association for Respiratory Care. A White Paper From the AARC Steering Committee of the Coalition For Baccalaureate and Graduate Respiratory Therapy Education: Development of Baccalaureate and Graduate Degrees in Respiratory Care, Irving, Texas 2003.
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Job Description

Oracle Job Title(s)	Pulmonary Crit Care Admin Dir-UCR	Job Code(s)	2032
Date Reviewed	June 2012	FLSA	Exempt

Position Purpose

The Pulmonary Crit Care Admin Dir-UCR is accountable for providing leadership for Respiratory Therapy for the UCR and the Pulmonary/Critical Care Division. This includes strategic planning, quality patient outcomes, financial management, marketing, operations, customer relations, quality improvement, regulatory compliance, and personnel staffing and development.

Scope

Job Essentials

Provides strategic direction for business operations, including short and long-term objectives, goals, and success measures. Collaborates with medical director, operations officer, and system colleagues in the development and implementation of clinical program goals. Builds a cohesive team and promotes engagement. Maintains good working relationships between Respiratory and Pulmonary, other Intermountain departments, regional and system leadership, and physicians. Models and fosters an environment of professionalism.

Represents Respiratory and Pulmonary operations to clinical, regional, and system leadership.

Oversees the effective management of human resource programs. Identifies staffing needs and oversees recruiting, hiring, retention, terminating, disciplinary actions, performance evaluations, and scheduling. Maintains focus on development and succession planning. Coaches and mentors service line leadership. Assists with other challenging HR issues as needed.

Accountable to develop and maintain a professional staffing model with qualified leaders. Enforces policies and procedures and adherence to regulatory requirements from Intermountain, accrediting entities, government agencies and other applicable regulating bodies. Oversees all training and education. Ensures the delivery of safe, high-quality patient care through ongoing process evaluation. Responsible for the overall culture of safety in service line to include ensuring proper policies and procedures are in place.

Reviews benchmark data and provide leadership in reaching or exceeding industry standards. Proactively identifies best practices and regulation changes in the field and implements needed changes into policies and processes.

Accountable for financial management associated with business operation, including the development, implementation, and monitoring of annual capital/operation and personnel (FTE) budgets. Provides support and education to department managers for meeting financial goals.

Responsible to coordinate resources for maximum quality, productivity and efficiency.

Acts as a role model through the demonstration of personal professional development, continuous learning and competency improvement. Participates in and contributes to educational offerings and visibility in professional organizations.

Ensures that processes and programs are in place to support the achievement of patient satisfaction and service quality goals. Participates in community outreach activities and support staff participation in such efforts.

Minimum Requirements

- Master's Degree from an accredited institution (degree will be verified).
- Current state license to practice as a Respiratory Therapist.
- Three years respiratory management experience.

Preferred Qualifications

Physical Requirements

Hearing/Listening, Lifting, Manual Dexterity, Pulling/Pushing, Seeing, Speaking, Walking.

The primary intent of this job description is to set a fair and equitable rate of pay for this classification. Only those key duties necessary for proper job evaluation and/or labor market analysis have been included. Other duties may be assigned by the supervisor.

Job Description

Oracle Job Title(s)	Respiratory Care Director - PC	Job Code(s)	1712
Date Reviewed	October 2012	FLSA	Exempt

Position Purpose

Provides leadership, strategic planning, quality patient outcomes, financial management, operations, customer relations, quality improvement, regulatory compliance, and staffing and development for Respiratory Care Services at Primary Children’s Medical Center.

Scope

Job Essentials

- Provides strategic direction for business operations, including short and long-term objectives, goals, and success measures. Collaborates with medical director, administration, and system colleagues in the development and implementation of clinical program goals. Builds a cohesive team and promotes engagement. Maintains good working relationships between Respiratory and other Intermountain departments, regional and system leadership, and physicians. Models and fosters an environment of professionalism.
- Represents Respiratory operations to clinical, regional, and system leadership.
- Identifies staffing needs and oversees recruiting, hiring, retention, terminating, disciplinary actions, performance evaluations, and scheduling. Maintains focus on development and succession planning. Coaches and mentors leadership.
- Accountable to develop and maintain a professional staffing model with qualified leaders. Enforces policies and procedures and adherence to regulatory requirements from Intermountain, accrediting entities, government agencies and other applicable regulating bodies. Oversees all training and education. Ensures the delivery of safe, high-quality patient care through ongoing process evaluation. Responsible for the overall culture of safety in service line to include ensuring proper policies and procedures are in place.

- Reviews benchmark data and provide leadership in reaching or exceeding industry standards. Proactively identifies best practices and regulation changes in the field and implements needed changes into policies and processes.
- Accountable for financial management associated with business operation, including the development, implementation, and monitoring of annual capital/operation and personnel (FTE) budgets. Provides support and education to department managers for meeting financial goals.
- Responsible to coordinate resources for maximum quality, productivity and efficiency.
- Acts as a role model through the demonstration of personal professional development, continuous learning and competency improvement. Participates in and contributes to educational offerings and visibility in professional organizations.
- Ensures that processes and programs are in place to support the achievement of patient satisfaction and service quality goals. Participates in community outreach activities and support staff participation in such efforts.

Minimum Requirements

- Master’s Degree from an accredited institution (degree will be verified).
- Current state license to practice as a Respiratory Therapist.
- Three years respiratory management experience.

Preferred Qualifications

Physical Requirements

Hearing/Listening, Lifting, Manual Dexterity, Pulling/Pushing, Seeing, Speaking, Walking.

The primary intent of this job description is to set a fair and equitable rate of pay for this classification. Only those key duties necessary for proper job evaluation and/or labor market analysis have been included. Other duties may be assigned by the supervisor.

Job Description

Oracle Job Title(s)	Ancillary Services Dir-SWR	Job Code(s)	2106
Date Reviewed	October 2012	FLSA	Exempt

Position Purpose

The Director is responsible to provide regional strategic leadership and vision for Imaging and Respiratory Care Services. They administer the organization, financial viability, quality, safe delivery and review of Imaging/Respiratory services to inpatients, outpatients, and emergency patients in all modalities of imaging and Respiratory Care throughout the region.

Scope

Responsible for Imaging and Respiratory Care services and employees throughout the region.

Job Essentials

- Sets strategic direction for Imaging and Respiratory Care services in the region, including short and long-term objectives, goals, and success measures.
- Promotes and develops employee customer service skills and builds a culture of patient centered care and professionalism.
- Participates in system-wide Imaging and Respiratory Care services planning, and is accountable for the achievement and implementation of system goals and initiatives, within the region.
- Accountable for the implementation of system policies, as well as development, and implementation of department policies and procedures.
- Enforces policies and procedures and adherence to regulatory requirements from Intermountain, accrediting agencies, government agencies, and other regulatory bodies. Proactively identifies best practices and regulation changes in the imaging field and implements needed changes.
- Accountable for recruitment and retention of qualified personnel. Provides ongoing staff education and training, and assures staff competency. Promotes employee engagement.
- Builds a cohesive Imaging and Respiratory Care leadership team. Coaches and mentors managers, coordinators, and direct reports.
- Oversees the effective management of human resource programs within Imaging and Respiratory Care.
- Works to achieve cost effective, quality, and customer directed Imaging and Respiratory Care services throughout the region.

- Develops a regional Imaging and Respiratory Care financial plan including operating budgets, capital budgets and meeting established budget objectives.
- Maintains good working relationships with radiologists, imaging and respiratory care colleagues at various facilities, other departments, facility leadership, and referring physicians.
- Develops, implements, and evaluates various patient care programs based on strategic planning, identified need, administrative requests, and the changing health care environment. Reviews benchmark data and provide leadership in reaching or exceeding industry standards.
- Oversees and supports the establishment of best practice standards by collaborating with the appropriate facilities and departments to support the ideal patient and employee experience by bringing imaging process and clinical expertise together with educational expertise to achieve continuous and measurable improvements.

