

STATE BOARD OF REGENTS
SNOW COLLEGE, EPHRAIM UTAH
FRIDAY, MAY 20, 2016

AGENDA

8:00 – 9:20 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, SNOW COLLEGE BOARD OF TRUSTEES, PRESIDENT CARLSTON, COMMISSIONER BUHLER**
Location: Greenwood Student Center – Philadelphia Room

9:30 – 10:50 AM **INFORMAL DISCUSSION**
Location: Greenwood Student Center – Philadelphia Room

11:00 – 12:30 PM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Robert W. Prince, Chair

Location: Noyes Building – Heritage Room

ACTION:

- | | |
|--|-------|
| 1. University of Utah – Doctor of Philosophy in Nutrition and Integrative Physiology | TAB A |
| 2. University of Utah – Master of Science in Sports Medicine | TAB B |
| 3. Weber State University – Bachelor of Science in Emergency Healthcare Services (online) | TAB C |
| 4. Weber State University – Bachelor of Science in Outdoor and Community Recreation with Emphases in Outdoor Recreation Administration and Community Recreation Administration | TAB D |
| 5. Process to Support Institutional Proposals for Strategic Workforce Investment Funds | TAB E |

CONSENT:

Please see the General Consent Calendar at TAB V

INFORMATION:

- | | |
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| 1. Institutional Completion Update: Snow College | TAB F |
| 2. The New Student-Friendly Regents' and New Century Scholarship Application and Administration System | TAB G |

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: Noyes Building – Founders Hall

ACTION:

- | | |
|---|-------|
| 1. Snow College – Campus Master Plan Approval | TAB H |
| 2. Snow College – Endowment Fund Investment Policy | TAB I |
| 3. University of Utah – Series 2016 Approving Resolution for General Revenue and Refunding Bond Issue | TAB J |
| 4. Utah State University – Series 2016 Approving Resolution for Research Revenue Bond Issue | TAB K |
| 5. Utah State University – Series 2016 Approving Resolution for Student Fee and Housing System Revenue Bond Issue | TAB L |
| 6. Utah Valley University –Non-State Funded Athletic Dome Project Approval | TAB M |
| 7. USHE – Revision of Policy R512, <i>Determination of Resident Status</i> | TAB N |
| 8. USHE – Revision of Policy R513, <i>Tuition Waivers and Reductions</i> | TAB O |
| 9. USHE - Capital Development Prioritization (CDP) Cycle - Adoption of Priority Guidelines | TAB P |
| 10. USHE – 2016-17 Performance Based Funding Amendments and Allocations | TAB Q |
| 11. USHE – Enrollment Forecasts | TAB R |

INFORMATION:

- | | |
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| 12. Southern Utah University – Series 2016 Auxiliary System and Student Building Fee Revenue Refunding Bonds | TAB S |
| 13. USHE –Capital Improvement Update for 2016-17 | TAB T |
| 14. USHE – Institutions’ Health Plan Changes 2016-17 | TAB U |

12:30 – 1:30 PM **LUNCH**
Location: Huntsman Library – 2nd Floor

1:30 – 2:00 PM **STATE OF THE COLLEGE – PRESIDENT CARLSTON**
Location: Huntsman Library – 3rd Floor

2:00 – 2:30 PM **COMMITTEE OF THE WHOLE**
Location: Huntsman Library – 3rd Floor

- | | |
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| 1. General Consent Calendar | TAB V |
| 2. Reports of Board Committees | |
| 3. Report of Nomination Committee and Election of Board Chair and Vice-chair for 2016-2018 | TAB W |

2:30 – 2:45 PM **TRANSITIONAL BREAK**

2:45 – 3:45 PM **EXECUTIVE SESSION**
Location: Huntsman Library – Room 102

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Doctor of Philosophy in Nutrition and Integrative Physiology

Issue

The University of Utah requests approval to offer a Doctor of Philosophy (PhD) in Nutrition and Integrative Physiology effective fall 2016. The institutional Board of Trustees approved the degree on January 12, 2016.

Background

The proposed PhD in Nutrition and Integrative Physiology is a product of a significant realignment of academic units and faculty in the University's College of Health approved by the Board of Regents in 2015. As part of that realignment, a new Department of Nutrition and Integrative Physiology was formed, bringing together nine tenure-line faculty members from the fields of Nutrition and Exercise and Sport Science. These current faculty members are actively engaged in ongoing research necessary to mentor PhD students in the proposed program. Two additional tenure-line faculty hires (chair/professor and assistant or associate professor) are anticipated. Collaborative relationships have also been established with other academic departments and research facilities across the University that would support the proposed degree. All of this would provide the necessary faculty and research capacity to prepare PhD graduates with the background needed to conduct independent research and pursue positions in academic settings or industry.

The proposed PhD in Nutrition and Integrative Physiology is comprised of 21 core credit hours, 9-9.5 credit hours in an emphasis area, 6 elective credit hours, and 36 dissertation research credit hours, for a total of 72-72.5 credit hours. According to the U.S. Department of Labor's Bureau of Labor Statistics, employment of medical scientists, Registered Dietician Nutritionists, and nutritionists is projected to grow at double-digit percentage rates between 2012 and 2022. Furthermore, faculty positions in Nutrition and Integrative Physiology have been difficult to fill across the nation, pointing to a need for more PhD graduates. Finally, the proposed PhD in Nutrition and Integrative Physiology is supported by Graduate Council reviews conducted by the University in 2010 and 2015.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by the University of Utah and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of the University of Utah's request to offer a PhD in Nutrition and Integrative Physiology. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer a Doctor of Philosophy in Nutrition and Integrative Physiology.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
University of Utah
Doctor of Philosophy in Nutrition and Integrative Physiology**

Section I: The Request

The University of Utah requests approval to offer a Doctor of Philosophy (PhD) in Nutrition and Integrative Physiology effective in fall 2016. The institutional Board of Trustees approved the degree on January 12, 2016.

Section II: Program Description

Complete Program Description

The mission of the doctoral program in Nutrition and Integrative Physiology is to advance the scientific knowledge of nutrition and integrative physiology through the development of expertise in research, teaching, and professional leadership. The College of Health offers Master of Science degrees in both Nutrition and Kinesiology for students interested in professional and clinical practice. The doctoral program in Nutrition and Integrative Physiology will award a PhD degree focusing on preparing individuals with the expertise needed to conduct independent research and obtain positions as faculty members in academic institutions or industry. The presence of graduate students enrolled in the PhD program will enhance the academic experience of master's and bachelor's students by increasing scholarly activity in the Department and providing PhD student Teaching Assistants in instruction.

Purpose of Degree

Nutrition and exercise are important aspects of quality health care. Together, they are critical for prevention and treatment of the leading causes of death and disability in the United States: heart disease, stroke, cancer, diabetes, obesity, and arthritis (Centers for Disease Control and Prevention, 2015). Eighty-six percent of all health care spending in 2010 was for people with one or more of these preventable chronic medical conditions (Leroy et al., 2014). There is a corresponding need to prepare scholars committed to advancing the scientific basis for nutrition and exercise recommendations and to examine the clinical outcomes of evidenced-based nutrition and exercise activities. Scholars who have expertise in both nutrition and integrative physiology are uniquely positioned to expand the knowledge base of prevention and treatment of chronic lifestyle related diseases while employed in academic or industry research.

Institutional Readiness

The creation of a PhD program is a primary objective of the Division of Nutrition's current strategic plan and has been a goal for the past decade. The past two Graduate Council reviews (2008 and 2015) encouraged formation of a doctoral program once the Department had a substantive number of tenure-track faculty. Both the internal and external teams encouraged the faculty to work towards a doctoral degree to enhance faculty progress in obtaining research funding and producing peer-reviewed publications. Faculty expressed interest in a systematic and rigorous approach to a doctoral program. The Board of Regents approved a realignment of the College of Health in 2015 which brought together faculty from Nutrition and Exercise and Sport Science to form the Department of Nutrition and Integrative Physiology (NUIP). The new Department will have nine tenure-line faculty members actively engaged in ongoing research agenda

with the ability to mentor PhD students and increase scholarly activity. Faculty members in the Department have extensive experience working with doctoral students, as primary mentors or as supervisory committee members in other departments. These faculty members have developed collaborative relationships with faculty members and research facilities in other colleges and departments, including the Diabetes and Metabolism Research Center, Department of Biomedical Informatics, Department of Medicinal Chemistry in the College of Pharmacy, Department of Pediatrics, Social and Behavioral Sciences, Department of Family and Preventive Medicine, Department of Biochemistry, College of Nursing, and Veterans Administration Medical Center.

Facilities and resources are in place for a PhD program, including administrative support and classroom facilities, because the Department already administers a master's-level program and an undergraduate minor. The Department also has an existing biochemistry laboratory and human performance laboratory in HPER North, shared laboratory space in the biomedical core in the medical school, and significant dedicated laboratory space in the Veterans Administration Medical Center.

A work group of tenure-line and career-line faculty members has crafted the curriculum and proposal for the PhD program in Nutrition and Integrative Physiology. The proposal has been approved by the entire faculty by a vote of 21 (yes) to 0 (no) and 4 (no response) by email following review at the September 28, 2015 faculty meeting. On October 2, 2015, the proposal was approved by the College of Health curriculum committee.

Departmental Faculty

Department Faculty Category	Dept. Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept. Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	6	1	7
Full-time Non-Tenured	4	1	5
Part-time Tenured	0	0	0
Part-time Non-Tenured	2	0	2
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	7	0	7
Part-time Tenured	0	0	0
Part-time Non-Tenured	5	0	5
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	0	1
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0

Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Headcount Faculty in the Department			
Full-time Tenured	6	1	7
Full-time Non-Tenured	11	1	12
Part-time Tenured	0	0	0
Part-time Non-Tenured	8	0	8
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>	21	2	23

Current tenured and tenure-line faculty have prepared the curriculum and programming, and believe the doctoral program will add to their abilities to garner funding and conduct scholarly research; therefore, they are willing to take on the additional duties associated with the program. Two additional faculty lines will be filled by Year 2. A search is in progress so that, by the start of Year 1, the Department will have a new Chair with an independent line of research. This individual will have at least one line to fill, bringing the total department faculty FTE to 23.

Staff

No additional staff will be required to support the doctoral program in Nutrition and Integrative Physiology for the first five years. The existing staff of 3.35 FTE (accountant, program coordinator, executive secretary, and part-time office assistant) will be able to provide support to the program given the limited number of students who will be admitted to the program in the early stages.

Library and Information Resources

Library resources required for a doctoral program in Nutrition and Integrative Physiology include access to biomedical research databases that include journals and reference materials related to nutrition, integrative physiology, and related fields. Existing resources of the Eccles Health Sciences Library include access to 300+ nutrition journals, 36 integrative physiology journals, and 800+ journals related to nutrition and physiology basic science. Additionally, the director of the Eccles Library has indicated the library staff is willing to order additional resources as deemed necessary. Librarians are also available to provide one-on-one or group consultations to doctoral students as they apply for grants and write their research proposals and dissertations. Further, they are available for student training on reference software, presentation software, and online education and reference tools related to nutrition and integrative physiology.

Admission Requirements

Applicants for admission to the doctoral program must be admitted by the Graduate School and the Department of Nutrition and Integrative Physiology at the University of Utah. Applicants should have a strong interest in research, teaching, and service in the field. Applicants must have an earned master's degree in nutrition, integrative physiology, or a related field in health sciences; however, the exceptional

student with a bachelor's degree in nutrition, integrative physiology, or a related field in the health sciences may be considered. A master's degree in an area related to the health sciences is desirable.

The following information must be submitted to the Graduate School for consideration of admission:

1. Graduate Admissions Application
2. Official transcripts of undergraduate and graduate course work
3. For international students, a Test of English as a Foreign Language (TOEFL)

The following information must be submitted to the Department of Nutrition and Integrative Physiology:

1. A current curriculum vitae
2. Report of the Graduate Record Exam (verbal, quantitative, and analytical) taken within the past five years
3. A written statement (less than 1000 words) of research experience and interest and long-term career goals
4. Three letters of recommendation from individuals with knowledge of the applicant's potential for success in a doctoral program

Admission to the Doctoral Program in Nutrition and Integrative Physiology will require:

1. Acceptance to the Graduate School at the University of Utah:
 - a. A bachelor's degree from a regionally-accredited college/university
 - b. At least a 3.00 or higher weighted mean GPA (undergraduate and graduate GPA. If the GPA is below 3.00, a GPA will be calculated on the last 60 semester hours (90 quarter hours) the student has completed.
2. Availability of faculty mentor resources that match the student's research interests
3. Recommendation for admission from the department's selection committee

Student Advisement

Each student will be matched with a faculty advisor prior to acceptance to the doctoral program. This faculty advisor will assist the student in developing a plan of study and will oversee the composition of a supervisory committee that will be identified following the student's first year. The supervisory committee must be approved by the faculty advisor and will be responsible for providing additional advisement to the student throughout his or her course of study.

Justification for Graduation Standards and Number of Credits

The total number of hours required by the doctoral program in Nutrition and Integrative Physiology is consistent with other PhD programs at the University of Utah and in comparable programs offered at other institutions. It is also standard to require a qualifying exam, a written dissertation, and oral defense of the dissertation as described under *Expected Standards of Performance*.

The following table summarizes a number of integrated physiology/nutrition/bioscience programs around the United States. Well-known programs at universities that are historically strong in Nutrition science

and/or Integrative Physiology were selected and represent examples from sister institutions at PAC-12, BIG-10, and similar schools.

Institution	Program	Number of Credits & Program Notes	Administering Department
Utah State University	Nutrition, Dietetics, Food Science PhD	<ul style="list-style-type: none"> • 70 credits beyond BS degree • 40-67 credits from coursework, 18-27 credits from research • Also option for entry with MS degree 	Department of Nutrition, Dietetics, and Food Science
Georgia Tech	Applied Physiology PhD	<ul style="list-style-type: none"> • 42 credits beyond MS degree • 12 dissertation hours 	School of Applied Physiology
Purdue University	Interdepartmental Nutrition PhD	<ul style="list-style-type: none"> • 90 credits beyond BS degree • 29 credits minimum from coursework, balance from research credits 	Department of Foods and Nutrition
Kansas State University	Kinesiology PhD	<ul style="list-style-type: none"> • 90 credits beyond BS degree • 30 dissertation hours 	Department of Kinesiology
Kansas State University	Human Nutrition PhD Areas of emphasis include: Physical Activity, Public Health Nutrition, and Nutrition Sciences	<ul style="list-style-type: none"> • 90 credits beyond BS degree • 22 credits minimum from coursework, 30 credits minimum from research 	Department of Human Nutrition
The Ohio State University	Interdisciplinary Nutrition PhD	<ul style="list-style-type: none"> • 80 credits beyond BS degree • MS credits may count for 30 of 80 hours • 32-41 credits from coursework, balance from research credits 	Colleges of Education & Human Ecology, Agricultural & Environmental Sciences, Medicine, and Veterinary Medicine
Oregon State University	Nutrition PhD	<ul style="list-style-type: none"> • 108 credits beyond BS degree 	School of Biological and Population Health Sciences

		<ul style="list-style-type: none"> • 36 minimum credits from research 	
University of Oregon	Human Physiology PhD	<ul style="list-style-type: none"> • 15 credits beyond BS degree 	Department of Human Physiology
University of Wisconsin	Biochemical & Molecular Nutrition PhD	<ul style="list-style-type: none"> • Minimum 73 credits beyond BS degree • 22 coursework, 51 research • Statistics required, but not included in credit hour total 	Department of Nutritional Sciences
University of Washington	Nutritional Sciences PhD	<ul style="list-style-type: none"> • Minimum 103 credits beyond BS degree • 55-65 from coursework, 27 from research 	Department of Public Health
University of Colorado	Integrative Physiology PhD	<ul style="list-style-type: none"> • 30 credits above 5000 level, plus dissertation hours 	Department of Integrative Physiology
University of Florida	Nutrition Sciences PhD Exercise Physiology PhD	<ul style="list-style-type: none"> • 90 credits beyond BS degree, 60 credits beyond MS degree • Minimum 22 credits from coursework, balance of credits from research 	Center for Nutritional Sciences Department of Applied Physiology and Kinesiology
University of South Carolina	Exercise Science PhD	<ul style="list-style-type: none"> • 30 credits beyond MS degree 	Department of Exercise Science
University of Texas	Nutrition Sciences PhD Kinesiology PhD	<ul style="list-style-type: none"> • 60 credits minimum beyond BS degree • 24 credits coursework, balance from research credits • 48 credits beyond MS degree, including 18 dissertation hours 	Department of Nutritional Sciences Department of Kinesiology and Health Education

External Review and Accreditation

The professional master's program in the department (Coordinated Master's Program in Nutrition) is accredited by the Academy of Nutrition and Dietetics (AND); however, AND does not accredit PhD programs, nor do other professional organizations in nutrition science or integrative physiology (e.g.,

American Society of Nutrition, American College of Sports Medicine, American Physiological Society). The program proposal for the doctorate in Nutrition and Integrative Physiology has been reviewed by the Dean of the College of Health, contributing faculty from other programs at the University of Utah, and outside entities.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	0	0	2	4
Total # of Declared Majors in Proposed Program	X	2	4	7	9	10
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (<i>as reported in Faculty table above</i>)	21	23	24	25	26	27
Total Department Student FTE (<i>Based on Fall Third Week</i>)	285*	287**	291**	298**	307**	317**
Student FTE per Faculty FTE (<i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i>)	13.6:1	12.5:1	12.1:1	11.9:1	11.8:1	11.7:1
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable	NA					

*includes current MS program and UG minor

**includes MS program, UG minor, and PhD

Expansion of Existing Program

Not applicable

Section III: Need

Program Need

The Department of Nutrition and Integrative Physiology is one of five departments in the College of Health at the University of Utah following the recent realignment of the College approved by the Board of Regents in July 2015. Prior to realignment, the Division of Nutrition included the development of a PhD program in its strategic planning, but was limited by the small number of tenure-track faculty. Realignment of the College provides the opportunity for the new Department of Nutrition and Integrative Physiology to develop a unique doctoral degree that focuses on the intersection of nutrition and exercise physiology. Currently, the Department of Nutrition and Integrative Physiology offers a Coordinated Master's Program in Nutrition

and Dietetics and a master's degree in Nutrition Science. Each year, there are highly-qualified master's students in the department who wish to pursue a PhD degree; however, there is not an option to meet the student demand for doctoral studies. With realignment, there will be nine tenure-track faculty in the newly-formed Department to mentor PhD students. Therefore, doctoral study in Nutrition and Integrative Physiology is proposed to meet the educational needs of students interested in scholarly research.