Minimum Requirements

- Master’s degree from an accredited institution (degree will be verified).
- Five years experience in a management/supervisory role.
- Experience working with equipment, procedures, billing and compliance practices, and applicable regulatory and accreditation requirements for the modalities managed.
- Experience effectively working as part of a team and communicating orally and in writing.
- Experience of excellent problem solving skills and ability to handle and manage conflict.
- Experience with a variety of computer programs including word processing, database, presentation, and spreadsheet applications.

Preferred Qualifications

- Current ARRT registry or Current AART registry.
- Radiologic Technologist license in state of practice.
- Management/supervisory experience in Imaging and Respiratory Care.

Physical Requirements

Hearing / Listening, Manual Dexterity, Seeing, Speaking.

The primary intent of this job description is to set a fair and equitable rate of pay for this classification. Only those key duties necessary for proper job evaluation and/or labor market analysis have been included. Other duties may be assigned by the supervisor.

Job Description

Oracle Job Title(s)	Respiratory Manager	Job Code(s)	various
Date Reviewed	March 2012	FLSA	Exempt

Position Purpose

Provides leadership, planning, and coordination for day-to-day operations and staffing of all Respiratory Care services in the hospital, facility, and related areas. This includes efficient and effective staffing, resource utilization, problem solving, coordination with other departments and care providers, and quality assurance measures that result in cost effective, safe, and optimal patient outcomes. The manager also demonstrates expertise in caring for patients with multiple and complex Respiratory problems and serves as a resource and consultant to other clinicians.

Scope

Responsible for Respiratory services and employees throughout the hospital, facility, and related areas.

Job Essentials

- Works to achieve cost effective, quality, and customer directed respiratory care services for the hospital, facility, and related areas.
- Schedules and ensures adequate staffing, skill mix, and competency to meet patient care needs.
- Accountable for the effective management of human resource programs and maintaining a competent staff. Evaluates staff competency through use of performance evaluations, mandatory education requirements, staff meetings, employee counseling, and coaching and mentoring. Accountable for employee recruitment, corrective action, disciplinary action, and termination.
- Builds a cohesive team and promotes employee engagement. Maintains good working relationships between Respiratory, other departments, hospital leadership, and physicians.
- Develops, implements, and evaluates various patient care programs based on strategic planning, identified need, administrative requests, and the changing health care environment.
- Oversees and supports the establishment of professional practice standards by collaborating with the appropriate departments to support the ideal patient and employee experience by bringing respiratory care process and clinical expertise together with educational expertise in order to achieve continuous and measurable improvements.

- Develops a financial plan including implementing and managing department budgets, capital budgets, and meeting established budget objectives. Appropriately utilizes staff and resources with an emphasis on expense control and cost savings.
- Ensures that equipment is available and functioning properly. Identifies and coordinates when repair or replacement of equipment is needed.
- Enforces policies and procedures and adherence to regulatory requirements from Intermountain, accrediting entities, government agencies and other applicable regulating bodies. Proactively identifies best practices and regulation changes in the Respiratory field and implements needed changes into policies and processes.

Minimum Requirements

- Bachelor's Degree from an accredited institution (degree will be verified).
- Current state license to practice as a Respiratory Therapist.
- Registered Respiratory Therapist
- Three years respiratory therapy experience.
- Management or supervisory experience.
- Basic Life Support (BLS) certification for healthcare providers.

Preferred Qualifications

- Master's Degree.

Physical Requirements

Hearing/Listening, Seeing, Speaking, Manual Dexterity.

The primary intent of this job description is to set a fair and equitable rate of pay for this classification. Only those key duties necessary for proper job evaluation and/or labor market analysis have been included. Other duties may be assigned by the supervisor.

Intermountain Healthcare Respiratory Care Services: Education Required for Quality Patient Care and Career Advancement

March 20, 2013

Intermountain Health Care is a non-profit healthcare system and is the largest healthcare provider in the Intermountain West. Intermountain Healthcare is comprised of twenty-two acute care hospitals, physicians, and health plans. In 2000, 2002, 2003, 2004 and 2005, Intermountain Healthcare was ranked number one among nearly 600 evaluated, integrated healthcare systems in the U.S. by Modern Healthcare magazine and the Verispan research firm. The rankings measured efficiency, communication cost and quality of care. Intermountain is the only organization to have been ranked number one five times. The corporation has also received several other awards for the organization's pioneering use of electronic medical records and *evidence-based medical care guidelines*.

With the current economy and move from fee-for-service healthcare payment models, the corporation is actively participating in the creation of a “shared accountability model” in keeping with the Centers for Medicare and Medicaid’s Pay-4-Performance/Pay for Quality initiatives. This transition in healthcare will require highly educated, trained and experienced Respiratory Therapists.

The AARC’s *2015 and Beyond*, a three year consortium for Respiratory Therapy strategic planning, identified several areas where Respiratory Therapy activity will be required (see attached consortium summary). These include but are not limited to:

- Research
- Telehealth/Telemedicine
- Biomedical Innovation (i.e., ECMO)
- Quality Reporting
- Case Management
- Advanced Assessment and Intervention Skills

Respiratory Care education is lagging behind other disciplines (i.e., Nursing and Physical Therapy). I have secured two positions at the corporate offices, and both required me to obtain my Master’s degree. I have been the Sr. Clinical Consultant and Clinical Compliance Manager for Corporate Compliance and am currently serving as the Corporate Respiratory Care Quality Assurance Program Manager.

Previously, a Master’s degree in any arena was acceptable for clinical leaders (i.e., MBA); however, Intermountain Healthcare is shifting the graduate school requirement for clinical directors and administrators to obtain a Master’s in Science or Master’s in Health Science. Due to the unavailability of an advanced degree in Respiratory Therapy or clinical health science in Utah, I was forced to obtain my degree from outside the state. Even then, obtaining a Master’s of Science in Respiratory Therapy, my preferred choice, was not available; therefore, I obtained a Master’s of Health Science with an emphasis in Public Health.

Currently, one of my key responsibilities is the development, education, implementation and outcomes reporting for Respiratory Service involved evidence-based protocols. In this capacity, I am privileged to work with physicians and Master’s prepared nurses and allied health professionals. Not only has my graduate degree provided me with a wealth of skills to meet the challenges, but it has also “leveled the playing field” in regards to being able to be identified as an equally qualified member of the team.

A number of physicians within our rural facilities have discussed the possibility of Respiratory Therapy mid-level providers (Master's prepared). As the corporation advances their Telehealth/Telemedicine efforts, streamlines the transportation of highly complex patients and as patient education and early intervention for chronic disease management becomes the focus, the need for advanced degreed Respiratory Therapists will prove imperative.

I urge Weber State University to lead the way in providing a graduate degree in Respiratory Therapy. With the predicted shortage of nursing and allied health workers, the time is **now** to begin the strategic plan for the implementation of advanced skills and degrees in Respiratory Care.

Sincerely,

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AARC's 2015 and Beyond Project Overview

11-15-2012

Historical Overview

In the spring of 2007, the AARC created an executive task force to address the changing nature of healthcare and the Respiratory Therapist's role in it. The task force met at 3 conferences with the over-arching goals to:

- 1) Identify potential new roles and responsibilities of RTs in 2015 and beyond, and
- 2) Identify elements of education, training and competency-documentation needed to assure safe and effective execution of such new roles

Goal specific objectives for each conference were also established.

Outcomes by Conferences

Conference 1 (March 3-5, 2007 in Dallas, Texas)

"Creating a Vision for Respiratory Care in 2015 and Beyond"

Goals:

- To identify emerging US values regarding the health-care delivery system
- To define potential new roles and responsibilities of RTs in 2015 and beyond

Outcomes:

- **Demographic Overview:** 48 states require state licensure (not Hawaii and Alaska) with most requiring continuing education hours, current accreditation standards require RTs to have at least an associate degree, and RTs practice in acute care facilities, long-term care facilities, skilled nursing facilities, assisted-living centers, sub-acute care units, rehabilitation centers, diagnostic units and in home.
- **Predicted Changes in Health Care:**
 - More patients diagnosed with chronic and acute respiratory diseases
 - Treatments will be aimed more at patient management and hospital admission avoidance
 - Health promotion vs acute care treatment
 - Cost increases for care will continue
 - Utilization of Electronic Health Record will increase
 - Health-care consumers will pay a greater percentage of the cost
 - Acute care will migrate from the hospital to [physician offices] and the patient's home (HR 941)
 - Chasm between acute care and prevention will began to close
 - Complexity of care will increase
 - Telemedicine and telecare will increase

- Increased emphasis on quality of care (will be linked to reimbursement)
- New models of health care will emerge (i.e., medical home, “hospital at home”)
- **Changes in Health-Care Workers:**
 - Regional and national shortages of all health care providers
 - Long-term competition for all advanced skilled workers
 - Imbalance between # of jobs and # of available workers
 - Shortages of teaching faculty
 - Limited number of entrants to and graduates from schools of allied health professions
 - Limited number and variety of clinical sites
 - New information and educational technologies will challenge traditional education
 - Care-delivery organizations will reinvest in education to attract and secure workers (this will also reduce orientation time and provide education and career ladders for employees)
- **Changes Expected in Respiratory Care:**
 - Science of Respiratory Care will increase in complexity
 - Clinical decisions will become data driven
 - Science/evidenced-based protocols will be the “most common way” to deliver care
 - RTs will be required to participate in research
 - RTs will be required to be adept in understanding the practical ramifications of published research
 - Care teams will be the standard requiring respectful and collaborative communication (parents and families will be members of the team)
 - Patient cultural diversity will increase requiring RTs to develop new skills and approaches to creating care plans and communication of such
 - Information managements will become a tool for choosing therapies and evaluating their impact
 - Research by RTs on new technology clinical & cost effectiveness will become paramount
 - Continued changes in the reimbursement systems will drive health care and disease management
 - Public health, military and disaster response concerns will continue and will require new skill sets for RTs
- **Discussion:**
 - **Drivers of Health-Care Change:**
 - **Cost of Care**
 - Health care is the largest part of the public health budget
 - Estimated at about \$2 trillion/year
 - As of 2008, about 10 years of government funding remained
 - Employer-based insurance are reducing coverage
 - Third-party insurance payers are proposing to eliminate payment of iatrogenic injury (those incurred due to physician/surgeon causes; never events)
 - **Demographics**
 - Increasing US population
 - Increase of “Baby Boomers” with associated chronic, comorbid conditions

- **Shift in Disease Burden**
 - Shift from acute to chronic disease with disability expected
 - US health-care focuses on acute care treatment NOT chronic disease prevention/management
 - **Technology**
 - Redistribution of knowledge from experts to consumer/patient
 - New system accountability (more transparency) to consumers/patients
 - Telemedicine and telecare will increase
 - **Health-Care Consumers**
 - Will demand improved quality of care and access to care
 - Will select care based on quality, convenience, price, consumer satisfaction, etc...
- **Current Status of Respiratory Care Within the Health-Care System:**
 - Most Respiratory Care is provided in the acute care setting
 - COPD: 4th leading cause of death in US (estimated to be 3rd by 2020); underdiagnosed
 - Asthma: affects 22 million people
 - Obstructive Sleep Apnea: remains underdiagnosed; impacts overall health, morbidity and mortality
 - Education of patients, professionals and each other is essential to prevent non-compliance in patients
 - Best practice protocols to disease dx, management, prevention, risk-factor modulation, self-management and smoking cessation are key (change in reimbursement system needed to finance and RTs are needed in the home to prevent hospital admissions/readmissions)
- **Potential Impact of Military and Public Health System Changes on Respiratory Care:**
 - Few individuals with RC training are utilized by the armed forces; may expand if major conflicts emerge
 - US Public Health Service recognizes RTs as a profession (officer status to Bachelor degreed RTs); services to immediate and long-term health needs in terms of promotion, prevention, advancing public-health science, emergency response and providing medical leadership to the US government
- **Current and Future Human Resource Issues:**
 - AARC projected budgeted RT positions will top 200,000
 - RT Directors reported manpower shortages of ***adequately*** prepared RTs
 - Key educators are retiring
 - Currently 54 Committee on Accreditation for Respiratory Care programs exist in the US
- **The Role of the RT in Biomedical Innovation:**
 - Increased demand for protocol-driven ventilator support
 - Increased need for in-depth understanding of respiratory physiology in mechanical ventilation
 - New bedside respiratory monitoring systems (electrical impedance tomography, acoustic thoracic monitoring and optoelectronic plethysmography)
 - ECMO (new pup-less lung assist devices and implantable oxygenators)

- New aerosol devices (antibiotics, heparin, furosemide & opioids, insulin, calcitonin, hormones and interferons); will require broader RT knowledge of physiology, general medicine and pharmacology
- Gene-Replacement Therapy (alpha-1 antitrypsin deficiency and CF)
- Understanding science-evidence: understand randomized controlled trials and adapt to practice
- **Disease Management:**
 - MD and RN shortages will require RTs to lead in the management of pulmonary diseases
 - Key: lower costs by educating, closely monitoring and reducing patient utilization of high-cost healthcare services
 - Disease Management Skills:
 - **Assessment** is key and should include but not be limited to: H&P, home resources, condition of home, psycho-social, etc.
 - Ability to respond to assessment findings (critical thinking skills),
 - Ability to communicate appropriately (accurate documentation of verbal and written communication is essential),
 - ***MUST HAVE CURRENT COMMAND OF STRENGTHS AND WEAKNESSES OF CURRENT RESEARCH*** to be able to best apply protocols/guidelines and to know when to deviate from these as appropriate (increase ability to analyze the literature), and
 - Knowledge of financial aspects for health-care business
- **What Should the RT Do in the Future?**
 - **Consumerism:** RTs are in direct contact with patients/caregivers and can assist with healthcare choices
 - **Wellness & Prevention:** RTs are uniquely situated to function in this role but need to expand their knowledge and scopes in this arena
 - **Pay-4-Performance:** Focus on avoiding preventable injuries and documenting, analyzing and reporting patient outcomes
 - **Information Technology:** Embrace technology (bench tests, data outcomes, etc...)
 - **Flexible & Innovative Care:** expand knowledge to a broad-based health care perspective (view disease in regards to a system and not just isolated to the lungs); embrace non-traditional RT roles

Conference 2 (April 6-8, 2009 in Dallas, Texas)

“Competencies Needed by Graduate Respiratory Therapists in 2015 and Beyond”

Goal:

- To identify the skills, knowledge, attributes, education and competency-documentation that RTs will need for the new roles and responsibilities

Outcomes: Two levels of competencies were identified including those ***generally*** and those with ***limitedly*** agreed upon by the committee.