The need for a doctoral program is supported by the Graduate Council reviews. The past two Graduate Council reviews (2010 and 2015) have recommended formation of a doctoral program once the department attained additional tenure-track faculty to support the departmental research mission. Specifically, the review emphasized the role of the new PhD program in enhancing faculty research productivity via grant funding. Additionally, the creation of a PhD degree is integral to the recruitment and retention of highly-qualified faculty in nutrition and exercise physiology.

Labor Market Demand

According to the Bureau of Labor Statistics, employment of medical scientists is projected to increase 13% from 2012 to 2022, and employment of Registered Dietitian Nutritionists (RDNs) and nutritionists is projected to grow 21% from 2012 to 2022, faster than the average for all other occupations. The role of food in preventing and treating illnesses, such as diabetes, is now well known. More RDNs and nutritionists will be needed to provide care for patients with various medical conditions and to advise people who want to improve their overall health. Other factors affecting the demand for RDNs and integrative physiologists include the aging population, health care reform, and increased employment opportunities in the food industry (Rhea and Bettles, 2012). Furthermore, the Commission on Dietetic Registration recently acted to change the educational requirement for an entry-level RDN from a baccalaureate degree to a graduate degree effective January 1, 2024. Nationwide, approximately 4% of RDNs have doctoral degrees, according to the Academy of Nutrition and Dietetics Compensation and Benefits Survey (Ward et al., 2012). At the departmental level, there has been a steady increase in enrollment in the Coordinated Master's Program in Nutrition and Dietetics (n=26, 2012-2013 to n=30, 2015-2016) and Online Master's in Nutrition Science degree programs (n=0, 2012-2013 to n=9, 2015-2016).

Overall, there are limited numbers of PhD-trained RDNs to serve as faculty in dietetic education programs, at a time when there is increased demand for graduate dietetic education. In fact, the Dietetics Workforce Demand Task Force concluded: "In higher education, the need for faculty prepared at advanced levels, especially the doctoral level, continues to be high" (O'Sullivan Maillet et al., 2012). Additionally, alternative career paths for PhD-trained scientists include strong employment opportunities in industry and governmental agencies. In Utah, academic positions in Nutrition and Integrative Physiology have been difficult to fill, further indicating need for a program. Nationally, there are over 30 academic programs in integrative physiology that have open positions for faculty members.

To meet the Governor's call that 66% of Utahns have a post-secondary degree or certificate by 2020, Utah will need to have additional faculty members in higher education that can provide coursework and mentorship to those seeking undergraduate degrees, including coursework for major and minor degrees and general education in the science, technology, engineering, and math (STEM) areas, which includes biomedical sciences such as nutrition and integrative physiology. The Department of Nutrition and Integrative Physiology teaches approximately 1,800 undergraduate students each year at the University of Utah, online, and at outreach education centers. Doctoral-trained faculty members are needed to meet the demands of the growing number of students interested in master's degrees and licensed as registered

dietitians and those interested in industry research who will provide cutting-edge research and development skills to Utah employers.

Student Demand

Department exit surveys of the past decade indicate that 5-6 well-prepared master's students each year are interested in pursuing a doctoral degree in Nutrition and/or Integrative Physiology and staying at the University of Utah. Based on alumni surveys during the same time period, approximately 40% of graduates interested in a PhD degree attend doctoral programs outside of Utah and 60% state they remain interested in a doctoral degree, if offered locally. Finally, 3-5 doctoral students in the Biosciences program at in the School of Medicine inquired about a Nutrition and Integrative Physiology research project in 2015, typical of inquires in the past five years. Preparation for the PhD program requires a master's degree in Nutrition or Integrative Physiology or a related biomedical field such as Exercise Physiology, Biology, Chemistry, or a similar field.

Similar Programs

There are no doctoral programs in Nutrition and Integrative Physiology within the Utah State Higher Education System. There is USU's doctoral program in Nutrition and Food Science, which focuses on the chemical and biological components of food and ways in which these ingredients affect health. Utah State's strong history as an agricultural university has produced a program with a strong reputation in nutrition, particularly related to meat and dairy applications. There are similarities in the research opportunities for students at USU, particularly in studying the chemical components of foods that affect health, as well as clinical and public health applications of nutrition. Utah State University also offers a PhD in Pathokinesiology within the doctoral program in Disability Disciplines.

The proposed program in Nutrition and Integrative Physiology at the University of Utah differs significantly from the programs at USU in that it focuses primarily on the biomedical sciences and provides unique opportunities for collaboration between nutrition and integrative physiology researchers. It builds upon the strengths of the University of Utah Health Sciences Center in biomedical-focused scholarly activities in a health science environment that is unique among the Utah System of Higher Education and to the University of Utah. Furthermore, this doctoral program will encourage greater collaboration between the Diabetes, Metabolism and Obesity Research Center and the Department, resulting in excellent interdisciplinary learning opportunities for graduate students. It enhances the ability of colleagues in the health sciences to incorporate exercise and nutrition questions into their own research and break down silos in research related to energy metabolism and its influence on diabetes, obesity, and cardiovascular diseases, among others.

Collaboration with and Impact on Other USHE Institutions

Utah State University's Nutrition, Dietetics, Food Science PhD Program faculty are aware and supportive of a PhD program proposal in Nutrition and Integrative Physiology. The programs have historically collaborated in setting curriculum for dietetics students in Utah and as members of the Utah Academy of Nutrition and Dietetics. Additional collaboration has occurred informally through sharing of research methods or results in the areas of dietary assessment and education program outcomes. The proposed doctoral program will not have an impact on enrollment in doctoral programs at other USHE institutions as the program is significantly different in scope.

Benefits

The proposed doctoral program in Nutrition and Integrative Physiology will benefit the Utah System of Higher Education, in general, and the University of Utah, in particular, by better serving students in Nutrition and Integrative Physiology. The University of Utah would benefit by attracting additional high-quality students into undergraduate and master's programs that can lead to a doctoral degree. The addition of doctoral students to the Department of Nutrition and Integrative Physiology will enhance the educational experience of the Dietetics and other Nutrition students, as well. The national reputation of the University of Utah will be enhanced as students graduate from the program and become productive researchers, teachers, and professional leaders.

The program will also increase the amount of research conducted through the Department of Nutrition and Integrative Physiology with the enhanced opportunity to obtain funding from federal and not-for-profit sources. Furthermore, the program will provide additional opportunities for collaborative research across main campus and the health sciences campus.

Consistency with Institutional Mission

The mission of the Department of Nutrition and Integrative Physiology is to improve the health of a diverse world through training the next generation of health professionals that will expand the scope of knowledge in exercise physiology, nutrition, and disease prevention through research and discovery, education, and community engagement.

This departmental mission aligns with the following institutional mission statement: "The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement." Specifically, the doctoral program in Nutrition and Integrative Physiology aims to develop strong, science-based independent researchers for careers as scientists in the fields of nutrition and integrative physiology. This aim is congruent with the mission of the Department of Nutrition and Integrative Physiology to improve the health of a diverse society by training the next generation of professionals in nutrition and integrative physiology. In turn, all these statements reflect the University mission to serve the people of Utah and the world through discovery, teaching, and community engagement. The students, graduates, and faculty of the Department of Nutrition and Integrative Physiology will participate in research, teaching, and service to their communities as both volunteers and professionals, which links the Department explicitly to the University's four big goals: Promote student success to transform lives; Develop and transfer new knowledge; Engage communities to improve health and quality of life; Ensure long-term viability of the organization.

Section IV: Program and Student Assessment

Program Assessment

This program is not subject to accreditation from a specific agency. As a graduate program at the University of Utah, the program will be subject to review from the Graduate Council. In addition, the Department of Nutrition and Integrated Physiology will extend the program assessment procedures used to evaluate the Coordinated Master's Program (CMP) to the PhD program.

Coordinated Master's Program Graduation Survey – Students are provided with the link to the survey via the REDCap web-based application, following the release of the thesis from the Graduate School. The survey asks students to rank the program in the following areas: developing competent professionals with advanced degrees who are prepared for dietetic careers in a variety of environments; preparing graduates of all tracks and concentrations to progress to leadership roles in nutrition and dietetics; providing a curriculum and opportunities to develop proficiency in research design, conduct, presentation, and interpretation; providing students a broad range of opportunities and experiences for supervised and advanced practice; and overall experience in the Coordinated Master's Program on a scale from excellent to very poor.

Coordinated Master's Program Alumni Survey – Alumni are provided with the link to the survey via the REDCap web-based application about one year post-graduation. Alumni are asked to reflect on their preparedness for employment and quality of educational experience in the Coordinated Master's Program on a scale from excellent to very poor.

The faculty will use these assessment tools to conduct an internal review of the program on a yearly basis. Since graduate information will not be available for the first few years of the program, the informal review will be conducted as a meeting of the involved faculty members.

Expected Standards of Performance

The purpose of the program is to educate students in the multidisciplinary areas of nutrition science and integrative physiology in a manner that emphasizes the mechanistic role of nutrition and integrative physiology in health and disease. Graduates of the doctoral program will have a specific area of expertise in Nutrition and Integrative Physiology. The graduates will become researchers, scholars, teachers, thinkers, and planners in the demanding and changing fields of nutrition and integrative physiology. The graduates will possess the skills necessary to become successful in a career as members of university faculties or other research-related positions.

Learning Outcomes

- Program graduates will demonstrate mastery of concepts in the following areas of nutrition and integrative physiology: macronutrient metabolism, advanced research methods and statistics, scientific writing, and advanced, current laboratory techniques related to physiology as evidence by a successful qualifying exam.
- Program graduates will demonstrate ability to self-educate through literature review and analysis, possess excellent research skills including hypothesis testing and experimental design, and use current technical laboratory skills relevant to clinical or basic research.
- Program graduates will demonstrate effective teaching skills, including development of course content, effective delivery of class material, and design of methods to assess student learning.
- Program graduates will integrate scientific information and research design into their own research and produce three scholarly works for publication.
- Program graduates will demonstrate excellent communication of scientific information using written reports, professional presentations, multimedia approaches, and technical research formats.
- Program graduates will demonstrate collaboration with other scientists as part of multidisciplinary teams.

- Program graduates will demonstrate professional, academic, and scientific ethics.
- Program graduates will demonstrate an ability to self-educate through literature review and analysis, possess excellent research skills including hypothesis testing and experimental design, and use technical laboratory skills relevant to clinical or basic research.
- Program graduates will demonstrate excellence in teaching, including development of course content, effective delivery of class material, and design of methods to assess student learning.

Section V: Finance

Department Budget

Three-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	1,015,098	160,302	1,175,400	90,000	1,265,400	25,778	1,291,178
Benefits	350,000	53,200	403,200	34,000	437,200	8,744	445,944
Total Personnel Expense	\$ 1,365,098	\$213,502	\$1,578,600	\$124,000	\$1,702,600	\$34,522	\$1,737,122
Non-Personnel Expense							
Travel	4,500	2,000	6,500	2,000	8,500	3,000	11,500
Capital	0	0	0	0	0	0	0
Library	0	0	0	0	0	0	0
Current Expense	49,638	1,985	51,623	1,549	53,172	1,595	54,767
Total Non-Personnel Expense	54,138	3,985	58,123	3,549	61,672	4,595	66,267
Total Expense (Personnel + Current)	\$1,419,236	\$217,487	\$1,636,783	\$127,549	\$1,734,272	\$39,117	\$1,803,389
Departmental Funding							
Appropriated Fund	1,351,626	32,672	1,384,298	38,853	1,423,151	47,865	1,471,016
Other	0	0	0	0	0	0	0
Special Legislative Appropriation	0	0	0	0	0	0	0
Grants and Contracts	135,000	225,000	360,000	75,000	300,000	0	300,000

Special Fees / Differential Tuition	68,475	4,337	72,812	3,805	76,617	3,881	80,498
Total Revenue	\$1,555,101	\$262,009	\$1,817,110	\$117,658	\$1,799,768	\$51,746	\$1,851,514
Difference							
Revenue-Expense	135,865	44,522	180,327	(9,891)	65,496	12,629	48,125
Departmental Instructional Cost / Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	139	19	157	13	170	2	172

* *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.

Funding Sources

Additional funding from the University for the credit hours generated by the doctoral program will help to offset the costs associated with creation of the program. Assuming enrollment according to the table "Projected Program Enrollment and Graduates" on page 7, with each student taking 12 credits each per year of courses offered through the Department, the additional funding generated would be approximately \$2,820 per student the first year (at a graduate tuition rate of \$235/credit hour) for Utah residents. By Year 3, student tuition will contribute \$19,740. This is a conservative estimate, and it is anticipated that the additional funding will grow in subsequent years as the program is able to take on additional enrollment. In the budget above, a 2% growth in the other programs of the Department is also assumed and consistent with historic trends. Differential tuition is used in the Coordinated Master's Program, but will not be used for doctoral students.

Funding from grants and contracts is projected to increase significantly as research faculty increases and these funds will be used to support the doctoral program. Incoming faculty are expected to come with research funding or be able to cover their research and salaries within three years. New enrollment of doctoral students will be adjusted annually based on grants and contract funding that is available to support their research projects.

Reallocation

Not applicable

Impact on Existing Budgets

The proposed costs for the doctoral program will be absorbed into the budget of the Department of Nutrition and Integrative Physiology. Funding increases due to increased credit hours will initially offset a portion of the additional costs. The remainder of funds will be generated through grant acquisition.

Section VI: Program Curriculum

The proposed program requires the creation of one new course, NUIP 7850, which is Graduate Seminar. Graduate Seminar responsibilities will be rotated among existing faculty. Other programs in bold are existing courses that require a course prefix change to reflect the new Department name; therefore additional instructors are not required.

Proposed Nutrition and Integrative Physiology PhD curriculum based on entry with MS degree

- Minimum 72 total credits
- Identical/similar courses taken as part of a master's degree program may be transferred into this PhD curriculum upon approval of supervisory committee.
- The program should take 3-5 years for completion.