General Agreement

- **Diagnostics**
 - PFT
 - Sleep
 - Invasive Procedures (bronchoscopy, EKG, ABG, exhaled gas analysis)
- **Disease Management:**
 - Chronic- to include knowledge of comorbidity impact, goals establishment, evaluate the patient, environmental & patient support assessment, application of evidence-based practice protocols, development and communication of care plan/issues and ensure all requirements are met for reimbursement
 - Acute- to include care plan development, administration, evaluation and modification; incorporate PT/RT participation principles in chronic disease management
- **Evidence-based Medicine & RC Protocols**
 - Evidence-Based Medicine-review and critique published research, explain general statistical tests & apply evidence-based medicine to clinical practice
 - RC Protocols-explain use of evidence-based medicine in development & application of hospital-based respiratory care protocols, evaluate and treat patients in a variety of settings applying appropriate RC protocols
 - Critical Thinking is defined by 3 domains:
 - Technology-equipment malfunctions & shortages, recommending appropriate equipment, modifying for “out of the box” care
 - Patients-rare diseases, neonatal delivery/transport, emergencies, assessments, modification of therapy, unexpected responses to therapy, problems, resource demands, preventable mistakes and responding to questions
 - Clinicians-multi-disciplinary communication, orders do not evidence-based care plan, conflicting requests, unclear orders, decision making and recommendations and multi-tasking challenges
 - Delineation of Critical Thinking Skills:
 - Prioritizing
 - Anticipating
 - Troubleshooting
 - Communicating
 - Negotiating
 - Decision making
 - Reflecting
- **Patient Assessment**
 - Patient Assessment-comprehensive assessment to include direct contact, chart review, medical H&P & psycho-social assessment and communication with and among the healthcare team
 - Diagnostic Data-Review and interpret PFT, lung volume and diffusion studies; review and interpret ABG, electrolytes, CVC and related lab tests

- Physical Examination-inspection of chest and other body aspects (i.e., edema, anomalies), measure vital signs, evaluate breathing effort and measure and document oxygen saturations via oximetry under defined conditions (i.e., sleep, exercise, ambulation)
- **Leadership**
 - Team Member-understand role as contributing member
 - Healthcare Regulatory System-understand basic organizational implications of regulatory requirements on the healthcare system
 - Written and Verbal Communication-Utilize cultural competence in verbally and written communication to the patient, family/caregivers and other healthcare team members (note Delineation of Critical Thinking skills above)
 - Healthcare Finance-Demonstrate basic knowledge of healthcare reimbursement and the need to decrease cost of care by performing only those services deemed medically necessary and clinically relevant as determined by patient response
 - Team Leader-Understanding how to lead groups in care planning, bedside decision making and collaboration with other team members
- **Emergency & Critical Care**
 - Emergency Care-obtain AHA credential and perform basic, advanced, pediatric and neonatal resuscitation program “best practices”; perform intubation, mass casualty training, patient transfer, apply knowledge of emergency pharmacology
 - Critical Care-apply best practice in ventilator application and management; interpret ventilator and hemodynamic monitoring data, manage airway devices, make treatment recommendations, participate in collaborative care management of evidence-based protocols, integrate the delivery of basic &/or advance therapies in conjunction with/without the mechanical ventilator, use electronic data systems in practice
- **Therapeutics**
 - Assessment of need for therapy-assess acute & non-acute need for therapies to include medical gas, humidity, aerosol, hyperinflation, bronchial hygiene, airway management & mechanical ventilation
 - Assessment prior to therapy-review order/implement protocol, conduct patient assessment as described above, determine appropriateness of order and determine communication need with team members
 - Administration of therapy-select/assemble equipment, apply and administer therapy, educate and instruct patient, recognize/correct machine malfunction and maintain infection control
 - Evaluation of therapy-recognize complications and adverse effects, respond to complications, recommend therapy modifications, assess therapy effectiveness and document therapy

Limited Agreement

- **Diagnostics**
 - PFT-evaluate and interpret results of cardiopulmonary exercise study
 - Sleep-evaluate sleep study results to determine possible therapies
 - Invasive Procedures-describe indications and contraindications for open lung biopsy, mediastinoscopy, transthoracic needle biopsy and recognize abnormal results

- **Patient Assessment**
 - Diagnostic Data
 - Review and interpret imaging studies (radiography, CT, ventilation/perfusion scan and MRI reports) in relation to patient care/care plans

Discussion

- **Healthcare Executive Decisions Impact the Workforce**
 - Hospitals increasing productivity/consolidating staff functions (i.e., RT in case management and discharge planning)
- **Graduate RT Competencies Needed in 2015**
 - Consider multiple certifications (i.e., NPS, CPFT, RPFT, RPSGT, AE-C)

Conference 3 (July 12-14, 2010 in Marco Island, Florida)

“Transitioning the Respiratory Therapy Workforce for 2015 and Beyond”

Goal:

- To create plans to change the professional education process so that RTs are able to achieve the needed skills, attitudes and competencies identified in the previous conferences

Outcomes:

- **Education:**-Recommendation to AARC to request accreditation standard 1.01 be revised to include:
 - Sponsoring institution must be accredited by a regional or national accrediting agency, *and*
 - Must be authorized to award graduates of the program a baccalaureate or graduated degree at the completion of the program
- **Credentials:** Recommendations to AARC to:
 - Recommend to the NBRC on July 1, 2011 that the CRFT examination be retired after 2014
 - Recommend to the NBRC on July 1, 2011 that the multiple-choice examination components of the CRT and RRT exams should be combined after 2014
- **Licensure:** Recommendation to AARC that:
 - The AARC establish on July 1, 2011, a commission to assist state regulatory boards transition to the RRT requirement for licensure
- **Transition of Respiratory Therapist Workforce-** Recommendations included:
 - Develop standard to assess RT competency in the workplace
 - Develop standards to address the variety of work sites employing RTs
 - Develop standards to address RT knowledge, skills and attributes relative to the tasks being evaluated
- **Continuing Education-**Recommendation to AARC to:
 - Encourage clinical department educators and state affiliate continuing education venues to utilize clinical simulation for improving clinical competency
- **Consortia and Cooperative Models-**Recommendation to the AARC to:
 - Support a development of consortia and cooperative models for associate degree programs to align with meeting the requirements to grant baccalaureate degrees

- **Budgetary Resources**-Recommendation to the AARC to:
 - Provide budgetary resources to assist associate degree programs with transition to baccalaureate degrees
- **Promotion of a Career Ladder**-Recommendation to AARC that:
 - The AARC Board of Directors explores the development and promotion of a career ladder education options for existing workforce to obtain advance competencies and baccalaureate degrees
- **American Respiratory Care Foundation**-Recommendation to the AARC that:
 - The American Respiratory Care Foundation establish a restricted fund for donations to support transition of associate degree programs to baccalaureate RT education

Weber State University
Human Resources Agenda Report
from 5/1/2015 thru 7/31/2015