Emphasis Areas (non-transcripted)

- Integrative Physiology track: 30 credits from major, 6 credits from electives + dissertation hours
- Nutrition track: 30.5 credits from major, 6 credits + dissertation hours

All Program Courses (new Courses in Bold)

Course Prefix and Number	Title	Credit Hours
<u>Required Courses</u>		
NUIP 6440	Macronutrient Metabolism	4
NUIP 7301	Advanced Exercise Physiology Lab I	4
NUIP 7102	Research Methods	3
NUIP 7850	Graduate Seminar (1 credit x 4 semesters)	4
WRTNG 7000	Dissertation Writing	3
FP MD 6100	Biostatistics	3
Sub-Total		21
<i>Emphasis Area in Integrative Physiology or Nutrition</i>		
<u>Integrative Physiology</u>		
NUIP 6380	Muscle Physiology	3
NUIP 6384	Advanced Cardiovascular Physiology	3
NUIP 6381	Pulmonary Physiology and Oxygen Transport	3
<u>Nutrition</u>		
BIO C 6600	Metabolic Regulation	1.5
NUIP 6450	Nutritional Biochemistry	4

NUIP 6460	Micronutrient Metabolism	4
Sub-Total		9/9.5
<u>Elective Courses</u> (choose 6 credits)		
BIOL 5110	Molecular Biology and Genetic Engineering	3
BIOL 5210	Cell Structure and Function	3
BIOL 5215	Cell Biology Advanced Projects Lab	2
BIOL 6964	GSCS Seminar, Special Topics in Ecology and Evolution	1-5
BMI 6010	Foundations of Healthcare Informatics	3
CTLE 6510	Cyber Pedagogy	3
ECON 6190	Health Economics	3
ED PS 6360	Multicultural Counseling	3
ESS 5850-003	The American Professoriate	3
ESS 6320	Exercise and Disease	3
ESS 6730	Applied Sport Psychology	3
ESS 7102	Design and Analysis I	3
ESS 7103	Design and Analysis II	3
FP MD 6106	Categorical Analysis	3
FP MD 6600	Social and Behavioral Context of Public Health	3
GERON 6001	Introduction to Aging	3
HEDU 6060	Health Instruction and Communication	3
HEDU 6260	Health Theories in Group Behavior Change	3
HEDU 6700	Epidemiology in Community Health Practice	3
H GEN 7380	Biochemical Genetics	3
MBIOL 6480	Cell Biology I	1.5
MDCRC 6150	Foundations in Personalized Health Care	3
MKTG 6550	Marketing for Health Professionals	3
NUTR 6020	Body Image and Eating Disorders Special Populations	3
NUTR 6100	Advanced Pediatric and Adolescent Nutrition	4
NUTR 6320	Advanced Sports Nutrition	3
OC TH 6860	Disability Studies Forum	1
SW 6621	Motivational Interviewing	3
WRTG 7080	Writing in the Health Sciences	3
Sub-Total		6
NUIP 7970	Dissertation Research	36
Sub-Total		36
Total Number of Credits		72/72.5

Program Schedule

Nutrition Emphasis

	Year 1	Year 2	Years 3-5
Fall	NUIP 7102: Research Methods NUIP 6440: Macronutrient Metabolism NUIP 7301: Advanced Physiology Lab NUIP 7850: Seminar	NUIP 7970: Dissertation Research Elective NUIP 7850: Seminar NUIP 6460: Nutrition Biochemistry	NUIP 7970: Dissertation Research
Spring	FPMD 6100: Statistics NUIP 7850: Seminar NUIP 6460: Micronutrient Metabolism WRTNG 7000: Dissertation Writing	NUIP: 7970: Dissertation Research NUIP 7850: Seminar Elective BIO C 6600: Metabolic Regulation	NUIP 7970: Dissertation Research

Integrative Physiology Emphasis

	Year 1	Year 2	Years 3-5
Fall	NUIP 7102: Research Methods NUIP 6440: Macronutrient Metabolism NUIP 7301: Advanced Physiology Lab NUIP 7850: Seminar	NUIP 7970: Dissertation Research Elective NUIP 7850: Seminar NUIP 6381: Pulmonary Physiology	NUIP 7970: Dissertation Research
Spring	FPMD 6100: Statistics NUIP 7850: Seminar NUIP 6384: Cardiovascular Physiology WRTNG 7000: Dissertation Writing	NUIP 7970: Dissertation Research NUIP 7850: Seminar (1) NUIP 6380: Muscle Physiology(1.5)	NUIP 7970: Dissertation Research

Section VII: Faculty

Department of Nutrition and Integrative Physiology Faculty

- Sydney Abbott, MS, RD, Associate Instructor
- Wayne Askew, PhD, Professor Emeritus
- Kathie Beals, PhD, RD, CSSD, Associate Professor (Lecturer)
- Joan Benson, MS, RD, Assistant Professor (Lecturer)
- Theresa Dvorak, MS, RD, Assistant Professor (Lecturer)
- Patricia Guenther, PhD, RD, Research Professor
- Thunder Jalili, PhD, Associate Professor
- Kris Jordan, PhD, RD, Associate Professor
- Shannon Jones, MS, Associate Instructor

- Tahmina Martelly, BS, RD, Associate Instructor
- Jim Martin, PhD, Associate Professor
- Staci McIntosh, MS, RD, Associate Professor (Lecturer)
- Julie Metos, PhD, RD, Department Chair, Assistant Professor
- Anandh Pon Velayutham, PhD, Assistant Professor
- Russell Richardson, PhD, Professor
- Allison Riederer, MS, RD Associate Instructor
- John David Symons, PhD, Professor
- Andrea White, PhD, Associate Research Professor
- Stacie Wing-Gaia, PhD, RD, Associate Professor (Clinical)
- Kary Woodruff, MS, RD, Clinical Instructor
- Jean Zancanella, MS, Assistant Professor (Clinical)

Faculty Line (to be hired) – Chair and Professor
Faculty Line (to be hired) – Assistant or Associate Professor

Adjunct Faculty

- | | |
|--|-----------------------------------|
| • Ted Adams, PhD, MPH, Adjunct Associate Professor | Cardiovascular Genetics |
| • Markus Amann, Adjunct Assistant Professor | Geriatrics |
| • John Bridge, Adjunct Professor | Internal Medicine |
| • Nicholas Brown, Adjunct Assistant Professor | Exercise and Sport Science |
| • Gary Chan, MD, Adjunct Professor | Pediatrics |
| • Nathalie Chevreau, PhD, RD, Adjunct Instructor | Industry Research and Development |
| • Leland Dibble, Adjunct Associate Professor | Physical Therapy |
| • Anthony Donato, Adjunct Assistant Professor | Exercise and Sport Science |
| • Micah Drummond, PhD, Adjunct Associate Professor | Physical Therapy |
| • Patricia Eisenman, PhD, Adjunct Professor | Exercise and Sport Science |
| • Constance Geiger, PhD, RD, Adjunct Associate Professor | Consultant |
| • Timothy Graham, MD, Adjunct Associate Professor | Diabetes and Metabolism |
| • Caran Graves, MS, RD, CD, Clinical Instructor | Nutrition Care Services |
| • Christopher Hill, Adjunct Associate Professor | Office of the President |
| • William Daniel Jackson, MD, Adjunct Professor | Pediatrics |
| • Lisa Joss-Moore, PhD, Associate Professor | Pediatrics |
| • Paul Lastayo, Adjunct Professor | Physical Therapy |
| • Lisa Lesniewski, Adjunct Assistant Professor | Internal Medicine – Geriatrics |
| • Robin Marcus, Adjunct Associate Professor | Physical Therapy |
| • Suzanne Parker-Simmons, MS, RD | US Ski and Snowboard Association |
| • Maureen Murtaugh, PhD, RD, Adjunct Associate Professor | Internal Medicine |
| • Susan Saffel-Shrier, MS, RD, CD, Adjunct Associate Professor | Family and Preventive Medicine |
| • Janet Shaw, PhD, Adjunct Associate Professor | Exercise and Sport Science |

- James Walker, Adjunct Assistant Professor
- Beth Wolfram, MS, RD, CD, Adjunct Instructor
- Steven Wood, PhD, Adjunct Associate Professor

The Orthopedic Specialty
Hospital
University Athletics
Industry Research and
Development

Additional Collaborators

- Sihem Boudina, PhD
- Tim Brusseau, PhD, Assistant Professor
- Lauren Clark, RN, PhD, Associate Professor
- Alexandria Fuller, Visiting Instructor
- John Hurdle, MD, PhD, Professor
- Gwenael Layec, PhD
- Nicole Mihalopoulos, MD, Associate Professor
- Nicole Miller, Visiting Assistant Professor
- Mark Supiano, MD
- Traci Thompson, Instructor
- Joel Trinity, PhD
- Rebecca Utz, PhD, Associate Professor
- James VanDerslice, PhD, Research Associate Professor
- David Wray, PhD

Diabetes and Metabolism
Exercise and Sport Science
College of Nursing
Exercise and Sport Science
Biomedical Informatics
Internal Medicine – Geriatrics
Pediatrics
Exercise and Sport Science
Internal Medicine
Exercise and Sport Science
Internal Medicine
Sociology
Public Health
Internal Medicine – Geriatric

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4. Rhea, M., Bettles, C., (2012) Four futures for dietetics workforce supply and demand: 2012-2022 scenarios. *Journal of the Academy of Nutrition and Dietetics*, 112(3), 25-34.
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May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Science in Sports Medicine

Issue

The University of Utah requests approval to offer a Master of Science (MS) in Sports Medicine effective fall 2016. The institutional Board of Trustees approved the degree on January 12, 2016.

Background

The University of Utah has offered a Sports Medicine track under the MS degree in the Department of Exercise and Sport Science since 2008. A realignment of academic units and faculty in the University's College of Health approved in 2015 resulted in a new Department of Physical Therapy and Athletic Training, with this proposal for a stand-alone MS in Sports Medicine emerging from the new Department. Students currently enrolled in the Sports Medicine track in the MS in Exercise and Sport Science would be allowed to complete that degree within three years or could choose to transition to the proposed MS in Sports Medicine.

Athletic Training is a licensed health care profession in Utah, and the University of Utah has been a leader in preparing these professionals in the state. The current Sports Medicine track in the MS in Exercise and Sport Science is a popular and selective graduate program at the University, with an annual average of 80 applicants for eight available positions; under the proposed MS in Sports Medicine, the number of annual positions in the program would be expanded to 11 students at full implementation. In addition to high student demand, the U.S. Department of Labor projects employment growth in Athletic Training to be well above average, and University of Utah graduates in this field have typically been in high demand.

The proposed MS in Sports Medicine would provide graduate-level curriculum to licensed athletic trainers to expand their knowledge, skills, and experience, enabling them to become clinical scholars and professional leaders in addition to continuing as athletic trainers. The proposed program consists of 32-36 core credit hours plus additional elective credit hours for a total of 45-49 credit hours, which is consistent with similar MS degrees offered across the country. Students pursuing the proposed MS in Sports Medicine could choose between thesis and non-thesis options. Given the existence of the current Sports Medicine track in the MS in Exercise and Sport Science, the University is well-positioned with faculty, courses, facilities, and other resources to offer the proposed MS degree.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by the University of Utah and the Board of Regents. The Utah System of Higher Education Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of the University of Utah's request to offer an MS in Sports Medicine. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer a Master of Science in Sports Medicine.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
University of Utah
Master of Science in Sports Medicine**

Section I: The Request

The University of Utah requests approval to offer a Master of Science (MS) in Sports Medicine effective in fall 2016. The institutional Board of Trustees approved the degree on January 12, 2016.

Section II: Program Description

Complete Program Description

The Master of Science in Sports Medicine is designed to address and align with the educational outcomes developed by the National Athletic Trainers Association and the Commission on Accreditation of Athletic Training Education. Students acquire advanced didactic and practical skills necessary for the practice of Athletic Training, such as assessment, treatment planning, problem-solving, behavior analysis, appropriate intervention implementation, evaluation, and documentation. Students engage in clinically-based experiences as a means of solidifying their didactic coursework.

Purpose of the Degree

Since the 2008 establishment of a Sports Medicine track in the Master of Science degree in the Department of Exercise and Sport Science, the College of Health has awarded an MS degree focusing on Sports Medicine. Currently there are 16 enrolled students in the track, and an average of 80 apply to the program each year. Athletic Training is a licensed health care profession in the state of Utah, and the University is the only research-intensive academic institution in Utah involved in the preparation of these professionals. This program is critical in providing Utah and the entire region with sufficient numbers of Athletic Trainers to meet its health care needs.

The recent realignment of the College of Health provides an opportunity to create this degree in the new Department of Physical Therapy and Athletic Training (previously the Department of Physical Therapy). This realignment will allow the proposed MS in Sports Medicine to retain its close association with the undergraduate education program for Athletic Training (moving to the Department of Physical Therapy and Athletic Training) and to become more closely associated with the academic doctoral degree in Rehabilitation Sciences and the clinical doctorate in Physical Therapy.

There are both philosophical and pragmatic justifications for this realignment. Both the Physical Therapy program and the Athletic Training program are professional education programs that train students as clinicians in the health care field. The commonalities in clinical training needs, administration, and accreditation make this transfer logical. This realignment will allow for greater efficiency and improved services and outcomes for students. However, it necessitates the creation of a freestanding Master of Science in Sports Medicine (MSSM) in the Department of Physical Therapy and Athletic Training. This will allow the MSSM curriculum to be more nimble and responsive to the didactic education, clinical education, clinical experience, and evidence-based

practice needs for Athletic Training. Ultimately, the purpose of the proposed MS in Sports Medicine is to provide a graduate-level curriculum to licensed/certified Athletic Trainers with the goal of expanding their knowledge, skills, and experience to enable them to become clinical scholars who will continue to autonomously function as Athletic Trainers within their scope of practice, be contributors to the evidence-based literature that drives practice, and leaders in the profession.

Institutional Readiness

The current Sports Medicine track within the Master of Science degree in the Department of Exercise and Sport Science has been in existence for seven years and has been a stable program with strong student demand over that time period. Annually, the program receives approximately 80 applications for eight positions. Dr. Charlie Hicks-Little has successfully directed these efforts for the past seven years and will be the Director of the proposed MSSM program. The Director of the Athletic Training Education Program, Dr. Lee Dibble, has been a faculty member in the Department of Physical Therapy for 15 years and will provide additional leadership as needed. The Dean of the College of Health and the College of Health Curriculum Committee have endorsed the proposal and believe the Department of Physical Therapy and Athletic Training has the capacity to offer this degree at this time.

It is not expected that additional administrative structures or supports will be needed. The new structure has already been accomplished via the College of Health realignment and the change of the Department of Physical Therapy to the Department of Physical Therapy and Athletic Training. The Department of Physical Therapy and Athletic Training has a chair and support staff (3.0 FTE) who, along with the 0.25 FTE currently allocated to the proposed MSSM, can easily absorb the work required by adding this program. The departmental structure already consists of the chair with program directors for each of its current program offerings. The addition of the MSSM will add an additional program director to the Department. The current graduate faculty member will be reallocated to the Department of Physical Therapy and Athletic Training. The current program director will continue to direct the program. The current 0.25 FTE staff position allocated to the proposed MSSM will meet the advising needs for the program, while the Department of Physical Therapy and Athletic Training's Director of Graduate Studies will be responsible for guiding students through graduate school requirements.

There is a need for an additional 0.5 FTE faculty member for this degree. The plan is to initially utilize existing Department of Physical Therapy and Athletic Training tenure-line, career-line, and adjunct faculty to augment the teaching needs of the program. The additional faculty member will be hired within the first two years and will be supported by funds generated by increased enrollment, student credit hours, and contracts with University Health Care and the Department of Athletics.

The entry-level program in Athletic Training that leads to the bachelor's degree (which is being relocated to the Department of Physical Therapy and Athletic Training from the Department of Exercise and Sport Science) will not change at the University of Utah as a result of developing and implementing the proposed MSSM. This accredited, entry-level bachelor's degree in Athletic Training at the University currently graduates up to 22 students annually. The proposed MSSM will offer a potential path for University of Utah graduates to continue to advance their education, which will ultimately lead to strengthening the Athletic Training profession in Utah. The proposed degree

will also strengthen the existing bachelor's degree program and help the Department increase clinical and professional service to the community.

Departmental Faculty

Department Faculty Category	Degree Program Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Degree Program Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	8	0	8
Full-time Non-Tenured	8	3	11
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0.5	0.5
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Headcount Faculty in the Department			
Full-time Tenured	8	0	8
Full-time Non-Tenured	8	3	11
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0.5	0.5
Total Department Faculty FTE (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.")	16	3.5	19.5

Staff

There will be five staff to support the new program within the Department of Physical Therapy and Athletic Training. These include an administrative assistant, a program manager for the Athletic Training and Sports Medicine programs, an admissions and payroll specialist for the Athletic Training and Sports Medicine programs, an academic advisor, and an assistant to the Director of Clinical Education.

Library and Information Resources

The J. Willard Marriott Library and the Spencer S. Eccles Health Sciences Library provide resources for sports medicine, athletic training, physical therapy, and rehabilitation sciences programs. These resources include, but are not limited to, scholarly journals within the disciplines (including *The American Journal of Sports Medicine*, *Medicine and Science in Sports and Exercise*, *Physical Therapy*, *Journal of Athletic Training*, *Gait and Posture*, *Journal of Applied Physiology*, and *The Journal of Physiology*), scholarly textbooks, and multimedia resources. In addition, the staffs of the libraries contribute to the education of the students in evidence-based practice principles.

Admission Requirements

All applicants to the MSSM program will have:

1. An entry-level bachelor's or master's degree in Athletic Training;
2. A completed University of Utah application to Graduate School;
3. A completed Department of Physical Therapy and Athletic Training application to the MSSM program;
4. Official transcripts from all previous educational institutions;
5. A minimum cumulative grade point average in prior course work of 3.0 on a 4.0 scale
6. An essay outlining professional goals;
7. Results of the most recent Graduate Record Examination (taken within the last five years) indicating a combined score of at least 300 (1,000 on old scale);
8. Three professional references from individuals who can describe the applicant's potential for success in a master's-level program;
10. A current copy of resume/CV; and
11. Verification of a current certification as an Athletic Trainer and eligibility for Utah licensure as an Athletic Trainer;

Student Advisement

Existing full-time faculty and the full-time Athletic Training Education Program manager will be available to advise MSSM students. It is anticipated that this will take the form of mentoring regarding post-professional career development, rather than the usual advisement that accompanies entry-level education.

Justification for Graduation Standards and Number of Credits

The proposed MSSM program requires 45-49 credits and consists of core coursework and elective courses selected by the student and faculty advisor. The philosophical basis of the proposed MSSM is that this advanced clinical degree will build upon the clinicians' entry-level Athletic Training knowledge and experience, and provide them an educational opportunity to become more experienced and specialized.

The credit hours required by this degree will assist the currently-licensed Athletic Trainer to advance their abilities and deepen their knowledge in an area of Athletic Training. To this end, the MSSM requires practical hours to complement course work and facilitate the development of the problem solving, specialization, and leadership abilities. This is consistent with the other post-professional Athletic Training degrees offered at this time around the country.

External Review and Accreditation

There is no current required external accreditation mechanism for graduate programs in sports medicine. In the future, external reviewers will evaluate the program under the University's standard seven-year program review process and cycle.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	8	9	10	11	11	11
Total # of Declared Majors in Proposed Program	16	18	20	22	22	22
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	16.0	19.5	19.5	19.5	19.5	19.5
Total Department Student FTE (Based on Fall Third Week)	219	219	219	219	219	219
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	13.7:1	11.2:1	11.2:1	11.2:1	11.2:1	11.2:1
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable.	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

This is not an expansion of an existing program.

Section III: Need

Program Need

This proposal to develop the MSSM within the Department of Physical Therapy and Athletic Training has been driven by the realignment of the College of Health. As part of this realignment, the undergraduate entry-level Athletic Training Education Program (ATEP) and the graduate-level post-professional degree were approved to be transferred to the Department of Physical Therapy and Athletic Training. There are both philosophical and pragmatic justifications for this component of the College of Health realignment. Both Physical Therapy and ATEP are professional education programs that train students as clinicians in the health care field. In addition, the current Department of Physical Therapy offers post-professional educational opportunities to rehabilitation professionals (PhD in Rehabilitation Science, as well as clinical residencies). The commonalities in clinical training needs, administration, and accreditation make this administrative transfer logical. This transfer will allow for greater efficiency and improved services and outcomes for students and will position the Department of Physical Therapy and Athletic Training to demonstrate its expertise more effectively to the Health Sciences Center.

Through the Sports Medicine track in the current Master of Science in the Department of Exercise and Sport Science, the College of Health has awarded a Master of Science degree focusing on Sports Medicine since 2008. This track provides a graduate-level curriculum to licensed/certified Athletic Trainers with the objectives of expanding their knowledge, skills, and experiences to enable them to become clinical scholars who will continue to autonomously function as Athletic Trainers. The realignment of the College of Health, approved in July 2015, provides the opportunity to create a freestanding Master of Science in Sports Medicine (MSSM) in the new Department of Physical Therapy and Athletic Training.

This post-graduate degree is one of only two Sports Medicine-focused graduate programs at a public institution in Utah and continues to have high student demand. Currently there are 16 declared students in the Sports Medicine track. Eight students per year are accepted into the two-year program out of approximately 80 applicants. Athletic Training is a licensed health care profession in Utah, and the University of Utah is the primary academic institution in the preparation of these professionals and the only institution that provides the training in the context of a research-intensive university. The continuation of this degree offering through the establishment of a freestanding MSSM and alignment with other traditional health care professional programs will advance interdisciplinary inquiry and advance the academic preparation of this vital health and human service profession. This program is critical in providing the state of Utah and the Intermountain West region with sufficient numbers of Athletic Trainers with graduate degrees.

Labor Market Demand

The U.S. Department of Labor projects employment in the Athletic Training profession to grow faster than average, with a 21% increase projected from 2014 to 2024 (Bureau of Labor Statistics,

U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Athletic Trainers, <http://www.bls.gov/ooh/healthcare/athletic-trainers.htm>, visited April 26, 2016). Many athletic trainers work in educational settings, such as colleges, universities, elementary schools, and secondary schools. Others work in hospitals, fitness centers, and physicians' offices, or for professional sports teams. The entry-level Athletic Training program at the University of Utah has been producing competent graduates who are in demand from area health care facilities. However, 70% of the Athletic Trainers working in the field nationally have a post-professional Master of Science degree. Therefore, attainment of their advanced degree will provide critical educational training that will lead to their advancement into higher level clinical, managerial, and administrative positions. These needs projections are compiled from local, state, and national data, and job placement information, as well as the types of jobs graduates have obtained from the existing program in the Department of Exercise and Sport Science. Evidence of the strength of the program comes from the fact that many University of Utah graduates hold administrative positions, clinical appointments, and academic positions across the country.

Alumni are employed in high schools, colleges and universities, industry, and health care clinics. Their presence in these settings provides previously unavailable injury prevention care, acute and emergency injury management, and return to play/activity to injured athletes.

Although the MSSM requires a bachelor's degree for admission, the MSSM is intended to move with the undergraduate Athletic Training Education Program. The continuation of the MSSM degree will contribute to the 66% by 2020 campaign primarily through the MSSM students contributing to the education of the undergraduate students within the Athletic Training Education Program.

Student Demand

The current Sports Medicine track in the Master of Science in the Department of Exercise and Sport Science is a popular and selective graduate program. Over the past seven years, there has been an average of 80 applicants annually for eight available positions.

Similar Programs

The current Sports Medicine track in the Master of Science in the Department of Exercise and Sport Science is the only post-graduate Master of Science degree program for Athletic Trainers in Utah that is housed at a research-intensive university. It is one of only three programs in the state. The consistent student demand speaks to the importance of keeping a graduate program at the University of Utah and the inability of other regional programs to adequately meet student demand.

Collaboration with and Impact on Other USHE Institutions

Other USHE institutions have reviewed and are supportive of the proposed MS in Sports Medicine. Otherwise, there is no current or intended collaboration with other USHE institutions. Given the high demand for graduate programs in Athletic Training, there is no expected impact on other USHE institutions. This program has already existed for eight years as a track within the Department of Exercise and Sports Science. For this reason, no new impact on other USHE Institutions is anticipated.

Benefits

The University of Utah will benefit from developing this program as it will allow the University to continue to offer a successful graduate degree program. The program currently funds 16 graduate students with 11-month stipends. It will allow the continuation of educational training and mentored clinical care through collaborations with the Athletics Department and University Health Care, thus highlighting this institution as a premier Athletic Training educational program in the state. It will benefit the community at large and consumers in that Athletic Trainers will obtain more didactic training, mentored clinical experience, and skill-based knowledge that they can apply while providing Athletic Training services. It will also increase the leadership skills of existing practitioners in the state of Utah.

The MSSM will benefit students in multiple ways. First, it will provide greater depth and breadth of training in athletic injury management. This will better prepare the students who seek employment in more community-based settings with greater knowledge and experience with specific populations and advanced leadership skills, opening up a wider job market. Second, the move to the Department of Physical Therapy and Athletic Training will allow the MSSM students increased opportunities for interdisciplinary education and experiences with other traditional health care professional students, such as interactions with Physical Therapy, Occupational Therapy, Nutrition, Audiology, and Speech Language Pathology students in the College of Health. This interdisciplinary exposure will allow the MSSM students to interact and collaborate with those they may clinically practice with upon graduation.

The Greater Salt Lake area looks to the Athletic Training Education Program and the MSSM students to provide services and leadership throughout the community. Currently, MSSM students gain clinical education and provide community services within the following organizations: University of Utah Athletics, University of Utah Health Care, Granite School District, Salt Lake School District, Canyons School District, Jordan School District, Utah Grizzlies, Salt Lake Community College, Westminster College, Judge Memorial High School, Ballet West, and Real Salt Lake. These organizations count on the support of the MSSM/AATEP faculty and students. This change will increase the opportunities to expand community engagement through academic lab experiences and clinical education experiences.

The Utah System of Higher Education benefits as there is only one other post-graduate training program in Sports Medicine in the USHE system. The state of Utah needs well-trained Athletic Trainers to meet the state's athletic injury health care needs. Students who graduate from this program who are highly trained as innovative and effective health care providers will enhance the reputation of the USHE and the University of Utah.

Consistency with Institutional Mission

The mission of the University of Utah reflects the responsibility to serve the citizens of the state and world through application and dissemination of knowledge in the quest to advance interdisciplinary inquiry, international involvement, and social responsibility. The fundamental mission of the Athletic Training Program is consistent with that of the University and the College of Health. The program mission is to provide the advancement of evidence-based knowledge through education, research, and clinical experiences with the objective to develop well-rounded professionals who can

contribute to the field through the understanding of current literature, trends, equipment, and practices within sports medicine and rehabilitation.

The MSSM degree seeks to provide service to the academic, professional, and general communities in which the Athletic Training program is involved and address the needs for Athletic Training in the community, state and region. This will be accomplished by educating graduate-level Athletic Trainers and providing consultative, advocacy, leadership, and wellness and injury prevention services to the community. These objectives are consistent with the mission of the University of Utah.

The creation of the Department of Physical Therapy and Athletic Training makes it possible to move a well-subscribed undergraduate program, the Athletic Training Education Program, into a more visible location that currently does not house an undergraduate degree offering. With the 66% by 2020 goal in mind, this increased visibility may encourage additional enrollment as students begin to see this as a viable undergraduate degree to pursue on their path toward graduate education. In addition, this undergraduate program produces graduates at the bachelor's degree level that can provide Athletic Training services in the community and also be potential applicants for the MSSM graduate degree.

Section IV: Program and Student Assessment

Program Assessment

The Program Goals for the MSSM are the following:

1. Produce well-rounded professionals that can contribute to the fields of athletic training and sports medicine through understanding and generation of scientific literature
2. Produce well-rounded professionals that can contribute to the fields of athletic training and sports medicine through understanding and critical consideration of the contemporary and historical trends and equipment in these fields
3. Produce well-rounded professionals that can contribute to the fields of athletic training and sports medicine through competent clinical practice including athletic injury prevention and rehabilitation

Programmatic evaluation will be accomplished through tracking applications, admission, retention, and successful completion of the MSSM. Program faculty will be reviewed to ensure teaching competence. Students will be reviewed in the classroom and the clinic. MSSM program outcomes will be determined by student satisfaction surveys, exit interviews, and alumni surveys.

Expected Standards of Performance

The MSSM program standards and competencies that the student will have met or achieved are taken from the National Athletic Training Association / Board of Certification's Educational Competencies (5th Ed). These competencies are subdivided into eight categories: Evidence Based Practice, Prevention and Health Promotion, Clinical Examination and Diagnosis, Acute Care of Injury and Illness, Therapeutic Interventions, Psychosocial Strategies and Referral, Health Care Administration, and Professional Development and Responsibility. The content of each course

within the MSSM program will have standards of performance built into the course objectives. In addition, two other standards are expected of students: (1) competent, ethical, and safe clinical care as measured by their clinical supervisor; and (2) completion of a capstone project or thesis.

Graduates of the Master of Science in Sports Medicine will have developed greater clinical and academic expertise compared to entry-level education graduates. The MSSM graduates will be prepared to successfully compete for employment in the demanding and changing field of Athletic Training. The graduates will possess the skills necessary to become successful in a career as members of a university or professional sports athletic training staff, as the primary athletic trainer for secondary schools, or as graduate students in other health professions programs (e.g., Medicine, Nursing, Occupational Therapy, Physician Assistant, and Physical Therapy). The ability of the MSSM program to achieve these goals will be assessed from the program assessment procedures described above. The supervisory committee that will oversee a student's completion of the following requirements for graduation will assess the acquisition of these skills by an individual student:

1. Successful completion of a minimum of 45 credit hours, comprising 32-36 credits from the required course battery and 9-13 elective credits.
2. Successful completion of mentored clinical practice placement. The success of the clinical practice placement will be judged by the student's assigned clinical instructor based on the student's ability to provide competent and safe clinical care.

Section V: Finance

Department Budget

Three-Year Budget Projection								
Departmental Data	Current MSSM Budget – Prior to New Program Implementation	Current Physical Therapy 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	\$85,750	\$1,274,940	\$50,075	\$1,410,765	\$27,000	\$1,437,765	\$0	\$1,437,765
Graduate Assistantships	\$273,776	\$72,500	\$34,222	\$380,498	\$34,222	\$414,720	\$34,222	\$448,942
Benefits	\$69,198	\$536,579	\$20,591	\$626,368	\$14,511	\$640,879	\$4791	\$645,670
Total Personnel Expense	\$428,724	\$1,884,019	\$104,888	\$2,417,631	\$75,733	\$2,493,364	\$39013	\$2,532,377
Non-Personnel Expense								
Travel	\$2,500	\$58,200	\$500	\$61,200	\$1,500	\$62,700	\$0	\$62,700
Capital	\$1,500	\$0	\$2,000	\$3500	\$1,500	\$5000	\$0	\$5000
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Non-Personnel Expense	\$0	\$176,215	\$0	\$176,215	\$0	\$176,215	\$0	\$176,215
Total Expense (Personnel + Current)	\$4,000	\$234,415	\$2,500	\$240,915	\$3,000	\$243,915	\$0	\$243,915
	\$432,724	\$2,118,434	\$107,388	\$2,658,546	\$78,733	\$2,737,279	\$39013	\$2,776,292
Departmental Funding								
Appropriated Fund	\$97,920	\$353,516	\$68,102	\$421,618	\$0	\$421,618	\$0	\$421,618
Other: SCH, Productivity	\$37,130	\$294,237	\$3420	\$334,787	\$40,140	\$374,927	\$0	\$374,927
Special Legislative Appopr.				\$0		\$0		\$0
				\$0		\$0		\$0
Grants and Contracts	\$314,976	\$542,127	\$64,222	\$921,325	\$39,222	\$960,547	\$39,222	\$999,769
Special Fees / Differential Tuition	\$0	\$1,075,448	\$0	\$1,075,448	\$0	\$1,075,448	\$0	\$1,075,448
Total Revenue	\$450,026	\$2,265,328	\$135,744	\$2,753,088	\$79362	\$2,832,540	\$39,222	\$2,871,762
Difference								
Revenue-Expense	\$17,302	\$146,894	\$28,356	\$94,542	\$629	\$95,261	\$209	\$95,470

Dept Instruct Cost / Student Credit Hour* (as reported in inst Cost Study for "current" and using the same Cost Study Definition for "projected")	\$866	\$327		\$384		\$394		\$397
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* *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.

The Current-Prior information accounts for the MSSM program only. It does not include data for the Department of Exercise and Sport Science in which the current the Sports Medicine track in the Master of Science degree program is currently housed. Projected year's data includes the MSSM program and the Department of Physical Therapy budgets.

Funding Sources

The MSSM program will be funded via existing state appropriation (reallocated from current department to the new department), student tuition (SCH), and productivity funds, as well as contractual arrangements with the Athletics Department and University Health Care. Additional contracts are currently being negotiated to provide additional fiscal support. These contracted amounts fully fund graduate tuition waivers for all students. The contracted amount provides an additional amount for each student to contribute to administration of the MSSM program.

Reallocation

Funds will be reallocated by line item from the current College of Health, Department of Exercise and Sport Science budget.

Impact on Existing Budgets

The impact on the existing Department of Physical Therapy and Athletic Training budget is minimal. There is no change expected in the numbers of students, and the funds covering the existing faculty and staff are being transferred from the existing Exercise and Sport Science budget. Funds for an additional career-line faculty member will be procured through contractual arrangements with University Athletics and University Health Care. The impact to the College of Health is expected to be minimal from creation of a new freestanding MSSM degree within the Department of Physical Therapy and Athletic Training as students will continue to take the same number of credits within the College as they did prior to the move.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix & Number	Title	Credit Hours
Core Courses		
ATSM 6210	Clinical Seminar in Sports Medicine I	3
ATSM 6211	Clinical Seminar in Sports Medicine II	1
ATSM 6250	Current Trends in Sports Medicine	3
ATSM 6040	Advanced Human Anatomy	5
ATSM 6260	Data Acquisition in Sports Medicine	3
ATSM 6270	Modalities in Sports Medicine	3
ATSM 6280	Pathology and Rehabilitation in Sports Medicine	3
ATSM 6290	Organization and Administration in Sports Medicine	3
ATSM 6880	Sports Medicine Symposium	1-3
ATSM 6910	Master of Science Internship	3
ATSM 7102	Introduction to Research Methods	3
ATSM 7830	Journal Readings in Sports Medicine	1-3
	Sub-Total	32-36
Potential Elective Courses	Students will take 3-4 elective courses.	
ESS 6380	Muscle Physiology	3
ESS 6300	Advanced Exercise Physiology I	3
ESS 6310	Advanced Exercise Physiology II	3
ESS 6320	Exercise and Disease	3
ESS 6700	Introduction to Sport Psychology	3
ESS 6730	Applied Sport Psychology	3
ESS 6780	Psychology of Injury	3
NUTR 6310	Nutrition in Sports Performance	3
RHSCI 7200	Neuromuscular Adaptations to Rehabilitation	3
RHSCI 7100	Principles of Evidence Based Practice	3
RHSCI 7500	Rehabilitation Sciences Seminar	2
RHSCI 7920	Independent Study	1-3
ATSM 6970	Dissertation Thesis Research	3
	Total Number of Credits Necessary for Degree	45-49

Program Schedule

Example Non-Thesis Course Schedule

First Year

Fall 2016

ATSM 6210	Clinical Seminar in Sports Medicine I	3 credits
ATSM 6260	Data Acquisition in Sports Medicine	3 credits
ATSM 6290	Organization and Administration in Sports Medicine	3 credits
ESS 7102	Introduction to Research Methods	3 credits

Spring 2017

ATSM 6211	Clinical Seminar in Sports Medicine II	1 credit
ATSM 6250	Current Trends in Sports Medicine	3 credits
ESS 7103	Design and Analysis I	3 credits
Elective option		3 credits

Summer 2017

ATSM 6040	Advanced Human Anatomy (cadaver lab included)	5 credits
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Second Year

Fall 2017

ATSM 6270	Modalities in Sports Medicine	3 credits
ATSM 6280	Pathology and Rehabilitation of Athletic Injuries	3 credits
ATSM 6910	Master's Internship	3 credits
Elective option		3 credits

Spring 2018

RHSCI 7500	Rehabilitation Sciences Seminar	3 credits
ATSM 6880	Sports Medicine Symposium	1 credit
ATSM 6910	Master's Internship	3 credits
ATSM 7830	Journal Readings in Sports Medicine	2 credits

Total: 48 credits

Example Thesis Course Schedule

First Year

Fall 2016

ATSM 6210	Clinical Seminar in Sports Medicine I	3 credits
ATSM 6260	Data Acquisition in Sports Medicine	3 credits
ATSM 6290	Organization and Administration in Sports Medicine	3 credits
ESS 7102	Introduction to Research Methods	3 credits

Spring 2017

ATSM 6211	Clinical Seminar in Sports Medicine II	1 credit
ATSM 6250	Current Trends in Sports Medicine	3 credits
ESS 7103	Design and Analysis I	3 credits
Elective option		3 credits

Summer 2017

ATSM 6040	Advanced Human Anatomy (cadaver lab included)	5 credits
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Second Year