<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Executive				
Promotion	Madonne Miner	Provost	Provost's Office	01-Jul-2015
Retirement	Christopher Rivera	Associate Dean	Davis Campus	31-Jul-2015
Exempt				
Early Retirement	William Fruth	Director	Student Union	30-Jun-2015
Early Retirement	Joyce Garcia	Coordinator	International Student Services	30-Jun-2015
Early Retirement	Frederick Meaders	Coordinator	Student Union	31-May-2015
HIRE	Olga Antonio	New Position	Multicultural Student Center	06-Jul-2015
HIRE	Krystal Banner	Replaces Maria Lee Bennett	Student Success Center	06-Jul-2015
HIRE	Kelly Boyce	Replaces Emily B Davidson	Campus Recreation	01-Jul-2015
HIRE	Rachel Brock	New Position	Athletic Training and Nutrition	01-Jul-2015
HIRE	Christopher Chapman	Replaces Lawrence A Helmbrecht	Counseling - Psychological Services	01-Jul-2015
HIRE	Bonnie Christiansen	New Position	Provost's Office	01-Jul-2015
HIRE	Jorden Gustin	Replaces Brett K Vana	Athletics Admin and Support	13-Jul-2015
HIRE	Silvia Higueros	New Position	Continuing Education	01-Jul-2015
HIRE	Jennifer Hill	Replaces Amy Archibald	Wildcat Stores	01-Jul-2015
HIRE	Tiffany Hogan	New Position	Athletics Admin and Support	01-Jul-2015
HIRE	Lindsay Holland	New Position	Academic Support Centers - Programs	01-Jul-2015
HIRE	Daniel Jensen	Replaces Amber Nicole Mobley	Student Success Center	06-Jul-2015
HIRE	Rebecca Mabile	Replaces McKell Christensen	Campus Recreation	13-Jul-2015
HIRE	Taylor Mason	Replaces Ashley Brooke Stringham	Admissions Office	01-Jul-2015
HIRE	Jacob Matson	New Position	Facilities Management	01-Jul-2015
HIRE	Stephanie McClure	Replaces Carol E Merrill	Women's Center	01-Jul-2015
HIRE	Jody Perkins	Replaces Rodnica Lashae Eason	Education Access and Outreach	01-Aug-2015
HIRE	Mark Roberts	Replaces Jonas Ehrlin	Athletics Admin and Support	02-Jul-2015
HIRE	Enrique Romo	New Position	Access and Diversity	29-Jul-2015
HIRE	Jeffrey Stuart	New Position	Continuing Education	01-Jul-2015
HIRE	Jill Walker	New Position	Student Success Center	06-Jul-2015
HIRE	Andrew Wright	Replaces Mark A Stevenson	School of Business and Economics	13-Jul-2015
Promotion	Nathan Clark	Director	Development	16-Jul-2015
Promotion	Sang Hyuk Ha	Analyst	Enterprise Business Computing	16-Jul-2015

Weber State University
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<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Exempt				
Promotion	Patrick Moody	Assistant Director	Admissions Office	01-May-2015
Promotion	Jessica Oyler	Director	Std Aff Strategic Initiatives	01-Jun-2015
Promotion	Brenda Smith	Director	Development	01-May-2015
Retirement	Shirley Dunford	Coordinator	Academic Support Centers - Programs	15-May-2015
Retirement	Helen Handley	Specialist	Continuing Education	30-Jun-2015
Retirement	Donalyn Sessions	Advisor	Academic Support Centers - Programs	30-Jun-2015
Retirement	Richard Sirken	Manager	Facilities Management	31-Jul-2015
Separation	Christopher Barragan	Director	Development	17-Jul-2015
Separation	Maria Bennett	Academic Advisor	Student Success Center	16-Jun-2015
Separation	Aimee Birdsong	Manager	Browning Center	01-May-2015
Separation	Derek DeBruin	Coordinator	Health Promotion and Human Perfor	30-Jun-2015
Separation	Janes Dreamweaver	Fitness Coordinator	Campus Recreation	31-May-2015
Separation	Rodnica Eason	Specialist/Professional	Education Access and Outreach	29-Jul-2015
Separation	Jonas Ehrlin	Assistant Coach	Athletics Admin and Support	31-Jul-2015
Separation	Bonnie Farr	Teacher	Child and Family Studies	30-Jun-2015
Separation	Matthew Gerrish	Writer/Editor	Marketing and Communications	25-Jul-2015
Separation	Yaris Gutierrez	Specialist	Academic Tech Training and Planning	17-Jul-2015
Separation	Brian Hadley	Manager	Facilities Management	28-May-2015
Separation	Lisa Largent	Director	Development	31-Jul-2015
Separation	Carrie McCloud	Administrator	Continuing Education	31-May-2015
Separation	Amber Mobley	Advisor	Student Success Center	02-Jul-2015
Separation	Jonathan Oglesby	Advisor	Admissions Office	31-Jul-2015
Separation	Justice Smith	Advisor	Athletics Admin and Support	31-Jul-2015
Separation	Benjamin Taylor	Manager	Wildcat Stores	30-Jul-2015
Separation	Laura Terry	Assistant Coach	Athletics Admin and Support	24-Jun-2015
Separation	Denise Thielholdt	Director	Development	22-May-2015
Separation	Brett Vana	Assistant Coach	Athletics Admin and Support	15-May-2015
Transfer	Derek DeBruin	Manager	Health Promotion and Human Perfor	01-Jul-2015
Transfer	Michael Vaughan	Director	Poverty and Inequality Center	01-Jul-2015

Faculty

Weber State University
Human Resources Agenda Report
from 5/1/2015 thru 7/31/2015

<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>	
Faculty					
Early Retirement	Mary Hansen	Instructor	Developmental Math Program	30-Jun-2015	
Early Retirement	James Jacobs	Professor	Visual Arts	30-Jun-2015	
Early Retirement	Julie Killebrew	Associate Professor	Nursing	30-Jun-2015	
Early Retirement	Susan Makov	Professor	Visual Arts	30-Jun-2015	
Early Retirement	Zhuolin Yu	Visiting Professor	Business Administration	30-Jun-2015	
HIRE	Elizabeth Balgord	Replaces Jeffrey G Eaton	Professor	Geosciences	01-Jul-2015
HIRE	Robert Ball	New Position	Assistant Professor	School of Computing	01-Jul-2015
HIRE	Mikelle Barberi-Weil	New Position	Instructor	College of Applied Science and Tech	16-Jul-2015
HIRE	Micah Bauer	Replaces Liese Liann Zahabi	Visiting Assistant Professor	Visual Arts	01-Jul-2015
HIRE	Cynthia Beynon	Replaces Nancy D Kuncel	Assistant Professor	Nursing	16-Jul-2015
HIRE	Randall Boyle	New Position	Associate Professor	Business Administration	01-Jul-2015
HIRE	Marijo Burkes	New Position	Instructor	Nursing	01-Jul-2015
HIRE	Brandon Burnett	Replaces H Stephen Stoker	Instructor	Chemistry	01-Jul-2015
HIRE	Erin Carignan	New Position	Visiting Faculty	Performing Arts	01-Jul-2015
HIRE	Jeffrey Clements	Replaces Zhuolin Yu	Assistant Professor	Business Administration	01-Jul-2015
HIRE	Jami Cottle	Replaces Kathleen Rachel Laird	Instructor	Nursing	01-Jul-2015
HIRE	Brian Cottle	Replaces David Edmand Rodeback	Instructor	Health Admin Service	01-Jul-2015
HIRE	Veronica Dawson	Replaces Eric D Harvey	Instructor	Communication	01-Jul-2015
HIRE	Kristin DeLucia	Replaces Thomas E Kearin	Assistant Professor	Sociology	01-Jul-2015
HIRE	Charles Dunn	Replaces Nghia V Nguyen	Instructor	Child and Family Studies	01-Jul-2015
HIRE	Lindsay Garr	Replaces Macey Jon Buker	Instructor	Health Admin Service	01-Jul-2015
HIRE	Vicky Hansen	Replaces Julie Ann Killebrew	Instructor	Nursing	01-Jul-2015
HIRE	Christopher Herb	Replaces Jennifer J Hamson-Utley	Assistant Professor	Health Promotion and Human Perfor	01-Jul-2015
HIRE	Scott Holland	New Position	Instructor	Automotive Technology	01-Jul-2015
HIRE	Scott Horsley	Replaces James C Jacobs	Visiting Professor	Visual Arts	01-Jul-2015
HIRE	Eric Howerton	New Position	Instructor	English	01-Jul-2015
HIRE	Jordan Hyde	New Position	Instructor	Psychology	01-Jul-2015
HIRE	Benjamin Johnson	Replaces Leslie Mock	Instructor	Nursing	01-Jul-2015
HIRE	Daniel Jonas	Replaces Thomas R Root	Assistant Professor	Performing Arts	01-Jul-2015
HIRE	Jean Kapenda	Replaces Michael Chabries	Instructor	Criminal Justice	01-Jul-2015
HIRE	Andrew Keinsley	Replaces Praopan Pratoomchat	Assistant Professor	Economics	01-Jul-2015
HIRE	Randall Kent	New Position	Instructor	Mechanical Engineering Technology	01-Jul-2015