Fall 2017

ATSM 6270	Modalities in Sports Medicine	3 credits
ATSM 6280	Pathology and Rehabilitation of Athletic Injuries	3 credits
RHSCI 7970	Thesis Research	3 credits
RHSCI 7500	Graduate Seminar	1 credit

Spring 2018

ATSM 6880	Sports Medicine Symposium	1 credit
ATSM 7830	Journal Club Readings	3 credits
RHSCI 7500	Graduate Seminar	3 credits
ATSM 6970	Thesis Research	3-5 credits

Total: 47-49 credits

Section VII: Faculty

MSSM Core Faculty

- Charlie Hicks-Little, PhD, ATC-L, MSSM Program Director, Assistant Professor
- Lee Dibble, PhD, PT, ATC-L, Athletic Training Education Program Director, Associate Professor
- Jessica Tidswell, PT, DPT, SCS, ATC-L, CSCS, Assistant Professor (Clinical)
- Trevor Jameson, MS, ATC-L, Head Athletic Trainer, University of Utah Athletics Department, Instructor (Clinical)

Department of Physical Therapy and Athletic Training Rehabilitation Sciences PhD Program Core Faculty

- D. Jim Ballard, PT, DPT, GCS, Assistant Professor (Clinical)
- Misha Bradford, PT, DPT, OCS, Assistant Professor (Clinical)
- Lee Dibble, PhD, PT, ATC-L, Associate Professor
- Micah Drummond, PhD, Assistant Professor
- K. Bo Foreman, PT, PhD, Associate Professor
- Julie Fritz, PT, PhD, ATC, Associate Dean for Research, College of Health, Professor

- Ed Gappmaier, PT, PhD, Director of Graduate Studies, Department of Physical Therapy and Athletic Training, Associate Professor
- Heather Hayes, PT, PhD, NCS, Assistant Professor (Clinical)
- Heidi Lane, PT, DPT, Assistant Professor (Clinical)
- Paul LaStayo, PT, PhD, CHT, Professor
- John Magel, PT, PhD, OCS, Assistant Professor (Clinical)
- Robin Marcus, PT, PhD, OCS, Chief Wellness Officer – University Health Sciences Center, Associate Professor
- Patricia Painter, PhD, Associate Professor (Research)
- David Perrin, PhD, ATC, Dean College of Health, Professor
- Reva Rauk, PT, PhD, MMSc, NCS, Assistant Professor (Clinical)
- Anne Thackeray, PT, PhD, Assistant Professor (Clinical)
- R. Scott Ward, PT, PhD, FAPTA, Chair, Department of Physical Therapy and Athletic Training, Professor

Additional Departmental Collaborations

- Department of Orthopedics
- Department of Neurology
- Division of Physical Medicine and Rehabilitation

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Bachelor of Science in Emergency Healthcare Sciences (online)

Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science in Emergency Healthcare Services effective Fall Semester, 2016. The proposed program was approved by the institutional Board of Trustees February 2, 2016.

Background

Weber State University has offered a paramedic program for over 40 years. Previously, nationwide paramedic programs were mostly provided as continuing education certificates. From its start in 1974, paramedic education at WSU grew into a nationally accredited, formal Certificate of Completion plus an AAS Degree in Paramedic Studies. The certificate program is designed to stack into the associate's degree program.

As the emergency services profession within the healthcare industry evolved, WSU has received an increasing number of inquiries about its emergency services offerings. Additionally, there has been a noted increase in demand for higher education programs from employers within the health care field. Whereas an associate's degree has traditionally been adequate for promotion, many employers now require a bachelor's degree or higher for advancement into administrative positions or within academia. With numerous paramedic alumni along the Wasatch Front, and interest from around the nation, WSU officials believe there is sufficient labor market demand for emergency services educational options beyond the associate's degree.

The proposed program expands upon WSU's current paramedic certificate and AAS degree. The program is designed by stacking existing curriculum into baccalaureate degree requirements. The paramedic certificate and AAS degree will be combined with courses in health administration services, health information management, upper division emergency medical services, health sciences and general education. The program is broad enough to enhance those working in a variety of emergency services settings including education, supervision, human resources, air medical services, public health, and mobile integrated healthcare.

The program is designed to be completed on-line with the exception of a five-day on-site requirement for one of the required program courses. The entire pathway as developed by WSU provides a convenient and efficient way for emergency services practitioners to have meaningful exit points along a career preparation continuum.

Staff review of the Occupational Explorer tool from the Utah State Department of Workforce Services revealed a projection of 20 average annual job openings for Emergency Medical Technicians and Paramedics (SOC Code 292041) in Northern Utah (Bear River and Ogden-Clearfield Metro areas) and 80 average annual openings in the Salt Lake Metro area. Annual median wages are estimated at \$26,737 in the Bear River area, \$36,640 in the Ogden-Clearfield Metro area, and \$36,580 in the Salt Lake Metro area. It should be noted that these are wages for emergency medical technicians and paramedics. Wages of those graduating from the proposed program would likely be higher since graduates would pursue and be qualified for higher level positions within emergency response services.

Related baccalaureate programs are offered by the University of Utah (Bachelor of Science in Health Promotion) and by Utah Valley University (Bachelor of Science in Emergency Management). While these programs have some common elements they differ in focus, and employment opportunities for graduates are envisioned to attract differing healthcare organizations. The WSU program curriculum will provide a focus on healthcare emergency services, as implied by its name.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the request by Weber State University to offer a Bachelor of Science in Emergency Healthcare Sciences degree.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Emergency Healthcare Sciences effective Fall 2016. This program was approved by the institutional Board of Trustees on 02/02/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Weber State University (WSU) has offered a paramedic program for over 40 years. It was among the first academically-credentialed paramedic programs in the state of Utah and one of the earliest in the nation. Previously, the industry standard consisted of paramedic programs being provided mostly as continuing education certificates. From its start in 1974, paramedic education at WSU grew into a nationally accredited, formal Certificate of Completion plus an Associate of Applied Science (AAS) in Paramedic Studies with the certificate stacking directly into the associate degree program.

Up until two years ago the institution reported that the AAS degree was requested approximately once a month. The Emergency Care & Rescue Department (EC&R) now receives at least one phone call every week inquiring about completion of the AAS degree. It is believed that the upsurge in AAS degree requests has resulted from the increasing demand from employers for higher education within the field of health care. Whereas an associate's degree has traditionally been adequate for promotion, employers are now requiring a bachelor's degree or higher for positions within upper administration, as well as within academia. With numerous paramedic alumni on the Wasatch Front, and interest from around the nation, the time is right to offer a bachelor's degree (BS) in Emergency Healthcare Sciences. This degree will be offered primarily on-line.

In order to provide the greatest opportunity for graduates from this program, the requirements include a breadth of courses. The Paramedic Certificate of Completion coursework will be augmented by adding the AAS in Paramedic Studies support courses, plus courses in Health Administration Services (HAS), Health Information Management (HIM), upper division Emergency Medical Services (PAR), Health Sciences (HTHS) and General Education. The degree in Emergency Healthcare Sciences is broad enough to enhance those working in education, supervision, human resources, air medical services, public health and mobile integrated healthcare (community paramedicine). The intent is to complement (not compete with) Utah Valley University's BS in Emergency Services Management or the University of Utah's BS in Health Promotion and Education.

Except for a five-day hands-on work required by the Critical Care Transport Course, the AAS completion and BS degree coursework will be offered on-line. On-line coursework was requested by communities of interest due to the existing full-time work demands of those already working in emergency healthcare services, and health care agencies.

The EC&R Department envisions several student benefits to this new degree:

- 1) The BS in EHS degree is "healthcare centered," opening opportunities in patient care rather than just Fire/EMS agency field operations.
- 2) The degree can be obtained locally and ensconce some local practices and preferences in delivery of health care.
- 3) The degree is 99% on-line, benefiting paramedics presently working in healthcare.
- 4) The degree requires only one week of travel to the WSU main campus.
- 5) Students can take advantage of WSU's affordable tuition and fees.
- 6) Many prospective students are preceptors for emergency medical technician and paramedic internships and eligible for tuition waivers, assisting them to complete the degree.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

Weber State University's mission states that the institution "provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields." The proposed program fulfills this mission.

Further, the WSU Mission Core Themes are: 1) Access, 2) Learning, and 3) Community.

This program is consistent with the Access core theme in the following ways:

- Current and previous WSU paramedic graduates will have the opportunity for "next step" success
- The Certificate of Completion leads to the AAS which then leads to the BS
- Student enrollments will reflect support for non-traditional students, with the student demographic expected to be full-time working adults ages 25-40
- Student enrollments will reflect diversity and inclusion, particularly those female and ethnic students wishing to work in a predominantly Caucasian male workforce.

This program is consistent with the Learning core theme in the following ways:

- This degree combines experienced-based service and learning with coursework and research
- Students will experience extensive contact with faculty and other students via on-line open discussion and the 40-hour week of Critical Care Transport, which will be intense with students working as a class and in teams
- Students will achieve learning goals equivalent to other established bachelor's degree programs in the College of Health Professions
- EC&R faculty publish and lecture nationally and are active in CAAHEP/CoAEMSP (paramedic accreditation commissions and committees) as site visitors

This program is consistent with the Community core theme in the following ways:

- Paramedic field internships provide an important public service
- This degree supports career and thus economic development by helping to facilitate promotions

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

With the shift of health care employers requiring more educational preparation for advancement, the demand for a BS degree in Emergency Healthcare Sciences has increased noticeably. The program has been requested by WSU graduates of the AAS degree, and the paramedic program advisory committee has recommended its development. Students, employers, the institution, the state, and the general public will all benefit from having a population of emergency healthcare services personnel with a high level of professional preparation through additional educational attainment.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The Occupational Explorer tool from the Utah State Department of Workforce Services revealed a projection of 20 average annual job openings for Emergency Medical Technicians and Paramedics (SOC Code 292041) in Northern Utah (Bear River and Ogden-Clearfield Metro areas) and 80 average annual openings in the Salt Lake Metro area. Annual median wages are estimated at \$26,737 in the Bear River area, \$36,640 in the Ogden-Clearfield Metro area, and \$36,580 in the Salt Lake Metro area. It should be noted that these are wages for emergency medical technicians and paramedics. Wages of those graduating from the proposed program would likely be higher since graduates would pursue and be qualified for higher level positions

within emergency response services.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Over the last 12 years the EC&R Department would typically receive one request per month about starting a BS degree. In the range of 10-15 students graduate from WSU each year with a Paramedic Studies AAS Degree, many of whom inquire about a BS degree. With promotions in the health care now being tied to a bachelor's degree, a conservative estimate is that 10 students per year will continue their education with the proposed BS degree. Several WSU AAS graduates that desired to pursue a career in fire science and/or emergency management have gone to UVU with great success. However, a significant number of students have also expressed the desire to pursue a degree outside of the fire science/emergency management focus. These students currently have few options available.

Through word of mouth, the EC&R department has typically received one call per week asking when a BS degree program will be available. The paramedic program advisory committee consisting of emergency medical services agency chiefs, emergency department nurse managers, graduates, and a current student representative has fully endorsed a bachelor's degree.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Similar programs are offered by the University of Utah (BS in Health Promotions) and Utah Valley University (BS in Emergency Management).

The University of Utah Degree is geared more towards health education and promotion and does not require the substantive paramedic curriculum of the new WSU degree. Utah Valley University offers a solid on-line degree with emphasis on FEMA/ Fire/Homeland Security/Emergency Services that does include paramedic curriculum. By having only one on-line bachelor's degree option for paramedics in emergency services, however, the state would be limiting opportunities for paramedic students as well as the progression of the paramedic profession. Having the WSU program as another option is particularly relevant for careers in private, hospital and county emergency medical services (EMS) agencies. No other allied health profession whether it be nursing, respiratory therapy, or radiology attempts to funnel every one of their clinicians into a one-size-fits-all bachelor's degree.

There are significant differences between the program at Utah Valley University (UVU) and the proposed program at WSU , and there appears to be sufficient student demand to justify both programs. While historically the field of EMS has often been an extension of the fire service, in recent years paramedicine has also come to be recognized as a true and respected allied health profession apart from public safety. Many paramedics are now commonly found working in hospital-based critical care transport organizations, as an integral part of in-hospital care teams, in doctor's offices, in the field of global health, as clinical researchers, and as clinical educators. The WSU program is geared toward these students, whereas students interested in pursuing emergency services careers in public safety organizations would be more interested in the UVU program. This is why WSU is using the name **Emergency Healthcare Sciences**, to distinguish it as being specific to the health care sciences while also applicable to emergency health care.

The student enrollment for the program at WSU is listed in Appendix D. This is based on interest expressed by students who would not be likely to complete the UVU program; it includes only two students per year who may complete the WSU program rather than the UVU program.

Weber State University, particularly in health professions, follows a one, plus one, plus two model for degree advancement. In the proposed program the Paramedic Certificate would be step one with entry to the work force. Completion of the AAS Degree in Paramedic Studies would be step two, allowing for some promotional opportunities. Step three, the BS degree, would allow

for breadth and workforce growth primarily within the health care community. This is an important option for WSU's EMS and Paramedic students.

While both of the UVU and WSU programs are paramedic (emergency) based and are both nationally accredited by the Commission on Accreditation of Allied Health Education Programs, the foci (specifically the discipline core requirements) of each program are different. Utah Valley University, for example, includes courses in Homeland Security, Health and Safety Program Management, Customer Service and Marketing for the Emergency Services, and other services-oriented courses. Alternatively, WSU includes courses in Introduction to Pharmacology, Health Care Systems, Epidemiology/BioStats, Biomedical Research Support, and other health sciences courses. The curriculum comparisons are provided in a table in Appendix E.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [highereducation.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The intent of this program is to complement (not compete with) UVU's BS in Emergency Services Management and the University of Utah's BS in Health Promotion and Education. Letters of support from both institutions have been received by WSU.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The proposed program was developed with input from the paramedic program advisory committee consisting of EMS agency chiefs, emergency department nurse managers, program graduates, and a current student representative. This committee has endorsed this bachelor's degree.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The Certificate of Proficiency which leads to the AAS in Paramedic Studies is already CAAHEP/CoAEMSP approved. CoAEMSP/CAAHEP approves programs at the entry licensure level (paramedic); it does not evaluate AAS degree completion or BS degree components.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [highereducation.org/policies/R401](http://higheredutah.org/policies/R401).

Students must complete all initial paramedic certification courses (PAR) with a B- or better and achieve a C or better in all support and general education classes.

This degree as presented would have a maximum of 125 credit hours, assuming two credits for Computer Information Literacy (CIL) exams and two math courses to meet the quantitative literacy (QL) requirement. If a student successfully completes QL math as part of the AAS degree, the BS degree total would be 122 credits.

Admission Requirements

List admission requirements specific to the proposed program.

Entry requirements for the program include:

- 1) GPA of 2.7 for previous initial paramedic related coursework
- 2) Attendance at a regionally accredited school for transfer credit
- 3) Successful completion of an associate's degree in Paramedic Studies or equivalent
- 4) Current National Registry of Emergency Medical Technician Paramedic Certification
- 5) Current state certification or licensure to work as a paramedic
- 6) Initial advising by the Dumke College of Health Professions advisor
- 7) Completed application to the Emergency Care & Rescue Department with payment of a \$25 application fee

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Emergency Care & Rescue is a department in the Dumke College of Health Professions. It is currently staffed with two master's prepared tenured and tenure track faculty and a 0.75 FTE administrative specialist. Budget exists within the college to hire a third master's prepared instructor to support the BS program. In addition, the entry-level emergency medical technician courses can be taught by adjuncts who are working in the EMS and fire fields, and there is sufficient budget to cover these expenses.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

During the first years of the program, each of the upper division EMS courses will be delivered in spring semester. The busiest time for the paramedic core is fall semester. There is ample time to teach upper division in the spring when most certificate/AAS paramedic students are in field internship. Due to the five-day hands-on requirement at WSU, PAR 3110 Critical Care Transport will always be taught in the summer as overload. The current faculty are well prepared to teach all program courses with no additional educational preparation needed.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

With the .75 FTE administrative specialist currently in place, it is not anticipated that additional staff will be needed.

Student Advisement

Describe how students in the proposed program will be advised.

Academic advising will be handled by the Dumke College of Health Professions advisor. Application and degree completion advising will be performed by the department's administrative specialist. Any additional advising will be provided by the department chair or individual faculty.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Since the majority of publications in this field are on-line, very little impact on library services is anticipated. Most of the courses in this degree have already had library service needs assessed. During PAR 4130, Seminar in EMS Research, no more than 10 students a year might request librarian assisted material searches. The library signed off on this proposal prior to approval of the University Curriculum Committee.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

National certification and state licensing occurs in the certificate and AAS portion of the paramedic program. The paramedic program heavily utilizes the results from the National Registry of Emergency Medical Technician's examination for core paramedic program improvement.

The first full programmatic assessment will come at the three-year mark. Adjustments will be made based on program outcomes. As required by CAAHEP/CoAEMSP accreditation standards, the paramedic program advisory board will take part in assessing outcomes of graduates.

As a new program, individual course assessments will constitute initial program assessment. Upon graduation of the first students, external graduate input such as job availability, hiring preference and improved salary will be reviewed along with feedback from employers.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The measures for the portion of program beyond the associate's degree include:

- 1) 80% of all students will graduate within 4 years of starting the third year of the program.
- 2) Each student will be surveyed at the one year graduation mark for:
 - Enhanced ability to gain employment
 - Ability to be promoted at current employment
 - Salary improvement
 - Satisfaction with education received
- 3) Employers will be surveyed at the one year mark for:
 - Degree's influence to hire
 - Ability to be promoted at current employment
 - Salary improvement
 - Satisfaction with employee (graduate)

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
PAR 1000		Emergency Medical Technician (class)	2
PAR 1001		Emergency Medical Technician (skill lab)	4
MATH 1010		MATH 1010 Intermediate Algebra (required for AAS)	3
HTHS 1101		Medical Terminology	2
HTHS 1110		Integrated A&P part 1 (or ZOO 2100) LS GenEd	4
HTHS 1111		Integrated A&P part 2 (or ZOO 2200)	4
ENGL 1010		Introductory College Writing	3
ENGL 2010		Intermediate College Writing	3
PAR 2000		Introduction to Paramedic Practice	4
PAR 2020		Trauma Emergencies	3
PAR 2030		Special Considerations in Paramedic Practice	3
PAR 2040		Paramedic Clinical I (skill lab)	4
PAR 2100		Advanced Paramedic Practice (certificate capstone)	4
PAR 2110		Paramedic Clinical II (hospital clinical)	3
PAR 2120		Paramedic Internship	9
PAR 3010		Cardiac and Medical Emergencies	6
HLTH 3400		Substance Abuse	3
HTHS 2230		Pathophysiology	3
PSY 1010		Introductory Psychology (SS GenEd)	3
SOC 1010		Introduction to Sociology (SS/DV GenEd)	3
COMM 2110		Introduction to Interpersonal Communication (HU GenEd)	3
QL Math		MATH 1030-1040	3
AI GenEd		American Institutions GenEd	3
CA GenEd		Creative Arts GenEd	3
PS GenEd		Physical Science GenEd	3
HTHS 2240		Introduction to Pharmacology	3
HAS 3000		Health Care Systems	3
HIM 3200		Epidemiology/BioStats	3
HIM 3240		Human Resource Development	3
HAS 3260		Health Care Administration Administration/Supervision Theory	3
HAS 4400		Legal Aspects of Health Care	3
PAR 3110		Critical Care Transport	6
PAR 3130	×	Mobile Integrated Healthcare	2

Course Number	NEW Course	Course Title	Credit Hours
PAR 4110		EMS Management Topics	3
PAR 4120		EMS Teaching Topic	3
PAR 4130	×	Capstone Seminar in Emergency Medicine Research	3
CIL GenEd		Computer Information Literacy - GenEd	2
Required Course Credit Hour Sub-Total			125
Elective Courses			
HAS 3230		Health Communications (As an alternative to HAS 3230)	
HIM 3300		Intro to Quality Improvement (As an alternative to HAS 3260)	
MICR 1153		Elementary Public Health (As an alternative to HAS 3260)	
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			125

Are students required to choose an emphasis? Yes or No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			

Emphasis Credit Hour Sub-Total			
Total Number of Credits to Complete Program			125

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The current core degree proposal is 125 credits using two of the five variable credits for Computer Information Literacy (CIL).

The 125 number could decrease if a student places into and successfully completes a Quantitative Literacy course by the time of associate degree completion.

In order to provide the greatest opportunity for graduates from this program, the requirements include a breadth of courses. The Paramedic Certificate of Completion coursework will be augmented by adding the AAS in Paramedic Studies support courses, plus courses in Health Administration Services (HAS), Health Information Management (HIM), upper division Emergency Medical Services (PAR), Health Sciences (HTHS) and General Education. The degree in Emergency Healthcare Sciences is broad enough to enhance those working in education, quality assurance/quality improvement, supervision, human resources, air medical services, public health and mobile integrated healthcare (community paramedicine). The goal is to provide a utilitarian, broad spectrum degree revolving around the concept of healthcare.

Except for the five-day hands-on work for the Critical Care Transport Course, the AAS completion and BS degree coursework will be offered on-line. On-line coursework was requested by communities of interest due to the rotational shift work of fire, emergency medical services, and healthcare agencies.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
PAR 1000 - Emergency Medical Technician	2	HLTH 3400 Substance Abuse	3
PAR 1001 - Emergency Medical Technician Lab	4	ENGL 2010 Intermediate College Writing	3
HTHS 1110 - Integrated A&P part 1	4	HTHS 1111 Integrated A&P part 2	4
ENGL 1010 - Introductory College Writing	3	PSY 1010 Intro to Psychology	3
MATH 1010 - Intermediate Algebra	3	SOC 1010 Intro to Sociology	3
		Summer - 1	
		HTHS 1101 - Medical Terminology	2
		HTHS 2230 - Pathophysiology	3
		COMM 2110 - Intro to Interpersonal Comm	3
Total	16	Total	24
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
PAR 2000 Intro to Paramedic Practice	4	PAR 2020 Trauma Emergencies	3
PAR 2040 Paramedic Clinical I (skill lab)	4	PAR 2030 Spec Considerations Paramed Prac	3
PAR 2110 Paramedic Clinical II (hospital)	3	PAR 2100 Advanced Paramedic Practice	4
PAR 3010 Cardiac and Medical Emergencies	6	PAR 2120 Paramedic Field Internship	9
		Summer - 2	
		HIM 3200 BioStats	3
		CIL 1701 Computer Information Literacy	2
Total	17	Total	24
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
HAS 3000 Health Care Systems	3	QL MATH 1030 - 1040	3
HAS 3240 Human Resource Development	3	HAS 4400 Legal Aspects of Health Care	3
HAS 3260 Health Care Administrative Theory	3	HLTH 2240 Pharmacology	3
American Institutions (GenEd)	3	Creative Arts (Gen Ed)	3
		Summer 3	
		PAR 3110 Critical Care Transport	6
Total	12	Total	18

Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Physical Science (Gen Ed)	3	PAR 3130 Mobile Integrated Healthcare	2
PAR 4120 EMS Teaching Topics	3	PAR 4110 EMS Management Topics	3
		PAR 4130 Capstone Emergency Med Research	3
Total	6	Total	8

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	1	1	
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			1
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Jeff	Grunow	T	MSN	University of Pennsylvania	100%	
	William	Robertson	TT	MS	Florida Gulf Coast Univeristy	100%	
	Miland	Palmer	Other	MPH	University of Utah	12.5%	Instructor
	Marvin	Orrock	TT	PharmD	University of Utah	12.5%	
	Ken	Johnson	T	PhD	University of Utah	12.5%	
	Macey	Buker	TT	MHA	Weber State University	12.5%	
	Brian	Cottle	TT	MHA	Weber State Univeristy	12.5%	
					Note: the 12.5% is for faculty in other departments teaching a support course		
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Masters	0	1	0	MS in related discipline and current professional certification	100%
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	/ / / / / / / /	/ / / / / / / /			
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	15	25	35	35	35	35
# of Majors in Proposed Program(s)	////	10	20	20	20	20
# of Graduates from Department		15	25	35	35	35
# Graduates in New Program(s)	////		10	20	20	20
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$256,611	\$77,935	\$77,935	\$77,935		
Operating Expenses (equipment, travel, resources)	\$20,596					
Other:						
TOTAL PROGRAM EXPENSES	////	\$77,935	\$77,935	\$77,935		
TOTAL EXPENSES	\$277,207	\$355,142	\$355,142	\$355,142		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$277,207	\$77,935	\$77,935	\$77,935		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$77,935	\$77,935	\$77,935		
TOTAL DEPARTMENT FUNDING	\$277,207	\$355,142	\$355,142	\$355,142		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

A third tenure-track full-time faculty will be hired for the first year of the program.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The faculty hire in the first year of the program has already been designated in the college's base budget for the Emergency Care & Rescue Department. This will allow all PAR major courses to be taught by regular faculty. This degree is financially effective by using existing courses in several departments. Those departments have indicated the ability to handle the additional students within existing courses/budgets.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding will be requested.

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Bachelor of Science in Outdoor and Community Recreation Education with Emphases in Outdoor Recreation Administration and Community Recreation Administration

Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science (BS) in Outdoor and Community Recreation Education with Emphases in Outdoor Recreation Administration and Community Recreation Administration effective fall 2016. The institutional Board of Trustees approved the degree on February 2, 2016.

Background

The BS in Outdoor and Community Recreation Education is designed to prepare graduates for positions in the robust outdoor and community recreation industry. Within Ogden City alone, there are nearly 11,000 jobs related to the outdoor industry (e.g., ski resorts, rivers, trails, and forest lands). Across the state of Utah, the number of direct jobs in outdoor recreation jumps to approximately 122,000. Looking at the general field of recreation, there are 345,000 jobs in Utah, and growth of 14% is projected from 2012 to 2022 by the U.S. Department of Labor's Bureau of Labor Statistics. Accordingly, student demand for academic programs in recreation is relatively strong at higher education institutions in Utah. Approximately 50 students are currently enrolled in two recreation emphases and a minor at WSU, and the number of majors in the proposed BS program is projected to exceed 60 by the fifth year of implementation.

The proposed BS in Outdoor and Community Recreation Education was a recommendation of a cyclical five-year WSU program review conducted in 2013-14. In addition to a standard complement of general education and elective courses, the proposed degree would require 44 credit hours of core courses in the major and 29 credit hours in an emphasis area; the total number of credit hours for the proposed degree is 120. The major would be grounded in experiential learning related to recreation; outdoor education; adventure education; local, state, and federal legislation; regulations and standards of outdoor recreation; and environmental education concepts. Graduates would be prepared for staff and leadership positions in a wide range of settings, including outdoor education and adventure centers; guiding/outfitting companies; not-for-profit and private camps; resorts, spas, and wellness centers; state and national parks; campus recreation; therapeutic programs; youth development programs; public and private education; and traditional municipal recreation organizations.

With two recreation emphases and a minor currently offered at WSU, the institution has two PhD-level faculty members in place to launch the proposed BS in Outdoor and Community Recreation Education. Ten new courses would be developed, and all courses in the program could be offered by the two full-time faculty members and an internship staff coordinator on a once-per-year or once-every-other-year basis. It is anticipated the proposed BS program would pursue specialized accreditation from the Association of Experiential Education within five years.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Weber State University and the Board of Regents. The Utah System of Higher Education Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Weber State University's request to offer a BS in Outdoor and Community Recreation Education. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Weber State University to offer a Bachelor of Science in Outdoor and Community Recreation Education with Emphases in Outdoor Recreation Administration and Community Recreation Administration.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Outdoor and Community Recreation Education effective Fall 2016. This program was approved by the institutional Board of Trustees on 02/02/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Outdoor and Community Recreation Education (OCRE) program at Weber State University affords students the opportunity to develop a foundation in the skills, competencies, and knowledge necessary for including and incorporating outdoor and community recreation into the regular scope of professional practice. The major will provide students with a unique mix of models that are grounded in the foundations of both experiential learning and recreation, which include: outdoor education; adventure education; local, state, and federal legislation; regulations and standards of outdoor recreation; and environmental education concepts. By engaging in authentic experiences in leadership, field, and service, students will have the opportunity to examine and explore pedagogy, philosophy, and theory, and develop technical, instructional, and facilitation skills. Furthermore, coursework in the OCRE program is designed and sequenced to support the development of the necessary administrative knowledge and skills for recreation professionals. The organization of courses in the core of the curriculum allows for concepts to be reinforced and integrated across a variety of required coursework, and in an interdisciplinary manner. The intent is to provide a broad, yet specific, introduction and application to these concepts (e.g., financial management; marketing; risk management; customer service; business plans; assessment and evaluation). Direct experience with members of the learning community, which includes peers, faculty, and community members, and immersion in the natural and cultural settings in which recreation professionals and educators operate, will empower students to develop into ethical, compassionate citizens who are committed to making responsible contributions within the community, nation, and world in which they live. Upon completion of the program, students may pursue front-line and leadership positions in: outdoor education and/or adventure centers; guiding/outfitting companies; not-for-profit and private camps; resorts, spas, and wellness centers; state and national parks; campus recreation; therapeutic programs; youth development programs; public and private education; and traditional municipal recreation organizations.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

Offering a baccalaureate degree in Outdoor and Community Recreation is consistent with meeting Weber State University's mission by providing a quality liberal arts educational experience. A bachelor's degree in Outdoor and Community Recreation Education would provide students with the knowledge and skills to enter into a workforce that plays a significant economic, educational, cultural, and environmental role within the local community and state. This requires the student to synthesize information from multiple sources and perspectives and to communicate that information in an efficient manner. The content, activities, and experiences integrated into this program have application to diverse recreation, education, development, and therapeutic settings. Courses across the core of the major are included so that the individual can gain a greater appreciation and comprehension of how to effectively plan, implement, and evaluate recreation services for multi-generational and multicultural participants. Providing a bachelor's degree in Outdoor and Community Recreation Education is one way that WSU can develop recreation professionals as leaders within their field who will serve the region.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The development of a bachelor's degree program in Outdoor and Community Recreation Education (OCRE) would address a significant academic need to effectively train students for employment in an industry that drives the local, regional, and national economy. As noted in other sections within this document, external reviewers strongly recommended that in order to more competitively position Weber State University students to enter into the recreation workforce, the current minor program should expand to include a Bachelor of Science degree. The proposed Outdoor and Community Recreation Education program at Weber State University will provide an avenue for students desiring a professional career that focuses on incorporating and including community and outdoor experiences as a component of professional practice. Professionals in this field must perform a variety of functions in a broad array of contexts that range from directing municipal parks and recreation departments to providing cultural interpretation and outdoor education programs at state and national parks and monuments. Students pursuing careers, or even professional experiences, in this discipline need an assortment of both theoretical and practical skills in diverse areas. These include core competencies related to teaching and programming, facilitating groups, leading and teaching activities in dynamic 'outdoor' environments, and an understanding of the administrative and management skills necessary to effectively run programs.

Recreation services are increasingly seen as a mechanism to promote the health of communities by serving as an antidote to the many health crises our nation faces (i.e., obesity epidemic; Godbey, 2009; see <http://www.rff.org/files/sharepoint/WorkImages/Download/RFF-DP-09-21.pdf>). For many states in the Mountain West, recreation is also seen as an 'economic powerhouse' that many communities rely on for critical employment opportunities (OIA, 2012; see <https://outdoorindustry.org/research-tools/outdoor-recreation-economy/>). In addition, recreation is seen as a way to cultivate environmental stewardship and address the significant need that humans have to "unplug" and connect to the natural environment. This is evidenced by a revival of sorts in the number of individuals who engage in recreation experiences. For example, more than 142.6 million Americans participated in outdoor recreation in 2013, which totaled to more than 12.1 billion outings (Outdoor Foundation, 2014; see <https://outdoorindustry.org/images/researchfiles/ResearchParticipation2014Topline.pdf?207>). Furthermore, close to 90% of Utahns reported that outdoor recreation is 'very important' to them (Shumway, 2014; see http://archive.unews.utah.edu/news_releases/survey-shows-utahns-have-extraordinary-participation-rate-in-outdoor-recreation/). With recent efforts made by the state, such as establishing an Office of Outdoor Recreation, engaging in long-term recreation planning (Envision Utah), hosting major outdoor events (Outdoor Retailer Show), and pursuing strategic domestic and international marketing of the natural resources (The 'Mighty 5' National Parks Campaign), tourism (ski industry, mountain biking), and recreational opportunities (municipal parks and recreation, open spaces, trails) in the state, the recreation field shows no signs of slowing down and clearly plays a critical role in Utah's economy and culture.

Given the significant role of recreation services in the individual, social, economic, and environmental health of Utah's communities, it is important that Weber State University move to train its students, who are primarily from Northern Utah, to enter into a critically important job market that affects communities on multiple levels. Moreover, Weber State University should leverage its proximity to the outdoors and the significant growth in the recreation industry to prepare students to enter a workforce central to the state's culture and economy.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

With over 6 million jobs in the United States, the field of outdoor recreation is increasingly recognized as essential to the social, physical, economic, and environmental vitality of communities. Nowhere is this more evident than in the state of Utah. In Utah there are 122,000 jobs directly tied to the outdoor recreation industry with nearly \$4 billion in salaries

and wages, and this does not include all jobs within the broader fields of recreation (OIA, 2014a; see: https://outdoorindustry.org/images/ore_reports/UT-utah-outdoorrecreationeconomy-oia.pdf). Impressively, the outdoor recreation industry hires more employees than education, transportation, construction, information, and oil and gas industries (OIA, 2014b; see <https://outdoorindustry.org/research-tools/outdoor-recreation-economy/>). Between 2010-2014, employment within the leisure and hospitality industries showed over 15% growth in Utah (Utah Economic Council, 2014; see <http://business.utah.gov/wp-content/uploads/2014UtahEconomicOutlook.pdf>). Employment in these industries is not just supported by visitors, but also by the nearly 82% of Utahns who participate in outdoor recreation. Such high rates of participation further signify the central role the outdoors play in our communities (OIA, 2014a).

While the outdoor recreation industry is an economic driver both locally and nationally, it is also important to note the economic value of the broader field of recreation. Estimates vary on the number of jobs in the industry due to the multiple sectors (i.e., public, private, not-for profit), but is estimated around 600,000. In public recreation alone, there are over 300,000 jobs in the nation (George Mason University, Center for Regional Analysis; See: <http://www.nrpa.org/parkeconreport/>). When combined with the private sector that figure more than doubles (Bureau of Labor Statistics, 2015; see <http://www.bls.gov/oes/current/oes393091.htm#ind>; and <http://www.bls.gov/oes/current/oes399032.htm>). Moreover, the recreation field is projected to show 10% growth from 2014-2024 (Bureau of Labor Statistics, 2014; See <http://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm#tab-6>).