Weber State University
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<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>	
Faculty					
HIRE	Jesse King	New Position	Assistant Professor	Business Administration	01-Jul-2015
HIRE	Alexander Lancaster	Replaces Russ Jason Rampton	Instructor	Communication	01-Jul-2015
HIRE	Heeuk Lee	Replaces Julie Alison Buck	Assistant Professor	Criminal Justice	01-Jul-2015
HIRE	Peter Loebach	New Position	Instructor	Sociology	01-Jul-2015
HIRE	Lori McPherson	Replaces Susan Makov	Visiting Assistant Professor	Visual Arts	01-Jul-2015
HIRE	Cora Neal	Replaces James H Foster	Assistant Professor	Mathematics	01-Jul-2015
HIRE	Blair Newbold	Replaces Robert J Marlette	Instructor	Automotive Technology	01-Jul-2015
HIRE	Marvin Orrock	Replaces Curtis B DeFriez	Assistant Professor	Health Sciences	01-Jul-2015
HIRE	Kristin Rabosky	Replaces Rhett R Zollinger	Assistant Professor	Physics	01-Jul-2015
HIRE	Sandeep Rangaraju	New Position	Assistant Professor	Economics	07-Jul-2015
HIRE	Kiley Spirito	Replaces Karen Tabetha Hole	Visiting Instructor	Physics	01-Jul-2015
HIRE	Bradley Vieth	New Position	Visiting Assistant Professor	Performing Arts	01-Jul-2015
HIRE	Shijun Wang	New Position	Instructor	Performing Arts	01-Jul-2015
Rehire	Douglas Richards	Replaces Douglas R Richards	Instructor	Psychology	01-Jul-2015
Rehire	Lixuan Zhang	Replaces Lixuan Zhang	Instructor	Business Administration	01-Jul-2015
Retirement	Bradley Carroll		Professor	Physics	31-Jul-2015
Retirement	Michael Chabries		Instructor	Criminal Justice	30-Jun-2015
Retirement	Kenneth Cuddeback		Associate Professor	School of Computing	30-Jun-2015
Retirement	Richard Dahlkemper		Associate Professor	Health Admin Service	30-Jun-2015
Retirement	Linda Eaton		Professor	Sociology	30-Jun-2015
Retirement	Jeffrey Eaton		Professor	Geosciences	30-Jun-2015
Retirement	Carol Michelle Heward		Professor	Criminal Justice	30-Jun-2015
Retirement	Nancy Kuncl		Assistant Professor	Nursing	30-Jun-2015
Retirement	Richard McDermott		Professor	School of Accounting & Taxation	30-Jun-2015
Retirement	Mark Peterson		Instructor	Continuing Education	30-Jun-2015
Retirement	Thomas Root		Professor	Performing Arts	30-Jun-2015
Separation	Patricia Cost		Assistant Professor	Health Promotion and Human Perfor	30-Jun-2015
Separation	Curtis DeFriez		Professor	Health Sciences	15-Jul-2015
Separation	Ron Deckert		Professor	Botany	30-Jun-2015
Separation	Joseph Grundvig		Instructor	Automotive Technology	30-Jun-2015
Separation	Jennifer Hamson-Utley		Assistant Professor	Health Promotion and Human Perfor	30-Jun-2015
Separation	Eric Harvey		Assistant Professor	Communication	30-Jun-2015

Weber State University
Human Resources Agenda Report
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<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>	
Faculty					
Separation	JaNae Kinikin	Professor	Library	30-Jun-2015	
Separation	Kathleen Laird	Assistant Professor	Nursing	30-Jun-2015	
Separation	Brian McGladrey	Assistant Professor	Health Promotion and Human Perfor	30-Jun-2015	
Separation	Leslie Mock	Instructor/Coordinator	Nursing	30-Jun-2015	
Separation	Samantha Seal	Assistant Professor	English	30-Jun-2015	
Separation	Liese Zahabi	Assistant Professor	Visual Arts	30-Jun-2015	
Separation	Lixuan Zhang	Visiting Professor	Business Administration	30-Jun-2015	
Non-Exempt					
Early Retirement	Ronald Anderson	Supervisor/Classified	Printing Services	15-Jun-2015	
Early Retirement	Roger Anderson	Technician	Manufacturing Engineering Tech	30-Jun-2015	
Early Retirement	David Bishop	Specialist	Campus Recreation	31-Jul-2015	
HIRE	Aaron Bateman	Replaces Michael C Melycher	Police/Classified	University Police	01-Jul-2015
HIRE	Rebecca Coombs	New Position	Administrative Specialist III	Business Administration	08-Jul-2015
HIRE	Jami Daly	Replaces Amy Nelda Russell Coleman	Administrative Specialist I	WSU Charter Academy	16-Jul-2015
HIRE	Brett Fowers	Replaces James Samuel DeVito	Technician	Facilities Management	01-Jul-2015
HIRE	Marcy Green	Replaces Melody L Neely	Administrative Specialist I	Dental Hygiene	17-Jul-2015
HIRE	Lisa Jamison	Replaces Shelbie Lynn Malan	Enrollment Specialist I	Admissions Office	01-Jul-2015
HIRE	Baylee Jemison	Replaces Ruth Ann Little	Enrollment Specialist II	Admissions Office	01-Jul-2015
HIRE	Margarita Lopez	Replaces Kristie Omega White	Specialist/Classified	Registrar's Office	08-Jul-2015
HIRE	Rachel Middleton	Replaces Augusto Garcia	Assistant	Library	07-Jul-2015
HIRE	Joshua Nelson	Replaces Nicole Alice Haley	Administrative Specialist	College of Arts and Humanities	01-Jul-2015
HIRE	Christopher Sawaya	New Position	Specialist/Non-Exempt	Academic Tech Training and Planning	01-Jul-2015
HIRE	Victoria Thacher	Replaces Nicolas Salomon Serrano	Manager/Classified	Dental Hygiene	09-Jul-2015
HIRE	Julie Thompson	Replaces Bret T Bowler	Assistant	Academic Support Centers - Programs	01-Jul-2015
Promotion	Sharon Bowman	Administrator	Continuing Education	01-Jun-2015	
Promotion	Jennifer Brustad	Specialist/Classified	Admissions Office	16-Jul-2015	
Retirement	Melody Neely	Secretary II	Dental Hygiene	30-Jun-2015	
Retirement	Joann Reynolds	Specialist	College of Social Science	30-Jun-2015	
Separation	Amy Coleman	Secretary II	WSU Charter Academy	30-Jun-2015	
Separation	Megan Cuning	Assistant	Dee Events Center	26-Jun-2015	

Weber State University
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<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Non-Exempt				
Separation	Jason Eborn	Specialist	Career Services	18-Jun-2015
Separation	Stacie Gallagher	Assistant	Library	22-May-2015
Separation	Lisa Garner	Specialist	Career Services	22-May-2015
Separation	Fred Hyer	Operator	Facilities Management	30-Jun-2015
Separation	Michael Melycher	Police/Classified	University Police	12-Jun-2015
Separation	Paul Webster	Technical Surveyor	Facilities Management	26-May-2015
Separation	Benjamin Wetzker	Custodian	Dee Events Center	21-May-2015
Separation	Kristie White	Specialist/Classified	Registrar's Office	15-May-2015

Utah Open & Public Meetings



WEBER STATE
UNIVERSITY

Material provided by the Utah System of Higher Education

Definitions

Public Body: administrative, advisory, executive, legislative body of the state or its political subdivisions

- Created by constitution, statute, rule ordinance or resolution
- Expense, disburses, or is supported by tax revenue
- Vested with authority to make decisions regarding the public's business

Meeting: convening of a public body with a quorum present to discuss, receive comment, or act on a matter under its jurisdiction

Requirements

A meeting of a public body must:

Be open to the public unless closed as authorized by law

Give notice at least 24 hours prior to meeting

Include date, time & place of meeting

Include agenda listing topics to be considered

Be posted on the Utah Public Notice website

Requirements cont'd

Keep written minutes & recordings of all meetings

Recordings of open meetings must be posted to Utah Public Notice website within 3 business days

Pending minutes must be posted within 30 days

Approved minutes must be posted within 3 days



Closed meetings

A meeting is open unless closed by 2/3 vote of quorum present

Public body must announce reason for closing the meeting & enter it into the minutes

Closed meetings

May be held for the following reasons:

Discussion of person's
character, competence,
or health

Acquisition of real
property

Pending litigation

Investigation of criminal
conduct

Fiduciary or commercial
information being
discussed by UHEAA
(Utah Higher Education
Assistance Authority)

Questions?