Weber State University is uniquely located in one of the major hubs for the outdoor recreation field. **Within Ogden City alone, there are nearly 11,000 jobs directly related to the outdoor industry** (Utah Policy, 2014; see <http://utahpolicy.com/index.php/features/featured-articles/1889-as-the-bicycle-cluster-of-north-america-ogden-is-the-place-for-lifestyle-jobs>). Ogden is ideally situated near three ski resorts, two rivers, 230 miles of trails for hiking and biking, and over 150,000 acres of National Forest Land. Ogden hosts nationally-recognized outdoor recreation events, including Xterra National Championships, Tour of Utah, the Fat Bike Summit, and the Ogden Marathon. In 2012, these types of events brought in 26,000 participants and over 60,000 spectators and, thus, had a significant economic impact in the Ogden community.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Recreation programs at academic institutions across the state show strong enrollment numbers of students majoring (where applicable) in recreation-related fields. Given the data presented in the labor market section and the strong demand of recreation-related programs at other institutions, there is substantive evidence supporting the viability of offering a bachelor's degree in Outdoor and Community Recreation Education at Weber State University.

The current recreation program at Weber State University has a long history, having been in existence for over 40 years. In general, courses have shown strong enrollment, despite the small size of the program (one faculty member for the last 20+ years) and the lack of any marketing. The current Recreation program (minor) is housed in the Department of Health Promotion and Human Performance. Enrollment numbers are comparable with other programs within the Health Promotion and Human Performance department.

Historically, students have had the option to pursue a major in Human Performance Management with an emphasis in Sport and Recreation, minor in Recreation, or a Bachelor of Integrated Studies. Given the history of the program, there is already an established cohort of students within Recreation and Human Performance Management who have demonstrated strong interest in pursuing the proposed degree. Beyond recruiting these students, this program will be marketed to new students with the primary goal to increase visibility and awareness of the program by establishing a stronger on-campus and social media presence. These efforts have begun and include the following:

- Creating a stronger on-campus presence through print media and expanding visibility on-line through social media. A noticeable interest in program offerings has been observed since the implementation of a website, Facebook page, Recreation course offering flyers, and Recreation program posters.
- In addition to working with the college recruitment office, student internships include teaching outdoor education

curriculum in the local middle and high schools, which serves as a powerful recruitment tool to encourage local youth to pursue a college education at Weber State University.

- Pursuing community partnerships at the local (VisitOgden, schools, parks and recreation departments, other local outdoor agencies and businesses), regional (Northern Utah Recreation and Parks Association), and state levels (Office of Outdoor Recreation). These relationships reflect a growing reach in the community and the ability to promote the program at multiple levels.
- Working with Weber State's Continuing Education to offer Recreation courses in their Open Seat program and thus maximize on their marketing reach within the local community.
- Promoting the program at regional, state, and national conferences (e.g., presentations, booths). This year the National Recreation and Parks Association put out a call requesting university programs promote their programs during the national conference.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Each public and private higher education institution in Utah offers some type of degree in recreation. The program being proposed, however, is the only program focusing both on community and outdoor recreation in Northern Utah. In addition, given the job market in Ogden, and the state in general, substantial opportunity exists for local job placement for students graduating from Weber State University. As evidenced by the number of majors at other USHE institutions, recreation is clearly a strong major, and offering the proposed major at Weber State University will serve to fill a niche in Northern Utah.

- Brigham Young University: B.S. Recreation Management (381 Majors)
- Dixie State University: BIS Recreation Management (#'s Unavailable)
- Snow College: 1 yr Certificate, A.S. Outdoor Leadership and Entrepreneurship (25)
- Southern Utah University: Minor, B.S., Outdoor Recreation in Parks and Tourism (53 majors)
- University of Utah: Minor, B.S., M.S., Ph.D., Parks, Recreation & Tourism (252 majors; 15 minors)
- Utah State University: B.S., M.S., Recreation Resource Management (i.e., natural resource management) (54 majors).
- Utah Valley University: Minor, Integrated studies, A.A./A.S., B.A., B.S. Outdoor Recreation Management (89 majors; 10 minors)
- Westminster College: Minor Outdoor Education and Leadership (34 minors)
- Weber State University (currently): Emphasis, Minor, BIS (53 Human Performance Management Major with Recreation Emphasis; 13 Minors; 14 Integrated studies).

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Due to WSU's location and student body, the proposed program is not expected to adversely impact other USHE institutions. In fact, it is expected that for those very reasons WSU will be able to provide a valuable bachelor's degree option to the 26,000

students attending WSU. The proposed Outdoor and Community Recreation Education degree offers two specialized tracks-- Outdoor Recreation Administration and Community Recreation Administration--thus providing a unique option different from other USHE institutions in the area.

In addition to offering a distinctive program, WSU will be able to take advantage of the strong presence of recreation faculty and students at a number of state and regional conferences (i.e., Utah Recreation and Parks Association, Student Outdoor Leadership Conference) and community events for significant collaborative, networking, and partnering opportunities (in research and course offerings) with other USHE Recreation programs. Other out-of-state institutions have created recreation courses offered by multiple institutions that culminate in a consortium that brings students together across programs in a unique learning environment. Significant opportunity for the same exists here in Utah.

Finally, Snow College, which offers a two-year degree in Outdoor Leadership and Entrepreneurship, has proposed that WSU and Snow form an articulation agreement. With a four-year degree in place, WSU would provide an excellent option for Snow College students to transfer and complete a bachelor's degree.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

During the 2013-2014 academic year, the Human Performance Management program, of which OCRE is a part, conducted its five-year review. At that time, external reviewers recommended: "The sports and recreation area should broaden its presence in the area of outdoor recreation...To provide students more likely opportunities for gainful employment in the recreation field, they will need a bachelor's degree. Either align your curriculum to transfer well to outside institutions that offer them or work towards developing a Bachelor of Science degree in recreation for Weber State University" (Human Performance and Health Promotion, Program Review Recommendations, 2014, p.3).

Per these recommendations, and upon reviewing numerous in- and out-of-state institutions that offer some of the most well-known recreation degree programs, the curriculum was intentionally developed to meet two significant areas of employment in the region tied to outdoor and community recreation. In addition, both Drs. Morgan and Lewis (current OCRE faculty) have worked with and built multiple bachelor's degrees in recreation at other institutions. As such, the proposed curriculum reflects core competencies expected for undergraduate students, as identified by industry experts (Harrison & Erpelding, 2012).

In terms of pursuing industry accreditation, Dr. Lewis is a university site reviewer for the Association of Experiential Education (industry accrediting body for outdoor recreation academic and commercial programs). His expertise and unique position with the AEE will enable WSU to move towards accreditation compliance within the next five years. WSU has already begun to take significant steps towards achieving compliance in risk management, incident response, and instructor qualifications, which are some of the most critical aspects of satisfactorily meeting accreditation standards. This certification will identify Weber State University as a high-quality institution. Utah Valley University is the only other USHE institution that has this accreditation. The costs associated with obtaining this accreditation are minor (\$1300 to initiate and maintain accreditation and travel expenses to have a site reviewer assess compliance every five years) and can be covered by the department budget.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The Outdoor and Community Recreation Education major consists of 120 credit hours. The number of credit hours is consistent with other Bachelor of Science programs in the department and the university. Students are required to have a GPA of 2.75 or higher in all courses required for the major and an overall GPA of 2.00 or better.

Admission Requirements

List admission requirements specific to the proposed program.

There are no specific admission requirements for the proposed program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The administrative structures are already in place to support this degree. The Outdoor and Community Recreation Education (OCRE) program is housed in the Department of Health Promotion and Human Performance (HHPH). The HHPH department currently has one full-time academic advisor and one full-time internship coordinator for all of the HHPH programs. These staff members currently advise students enrolled in the minor and are also involved in supervising the internships for students with an emphasis in Sport and Recreation within the Human Performance Management degree.

The HHPH department is an interdisciplinary department that consists of four different programs that offer a total of four bachelor's degrees and six minors. Many of the support courses are shared among several degree programs. The expansion of the OCRE program to include a bachelor's degree is not expected to significantly affect the delivery of other undergraduate programs within the department or university.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The OCRE program consists of two full-time, tenure-track faculty; this includes a new FTE position that was added this year in order to expand the OCRE program. Drs. Morgan and Lewis have extensive academic and professional expertise in both of the proposed emphasis areas (community and outdoor recreation). This provides for flexibility in program delivery, as they are able to teach in both emphases. Dr. Morgan currently serves as the OCRE Program Director and will continue to serve in this role to manage the program's administrative needs (i.e., course scheduling, budgeting, curriculum, risk management, gear and equipment needs).

There are approximately 23 courses (current and proposed) in the new major. Since the courses will be taught on a rotating basis (i.e., courses taught once a year, every other year) and anticipated enrollment can be accommodated by teaching one section of a course in the same semester, the necessary courses can be taught by the two tenure track faculty--eight courses each (not including summer) will be taught each year as load. This is a fairly standard approach in other university recreation programs. In addition, all advising and supervision of interns will be done by the HHPH internship staff coordinator, which covers two additional courses (OCRE 2890, 4890).

Should additional course sections be required to ensure timely degree completion, there is funding within the college to hire adjuncts, which have been used in the past. In addition, the dean of the college has committed to using savings from faculty

retirements to add an additional instructor position if needed.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Currently the OCRE program has one full-time staff member who serves as the Recreation Manager. The Recreation Manager is responsible for managing the Weber Rocks Climbing Wall, teaching three activity courses each semester, and providing instructional support for all field-based courses within the OCRE program. The administrative assistant and advising staff within the HPHP department are shared among the programs. There is no additional staff requirement expected.

Student Advisement

Describe how students in the proposed program will be advised.

All students will continue to utilize the Health Promotion and Human Performance academic advisor. The HPHP academic advisor plays an important role in working with students to ensure successful progression through an academic program to graduation. In addition to the HPHP academic advisor, the HPHP department also utilizes a full-time staff person to coordinate student internships.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The library currently has nearly 300 texts related to recreation. In addition, Weber State University's subscription to multiple journals and databases provide students access to key resources needed for the major. While it is anticipated that the library will need to acquire various textbooks related to new course offerings, these texts would be a relatively minor expenditure.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The Outdoor and Community Recreation Education program has the following learning goals for students:

1. Students will understand the theoretical and conceptual underpinnings that drive recreation services (theories, ethics, values, laws, participant assessment, ecological literacy, program development, etc.). Students will be assessed primarily through quizzes, exams, presentations, class discussions, and practical experiences.
2. Students will understand and develop effective interpersonal skills needed in a variety of recreation settings. These skills include self-awareness, leadership, communication, and participant assessment. Evaluation of goal achievement will be done through students completing self-assessments, exams, presentations, personal philosophy papers, and practical experiences.
3. Students will be able to demonstrate technical proficiency and effective risk management in recreation activities (indoor and outdoor). Students will be assessed through competency checklists that adhere to industry standards of proficiency.
4. Students will analyze and evaluate management and administrative practices needed within a range of recreation contexts (municipal, outdoor programs, summer camps, resorts, commercial outfitters, etc.). Students will engage in

various service learning opportunities to work with local recreation service providers to understand their administrative and management practices. Through this process students will engage in semester-long projects that demonstrate the ability to analyze and evaluate best practices within the recreation field.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The HPH department requires all faculty to purposefully link course goals and objectives to assessment. In addition, the ORCE program is well-versed in tracking those outcomes. In the last three years, the OCRE program has moved to making clear connections between programmatic and course-specific outcomes and linking those outcomes. Listed below are the standards, expected outcomes, and assessments that illustrate an intentional link between the formative and summative assessments to expected competencies. Each of these competencies is consistent with standards identified in the outdoor industry (Harrison and Erpleding, 2014) and the American Academy for Park and Recreation Administration (2010) learning outcomes for undergraduate students.

Standard 1: Students will understand the theoretical, conceptual, and applied underpinnings that drive recreation services.

Expected outcome: Understand the historical, philosophical, and theoretical foundations of recreation services.

Expected outcome: Identify and analyze contemporary professional issues and the trends impacting community and outdoor recreation.

Expected outcome: Utilize experiential learning and recreation theories and field techniques in designing, facilitating, and evaluating programs for diverse groups.

Assessments: In-Class discussions; Quizzes; Exams, presentations, trends analysis; Individual & group activity facilitation; Program Plan & Facilitation; Reflection & Critical Analysis papers; Internship.

Standard 2: Students will understand and develop effective interpersonal skills needed in a variety of recreation settings.

Expected outcome: Assess elements of personal style, prejudices, projections, and habits of mind that both shape and impede opportunities for professional and personal growth.

Expected outcome: Analyze and evaluate theories of group development; Facilitate activities to produce desired group dynamics.

Expected outcome: Articulate a personal philosophy of recreation that will define how the student plans to practice community and outdoor recreation education.

Assessments: Community Diversity Assessment; Personal Environmental Ethics paper; Code of Ethics paper; Reflection & Critical Analysis papers; Exams, Quizzes, In-class discussion; Exams; Quizzes; Recreation activity plans; Group Facilitation assessment; Internship; Philosophy of Recreation Leadership paper.

Standard 3: Students will be able to demonstrate technical proficiency and effective risk management in recreation activities (indoor and outdoor).

Expected outcome: Develop, practice, and demonstrate technical and teaching skills in a variety of outdoor pursuits.

Expected outcome: Demonstrate the principles and practices of safety, emergency, and risk management necessary in order to conduct effective and ethical community and outdoor recreation programs.

Assessments: Skills competency checklist; Activity teaching presentation; Trip plan development; Practicum; Internship; Individual assessments in the field; Risk Management Plan; Risk Identification outline; Program Plan designs and implementations.

Standard 4: Students will analyze and evaluate management and administrative practices needed within a range of recreation contexts.

Expected outcome: Apply local, state, and federal legislation, regulations, and standards to community and outdoor recreation programs.

Expected outcome: Investigate essential administrative functions necessary to conduct effective and ethical recreation programs.

Assessments: Laws, regulations, and standards papers and presentations; Quizzes; In-class discussion; Exams; policy and procedures manual development. Grant proposals; Administrator's Handbook; Site Visit & Interview assignment; Internships.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			37
Required Courses			
OCRE 2500	X	Introduction to Outdoor Pursuits w/Lab	4
OCRE 2890		Cooperative Work Experience I	2
OCRE 3050		Introduction to Recreation and Leisure	3
OCRE 3100		Facilitation of Recreation Experiences	3
OCRE 3300		Inclusive and Adaptive Recreation	3
OCRE 3320		Adventure Programming	3
OCRE 3520	X	Recreation Legal Liability and Risk Management	3
OCRE 3600		Administration and Management of Community and Outdoor Programs	3
PEP 3600		Measurement for Evaluation and Research	3
OCRE 4300	X	Trends and Ethical Issues in Recreation	3
OCRE 4890		Cooperative Work Experience II	6
OCRE-PE 1000		*Choose from an approved list of OCRE-PE activity courses	1
OCRE-PE 1000		*Choose from an approved list of OCRE-PE activity courses	1
NTM 3100		Desktop Publishing	3
PS 3202		Customer Service Techniques	3
Required Course Credit Hour Sub-Total			44
Elective Courses			
		General Electives	10
Elective Credit Hour Sub-Total			10
Core Curriculum Credit Hour Sub-Total			91

Are students required to choose an emphasis? Yes or No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Outdoor Recreation Administration	
OCRE 2300	<input checked="" type="checkbox"/>	Wilderness Medicine or AT 2300 Emergency Response	2
OCRE 3400	<input checked="" type="checkbox"/>	Outdoor Equipment Production and Sales	3
OCRE 3450		Adventure Travel and Sustainable Tourism	3
OCRE 3900	<input checked="" type="checkbox"/>	Outdoor Recreation Entrepreneurship	3
OCRE 4020	<input checked="" type="checkbox"/>	Natural Interpretation	3
OCRE 4550		Principles and Philosophies of Outdoor Education	3
SOC 3300		Environment and Society	3
		Electives (select from courses below)	9
OCRE 3230		Wilderness Nutrition and Backcountry Cooking (4)	
OCRE 3610		Introduction to Outdoor Skills (2)	
OCRE 4800		Independent Studies (1-6)	
OCRE 4930		Outdoor Education Workshop (2)	
PEP 4830		Directed Readings (3)	

Emphasis Credit Hour Sub-Total	29
Total Number of Credits to Complete Program	120

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Community Recreation Administration	
OCRE 3500	<input checked="" type="checkbox"/>	Community Recreation and Park Planning	3
OCRE 3700		Recreation and Sports Facilities and Events Management	3
OCRE 4000	<input checked="" type="checkbox"/>	Recreation Programming for Youth Development	3
OCRE 4500	<input checked="" type="checkbox"/>	Grant Writing in Recreation Services	3
ACTG 2010		Survey of Accounting I	3
ACTG 2020		Survey of Accounting II	3
		Electives (select from courses below)	11
OCRE 3230		Wilderness Nutrition and Backcountry Cooking (4)	
OCRE 3610		Introduction to Outdoor Skills (2)	
OCRE 4800		Independent Studies (1-6)	
OCRE 4930		Outdoor Education Workshop (2)	
PEP 4830		Directed Readings (3)	

Emphasis Credit Hour Sub-Total	29
Total Number of Credits to Complete Program	120