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Events calendar

September 2015

Tuesday-Thursday (Sept. 1-3): WSU's Center for Community Engaged Learning and the Red Cross host the "Fall Blood Battle," a blood-donation competition between Utah universities, 9 a.m.-3 p.m., Shepherd Union Ballroom A, contact 801-626-7737 or mikemoon@weber.edu.

Tuesday (Sept. 1): Weber State University Davis hosts Walking Taco Tuesday, students are invited to look for the walking taco on campus and ask about WSUSA events to get a free taco, 9 a.m.-5:30 p.m., WSU Davis (2750 University Park Blvd, Layton), erikashby@weber.edu.

Tuesday (Sept. 1): WSU Board of Trustees meeting, 9:30-11 a.m., WSU Davis Building 3 Room 201 (2750 University Park Blvd, Layton), free, public welcome, 801-626-6001.

Wednesday (Sept. 2): The Latter-day Saint Student Association presents its weekly devotional featuring Jason Hall, former student body officer at BYU and paraplegic, 12:30 p.m., Ogden LDS Institute of Religion (1302 Edvalson St., Ogden), free, 801-621-1800.

Thursday (Sept. 3): WSU Davis hosts Walking Taco Thursday, students are invited to look for the walking taco on campus to ask about WSUSA events to get a free taco, 9 a.m.-5:30 p.m., WSU Davis (2750 University Park Blvd, Layton), erikashby@weber.edu.

Thursday (Sept. 3): The WSUSA hosts "Kickin' It With the Greeks!" an introduction to campus fraternities and sororities, 6 p.m.-9 p.m., Wildcat Village, light refreshments, live DJ, students welcome, webergreekcouncil@gmail.com.

Friday (Sept. 4): WSU hosts the 11th annual Wildcat Block Party "This is the Future," to introduce students to campus, 8 a.m.-2 p.m., WSU Ogden, booths, activities, food, more information at weber.edu/blockparty.

Friday (Sept. 4): WSUSA hosts the Foam Bash, 8:30 – 11:30 p.m., Wildcat Village, free, students welcome, jedwards@weber.edu.

Monday (Sept. 7): Labor Day – no classes.

Tuesday (Sept. 8): WSU's Hall Global Entrepreneurship Program presents the Young Subaru Entrepreneurship Lecture Series, Zach Smith, founder of Funded Today, 6 p.m., Wattis Business Building Room 203, dinner provided, free, public welcome, amyhirschi1@weber.edu.

Wednesday (Sept. 9): WSU's Women's Center hosts an open house, 9 a.m.-4 p.m., learn about services provided and opportunities, games and snacks provided, Shepherd Union Room 322, 801-626-6357 or stephaniemcclure@weber.edu.

Wednesday (Sept. 9): The Latter-day Saint Student Association presents its weekly devotional featuring Bruce R. Olsen, former LDS church director of public affairs, 12:30 p.m., Ogden LDS Institute of Religion (1302 Edvalson St., Ogden), free, 801-621-1800.

Wednesday (Sept. 9): WSU's Department of History hosts Lone Martinsen and Morten Ottosen, University of Southern Denmark scholars discussing 19th Century Politics and Emotions, 1:30 p.m., Stewart Library Room 236, free, public welcome, 801-626-7325 or smatt@weber.edu.

Wednesday (Sept. 9): WSU's Center for Diversity & Unity and Amnesty International host "Human Rights, Structural Racism, and Activism," featuring speaker Hakim Bellamy, poet laureate and Poetry Slam champion, 5:30 p.m.-7:30 p.m., Shepherd Union Wildcat Theater, free, public welcome, stephaniewolfe@weber.edu.

Thursday (Sept. 10): WSU's Center for Community Engaged Learning hosts the Fall Volunteer Fair, students can learn about opportunities with 30 different organizations, 8 a.m.-12:30 p.m., Shepherd Union Atrium, 801-626-7737 or jennyframe@weber.edu.

Thursday (Sept. 10): WSU's Ralph Nye Lecture Series presents Bill Orton, Chief Executive Officer of Fluorescentric, noon, Wattis Business Building Smith Lecture Hall Rooms 206/207, free, 801-626-7307 or weber.edu/sbe.

Thursday (Sept. 10): WSU's department of English Language & Literature and Amnesty International host a poetry reading by Hakim Bellamy, poet laureate and Poetry Slam champion, noon-1:15 p.m., Shepherd Union Wildcat Theater, free, public welcome, stephaniewolfe@weber.edu.

Thursday (Sept. 10): WSU's Shaw Gallery Lecture Series hosts artist Elisabeth Higgins O'Connor, creator of sculptures made from reclaimed items, 7 p.m., Kimball Visual Arts

Center Lindquist Lecture Hall, free, public welcome, lydiagravis@weber.edu or 801-626-6420.

Friday-Saturday (Sept. 11-19): WSU Homecoming Week, pep rally, dance, game and more, weber.edu/homecoming.

Friday (Sept. 11): WSU's American Democracy Project hosts "Times Talks: 9/11 Remembrance," 11:30 a.m.-12:30 p.m., Shepherd Union Lair, bring a copy of the New York Times, free, public welcome, 801-626-7737 or lmurray@weber.edu.

Friday (Sept. 11): WSU's Shaw Gallery hosts the "Confetti & Distress/Honey & Suspicion" gallery opening and reception, artist Elisabeth Higgins O'Connor, 7 p.m., Kimball Visual Arts Center Shaw Gallery, free, public welcome, lydiagravis@weber.edu or 801-626-6420.

Friday (Sept. 11): WSU's Wildcat Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, free, public welcome, contact sbellflower@weber.edu or [facebook.com/wildcattoastmastersclub](https://www.facebook.com/wildcattoastmastersclub).

Friday (Sept. 11): WSU Davis will host a screening of the movie "Inside Out" as part of the 2015 Homecoming Celebration, 8:30 p.m., WSU Davis Building 3 Ballroom (2750 University Park Blvd, Layton), free, erikashby@weber.edu.

Saturday (Sept. 12): WSU Davis Student Involvement and Leaderships hosts "Chalk the Walk" competition as part of Homecoming Week, 9 a.m. to noon, WSU Davis Building 3 south entrance (2750 University Park Blvd, Layton), low-grade chalk provided, 801-395-3441 or erikashby@weber.edu.

Monday and Tuesday (Sept. 14 and 15): WSU hosts the 3rd Annual Allen Holmes Diversity Symposium, film screening and panel, "In Football We Trust," Sept. 14, 10:30 a.m. and 6:30 p.m., WSU Davis Building 3 Ballroom; Sept. 15, 10:30 and 6:30 p.m. Shepherd Union Ballrooms, teresaholt@weber.edu.

Monday (Sept. 14): WSU's American Democracy Project hosts an alumni event as part of Constitution Week, community members are invited to speak with former Wildcats who are running for political office, 11:30 a.m.-1 p.m., Shepherd Union Wildcat Theater, free, public welcome, 801-626-7737 or lmurray@weber.edu.

Monday (Sept. 14): WSU hosts the Homecoming pep rally, featuring football players, coaches, Spirit Squad dance team and Waldo, 12:30 p.m., Stewart Bell Tower Plaza, free, andrewkismarton@weber.edu or 801-626-7334.

Monday (Sept. 14): WSU's Center for Diversity & Unity presents "Independencia y Libertad," a panel discussing countries that sought independence from Spain, 12:30 p.m., Shepherd Union Room 232, free, public welcome, 801-626-6957.

Wednesday (Sept. 16): WSU hosts the Service Day of Remembrance, a day to offer volunteer service throughout the community, 8 a.m., various locations, 801-626-7737 or jennyframe@weber.edu.

Wednesday (Sept. 16): WSU's American Democracy Project hosts "How to Amend the Constitution" as part of Constitution Week, a discussion on Constitution amendment, 11:30 a.m.-1 p.m., Shepherd Union Wildcat Theater, free, public welcome, 801-626-7737 or lmurray@weber.edu.

Wednesday (Sept. 16): The Latter-day Saint Student Association presents its weekly devotional featuring Robin Scott Jensen, Joseph Smith Papers project archivist, 12:30 p.m., Ogden LDS Institute of Religion (1302 Edvalson St., Ogden), free, 801-621-1800.

Wednesday (Sept. 16): WSU's Small Business Development Center presents "Start Smart: Business Start-Up Seminar," a two-hour single-session workshop designed to help entrepreneurs understand the basics to start a business, 6 p.m., WSU Downtown Room 214 (2314 Washington Blvd., Ogden) free, register at clients.utahsbdc.org/events.aspx.

Wednesday (Sept. 16): WSU's Shaw Gallery Film Series and the Utah Film Circuit: Ogden host "Waste Land," a film profiling garbage pickers who turn trash into art, 7 p.m., Peery's Egyptian Theater (2415 Washington Blvd, Ogden), panel discussion will follow, free, public welcome, lydiagravis@weber.edu or 801-626-6420.

Thursday (Sept. 17): WSU hosts Constitution Day Address speaker Kirsten Powers, FOX network political analyst and author of "The Silencing: How the Left is Killing Free Speech," noon, Shepherd Union Wildcat Theater, refreshments served, free, public welcome, taraperis@weber.edu or 801-626-7334.

Thursday (Sept. 17): WSU's Ralph Nye Lecture Series presents Kent Russell, Catholic Health East executive vice president and chief financial officer, noon, Wattis Business Building Smith Lecture Hall Rooms 206/207, free, 801-626-7307 or weber.edu/sbe.

Friday (Sept. 18): WSU's American Democracy Project hosts "Constitution Quiz Show" as part of Constitution Week, an open-participation game, 11:30 a.m.-1 p.m., Shepherd Union Wildcat Theater, free, public welcome, 801-626-7737 or lmurray@weber.edu.

Friday (Sept. 18): WSU soccer vs. Loyola Marymount, 3 p.m., WSU soccer field, free, public welcome, weberstatesports.com.

Saturday (Sept. 19): WSU's Young Alumni Association hosts "Run For the Fund of It!" a 5k run/walk scholarship fundraiser, 8:30 a.m., Lindquist Alumni Center, \$20 association members/\$25 non-members/\$5 children 10 and under, breakfast and T-shirt included, alumni.weber.edu.

Saturday (Sept. 19): WSU football vs. Sacramento State, tailgate 4 p.m, game 6 p.m., Stewart Stadium, \$32/\$16/\$14/\$12/\$10/free, weberstatetickets.com.

Monday (Sept. 21): WSU's Center for Diversity & Unity hosts "Taboo Talks: Does Dress Code Still Matter?" a discussion on the influences of fashion, 10:30-11:20 a.m., Shepherd Union Room 232, free, public welcome, teresaholt@weber.edu or 801-626-6957.

Tuesday (Sept. 22): WSU's Center for Community Engaged Learning hosts National Voter Registration Day, multiple stations will be set up around campus to assist with voter registration, 801-626-7737 or lmurray@weber.edu.

Tuesday (Sept. 22): WSU's Department of Performing Arts presents "Marching Band Review" featuring Utah's top high school bands in an outdoor exhibition, 2:30 p.m., Stewart Stadium, \$6/\$7, public welcome, cdenniston@weber.edu or 801-626-6431.

Tuesday (Sept. 22): WSU's Small Business Development Center presents "Start Smart: Business Start-Up Seminar," a two-hour single-session workshop designed to help entrepreneurs understand the basics to start a business, 6 p.m., America First Credit Union (1979 Washington Blvd., Ogden) free, register at clients.utahsbdc.org/events.aspx.

Wednesdays (Sept. 23 & 30): WSU's Walker Institute of Politics & Public Service and WSU Continuing Education host "Citizens Academy," a four-session course about local government and civic participation, 6-7 p.m. and 7-8 p.m., WSU Downtown Room 210 (2314 Washington Blvd., Ogden), \$30 per session/\$99 entire series, public welcome, continue.weber.edu/citizensacademy.

Wednesday (Sept. 23): The Center for Diversity & Unity hosts "En Mis Manos: My Pride, My Heritage," a panel discussion about being LGBT and Hispanic, 11:30 a.m.-12:15 p.m., Shepherd Union Room 232, free, public welcome, 801-626-6357 orteresaholt@weber.edu.

Wednesday (Sept. 23): The Latter-day Saint Student Association presents its weekly devotional featuring Alan Hall, founder and former CEO of Marketstar, 12:30 p.m., Ogden LDS Institute of Religion (1302 Edvalson St., Ogden), free, 801-621-1800.

Wednesday (Sept. 23): WSU's College of Arts & Humanities presents "Electra," a Greek tragedy performed by Westminster College's Classical Greek Theater, 7:30 p.m., Shepherd Union Wildcat Theater, \$10 general admission/\$8 students, weberstatetickets.com or kmackay@weber.edu.

Thursday (Sept. 24): The Center for Diversity & Unity hosts "Hispanic Heritage: Cesar Chavez," a discussion around the actions and impact of Cesar Chavez and civil rights, noon, Shepherd Union Room 232, free, public welcome, 801-626-6957 orteresaholt@weber.edu.

Thursday (Sept. 24): WSU's Ralph Nye Lecture Series presents a panel discussion with Jeff Matthews, Chris Baird, Spencer Matthews and Melanie Orozco, noon, Wattis Business Building Smith Lecture Hall Rooms 206/207, free, 801-626-7307 or weber.edu/sbe.

Friday (Sept. 25): WSU's Wildcat Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, free, public welcome, contact sbellflower@weber.edu or facebook.com/wildcattoastmastersclub.

Friday (Sept. 25): WSU soccer vs. Eastern Washington, 3 p.m., WSU soccer field, free, public welcome, weberstatesports.com.

Wednesday (Sept. 30): WSU's Walker Institute of Politics and Public Service hosts "Career Cafe: Internships - the New Interview," panel discussion with former WSU interns about internships in local and national government, 11 a.m., Student Services Building Room 230, free, students welcome, cprice@weber.edu.

Wednesday (Sept. 30): The Latter-day Saint Student Association presents its weekly devotional featuring Jon Schmidt, songwriter and pianist for The Piano Guys, 12:30 p.m., Ogden LDS Institute of Religion (1302 Edvalson St., Ogden), free, 801-621-1800.