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The majority of the course development for all new courses has been completed, and the first five courses have gone through Weber State's curriculum approval process and received Faculty Senate approval.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 2010 Intermediate College Writing (EN)	3	GEOG 1000 Natural Environments of the World	3
POLS 1100 American National Government (recom)	3	GEOG 1001 Natural Environments Field Studie	1
COMM 1020 Public Speaking (recommended)	3	ECON 1100 Environmental Issues and Econom	3
NTM 1700 course or NTM 1501, 1502 & 1503	3	CHF 1500 Human Development (recommended)	3
MATH 1030(3) or 1040(3) or 1050(4) or 1080(5)	3	Creative Arts course (CA)	3
OCRE-PE 1000 (approved activity course)	1	LIBS 1704 course or NTM 1504 exam (CIL D)	1
Total	16	Total	14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
GEO 1060 Environmental Geosciences or GEO	3	ENGL 3520 Literature of the Natural World (recom)	3
OCRE-PE 1000 (approved activity course)	1	BTNY 1403 Environment Appreciation (recommen)	3
SOC 3300 Environment and Society	3	OCRE-PEP elective for ORA emphasis	3
PS 3203 Customer Service Techniques	3	General electives	6
NTM 3100 Desktop Publishing	3		
General electives	3		
Total	16	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
OCRE 2500 Introduction to Outdoor Pursuits w/	4	OCRE 3320 Adventure Programming	3
OCRE 3050 Introduction to Recreation and Lei	3	OCRE 3400 Outdoor Equipment Production and	3
OCRE 3100 Facilitation of Recreation Experi	3	OCRE 3520 Recreation Legal Liability and Risk	3
OCRE 3300 Inclusive and Adaptive Recreation	3	OCRE 3450 Adventure Travel and Sustainable	3
OCRE 2890 Cooperative Work Experience I	2	OCRE 2300 Wilderness Medicine or AT 2300: F	2
Total	15	Total	14
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
OCRE 3600 Administration and Management of	3	OCRE 4550 Principles and Philosophies of Out	3
PEP 3600 Measurement for Evaluation and Re	3	OCRE 3900 Outdoor Recreation Entrepreneur	3
OCRE 4020 Natural Interpretation	3	OCRE 4300 Trends and Ethical Issues in Recre	3
OCRE-PEP elective for ORA emphasis	3	OCRE 4890 Cooperative Work Experience II	6
OCRE-PEP elective for ORA emphasis	3		
Total	15	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate		2	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			1
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Cass	Morgan	TT	Ph.D.	University of Utah	100%	
	T. Grant	Lewis	TT	Ph.D.	University of Minnesota	100%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	419					
# of Majors in Proposed Program(s)		31	37	44	52	62
# of Graduates from Department	237					
# Graduates in New Program(s)		8	9	11	13	16
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,279,395					
Operating Expenses (equipment, travel, resources)	\$25,113					
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$1,304,508	\$1,304,508	\$1,304,508	\$1,304,508		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$1,304,508					
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$1,304,508	\$1,304,508	\$1,304,508	\$1,304,508		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

It is expected that expenses associated with the proposed program can be absorbed within the current department budget.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Funds will be reallocated within the department as needed to support all programs.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A

May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Process to Support Institutional Proposals for Strategic Workforce Investment Funds

Issue

The 2016 Utah legislature appropriated \$1.5 million for Strategic Workforce Investment (SWI) via passage of SB103S01. Funding is available to postsecondary institutions to develop educational pathway partnerships that serve regional workforce needs. These pathway programs are meant to prepare individuals for high growth and high wage occupations. SB103S01 requires the Board of Regents to take “official action” in support of proposals submitted by Utah System of Higher Education (USHE) institutions. This document outlines a process for institutions to obtain Board of Regents support for SWI proposals.

Background

Institutions that wish to apply for funding are required to submit SWI proposals directly to the Governor’s Office of Economic Development (GOED). The timeline for the application process may not always coincide with Board of Regent meetings in such a way that a proposal may be reviewed by the Board in time to meet application deadlines. The following process is designed to streamline the application requirements for SWI funding, allowing institutions to obtain the statutorily-required Board support in time to meet deadlines established by GOED:

The Commissioner of Higher Education shall have authority to provide notice of support for institutional SWI proposals on behalf of the Board.

Prior to granting notice of support the Commissioner shall:

Receive notice of an institution’s intent to apply for SWI funding by requesting a brief abstract of each proposed SWI project prior to GOED’s application deadline. This abstract shall describe the project concept. The intent is not to eliminate proposals but to consider and facilitate system coordination and to initiate a process to obtain Board support as specified in statute.

Request that institutions submit a copy of the completed proposals to the Commissioner’s office at or prior to the GOED application deadline.

The Commissioner shall include a list of the proposals that receive Board support on the General Consent Calendar at the next scheduled Board meeting.

Policy Issues

There are no policy issues that need to be resolved in connection with this item.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Process to Support Institutional Proposals for Strategic Workforce Investment Funds as described herein.

David L. Buhler
Commissioner of Higher Education

DLB/BKC

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Snow College

Background

In July 2013, the Board of Regents unanimously passed a resolution to “Implement Strategies to Increase Completion Rates in Support of the 66% Goal.” This resolution acknowledged that the Utah State Board of Regents is committed to improving the completion rates of students who enroll in an institution within the Utah System of Higher Education (USHE) by ensuring a quality, cost-effective educational experience and awarding meaningful education credentials that will help students find gainful employment and life-long success. The Presidents and their administrations and faculty have taken seriously the Board’s charge and have been implementing these strategies. The Utah System of Higher Education provided USHE Completion Grants in 2014 to support and scale projects that the institutions had developed to help them meet the implicit goals in the 2013 Board of Regents’ Completion Resolution.

In January 2015, institutions reported their three- and five-year goals regarding college completion overall and the specific initiatives in the Resolution to the Board of Regents. Briefly, the five specific recommendations in the resolution are:

1. Establish 15 credits hours per semester as the normal full-time course load for students.
2. Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time.
3. Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.
4. Encourage students to enroll in an appropriate mathematics course in their first year of college.
5. Explore the feasibility of implementing reverse transfer/stackable credentials.

Issue

As a follow-up to these efforts, the members of the Academic and Student Affairs Committee requested at their January 2015 meeting that institutions report in more depth on their practices and policies that are having the most impact regarding college completion. Institutions have been asked to highlight two areas:

- one of the five strategies outlined in the resolution for which they have gained momentum, and
- one institution-led area for which they are demonstrating impact in retention or completion.

Representatives from the host institution, Snow College, will report on their initiatives to increase completion rates at the May 2016 Board of Regents meeting.

Next Steps

Over the course of the year, all remaining institutions will have a chance to report on their successful strategies to the Committee.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to congratulate the institutions on the progress they are making toward meeting their institutional completion goals.

David L. Buhler
Commissioner of Higher Education

DLB/JH

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: The New, Student-Friendly Scholarship Application and Administration System

Issue

This document provides an overview of the new, upgraded Regents' and New Century scholarship application and management systems and the improvements they offer students.

Background

The number of recipients of the Regents' Scholarship program has skyrocketed since its inception with 840 applicants in 2008. This year, 4,766 students applied for Regents' Scholarships, along with 410 students applying for New Century Scholarships. Every year since the scholarships' inception, the staff has used student feedback to make the application and awarding process as simple as possible. Now, however, the exponential growth in scholarship participants and new advances in technology have made it possible to entirely redesign the application and administration systems to streamline them and make them more efficient. The system improvements are being built in phases. This year, the first phase was introduced, including two crucial components: a new student portal to guide applicants through the application and acceptance process; and an internal system to more effectively manage application reviews and the scholarship awarding operations.

The student portal serves as a "one-stop shop" for scholarship applicants. Within the portal, a student can create an online account and apply for the scholarships electronically, exchange messages with staff, and upload documents (other than official high school and college transcripts which must be provided by the schools). The portal generates a personalized checklist for each student of the materials required for their own application based on the courses they report taking. If students have taken a concurrent enrollment course, for example, the checklist will include both the high school and the college transcript for that course. The portal also manages communications with the students, so they no longer run the risk of paper applications getting lost or delayed in the mail, and their communications with the scholarship office are logged so students have easy access to them whenever needed. Once students have completed the application process and been awarded a scholarship, they can also use the same account and portal to request a deferment or renew the scholarship each semester.

Behind the scenes, the new management system is also streamlining administrative operations. Those administrative improvements include:

- Using one management system for both scholarships (Regents' and New Century), thus simplifying internal processes and business flow.
- Eliminating paper applications and forms and thus decreasing staff time spent processing, logging, scanning, and storing documents and linking them to student accounts.

More improvements are still to come. The next phase of implementation will adjust the online application based on feedback received from students this year. It will also include a "course warehouse" tool to help students identify which classes are offered at their high school that fulfill the Regents' Scholarship requirements. High schools often have unique names for mathematics, science, or other courses that are different from the typical names listed in the scholarship program guides; the warehouse will allow students to identify which classes offered by their own specific high school will help them qualify.

Policy Issues

There are no policy issues associated with this report.

Commissioner's Recommendation

The Commissioner recommends the Regents review this item for their information; no formal action is necessary at this time.

David L. Buhler
Commissioner of Higher Education

DLB/JHM/CFB

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Snow College – Campus Master Plan Approval

Issue

Snow College requests the review and approval of a new campus master plan for both the Ephraim and Richfield campuses.

Background

Regent policy R710, *Capital Facilities* requires that Regents review and approve institutional campus master plans on a biennial basis. The previous master plan for Snow College was created in 2002 with adjustments last formally approved by the Regents on November 15, 2013.

Snow College hired VCBO Architecture to create a new comprehensive master plan for both the Ephraim and Richfield campuses. An extract of the 100 page master plan summarizing the key elements of the April 26, 2016 draft document is attached along with a letter from the University. An electronic copy of the entire draft document is available upon request of the Commissioner's office or the College.

Representatives from the College will be present at the meeting to present this agenda item and to respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends the Board approve the updates to the Snow College Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments



SNOW COLLEGE

OFFICE OF FINANCE AND ADMINISTRATIVE SERVICES

May 3, 2016

Commissioner David L. Buhler
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Commissioner Buhler:

Snow College has just completed a comprehensive Campus Master Plan and had contracted with VCBO Architecture to assist with the project. The College would like to present to the Regents a brief overview of the recently completed Campus Master Plan during the Board of Regents meeting on May 20th, 2016 held at Snow College.

The recently completed Campus Master Plan is a comprehensive plan covering both the Ephraim and Richfield campuses. No such plan has been created in the past which includes both campuses. This plan includes potential future building sites for educational buildings, additional student housing, an event center, parking locations, athletic facility upgrades, wayfinding, as well as architectural design guides.

We look forward to making this presentation to the Board of Regents.

Thank you,



Jake Dettinger

V.P. Finance & Administrative Services



S | **SNOW COLLEGE**
M A S T E R P L A N
April 25, 2016



“SNOW HAS GROWN FROM THAT ONE-ROOM SCHOOLHOUSE TO CENTRAL UTAH’S LARGEST INSTITUTION OF LEARNING, SERVING 6 COUNTIES AND SERVING MORE THAN 5,000 STUDENTS ANNUALLY”

— snow.edu



MASTER PLAN BACKGROUND

VCBO Architecture was hired by the State of Utah Division of Facilities Construction and Management on behalf of Snow College to provide a cohesive master plan for the College. A previous master plan, created in 2002, which looked at future development on the Ephraim campus, has become outdated and does not holistically address the needs for Snow College. Additionally, a formal master plan has not been created for the Richfield campus.

This plan addresses the vision for Snow College as an institution that serves students from two primary campuses and meets the higher education needs for a six-county service area in Central Utah. This plan provides an assessment of current facilities, identifies short term needs, and provides a long-term vision for both the Richfield and Ephraim campuses. Additionally, this master plan provides guidance on opportunities to connect with the broader community, future infrastructure improvements on and near each campus, as well as parking and access considerations for both now and into the future. Design guidelines for future building and landscape improvements are also provided.

Master Plan Approach

The approach to this plan is to create a flexible, opportunity-based road map for the future of Snow College. The backbone of the plan is a broad vision for the College and specific design guidelines that, in tandem, will promote cohesive and effective growth for each campus and contribute to the high-quality residential campus that Snow College is known for.

Short-term needs have been identified and strategies assessed to meet these needs on both campuses. This assessment process has resulted in options rather than a final recommendation to allow the College flexibility in growth. The plan identifies considerations associated with the short-term needs and provides options to address these more immediate needs.

Campus growth opportunities are identified for both campuses to align with the vision set forth in the next section. However, these opportunities have not been prioritized, nor have specific users or uses been identified for each facility. Rather, a set of considerations for each facility has been provided to encourage appropriate

growth across campus in a manner that meets the future needs of the College. This approach allows for Snow College to grow as needed into the future and still work toward a cohesive vision that aligns with the current campus configuration and enhances student and campus community experiences.

Considerations associated with a growth opportunity may include:

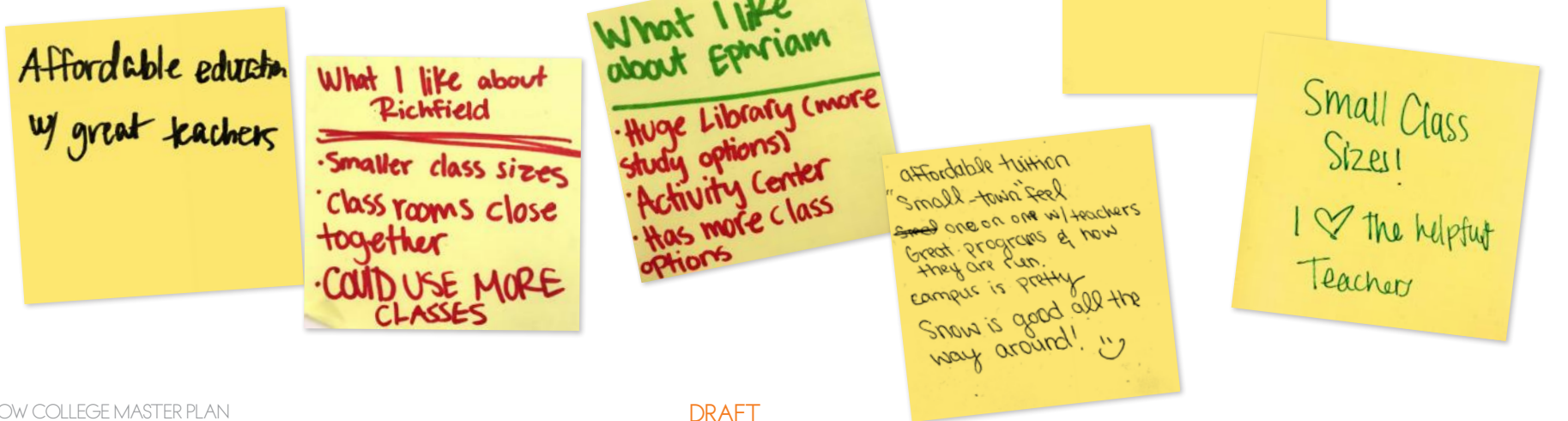
- Physical access and visibility
- Adjacency to similar facilities or services
- Reach of the campus community served by the project
- Parking needs
- Associated infrastructure improvements
- Community engagement opportunities

Design guidelines are also an integral component of this plan. The design guidelines create a cohesive palette and define expectations for both the architectural and campus outdoor space design to ensure that, as new improvements occur, they are appropriate for the campus and enhance the Snow College experience. Considerations have also been given to maintainability, efficiency, and operational effectiveness across both campuses. These considerations are reflected in the Design Guideline section of the campus master plan.

WHAT MAKES SNOW COLLEGE GREAT

At the outset of the planning process, we asked faculty, students, and staff to tell us what makes Snow College great. This exercise helped define the key characteristics of the College that need to be maintained and enhanced as growth occurs. It also provided valuable insight into the individual experiences on both the Ephraim and Richfield campuses, and helped the planning team and steering committee understand that the two campuses share core values and a vision for success. Some of the common elements that contribute to the success of the College are:

- Affordable, quality education
- Low student-faculty ratio
- High quality faculty and staff
- Well-maintained buildings and grounds
- Strong college leadership
- Engaged students
- Private college “feel”
- High student success rates





MASTER PLAN VISION

Align with the strategic plan

"Snow College, through an inclusive process of discussion and decision-making with faculty, staff, and students, has defined three Core Themes, reflecting its Mission, has established an overarching goal and a set of assessable objectives for each Core Theme. The three Core Themes have been approved by the Board of Trustees and serve to guide the College's decision-making, strategic initiatives and actions, and continuous improvement endeavors for the academic year 2011-12 and forward.

Core Theme 1: Tradition of Excellence

Goal: Snow College honors its history and advances its rich traditions of learning by providing a vibrant learning environment that empowers students to achieve their educational goals.

Core Theme 2: Culture of Innovation

Goal: Through initiatives that create and sustain a college-wide culture of innovation, Snow College encourages and supports innovation by developing dynamic teaching, learning, and engagement experiences for students, faculty, and staff, as well as for the larger College community.

Core Theme 3: Atmosphere of Engagement

Goal: Snow College creates learning and service opportunities, locally and globally, to engage students, faculty, staff and surrounding communities." Snow College Strategic Plan, approved November 2013.

This master plan can promote the themes and goals of the strategic plan by focusing on five key areas:

- Create effective learning environments
- Enhance creativity and innovation
- Focus on student-centered experiences
- Connect with and enrich the surrounding community
- Promote environmental stewardship

Preserve affordable access to high-quality education for Snow College students

Snow College provides a great education to a variety of students from traditional students just out of high school to non-traditional students and community members seeking additional educational opportunities. This breadth of opportunity should be maintained into the future. The range of classes, from general education to technology education and specialty programs, provides an opportunity for each student to find a program that meets their individual needs at an affordable and accessible cost.

Provide a strong residential-campus experience for Snow College students

Both the Ephraim and Richfield campuses offer a high-quality learning experience in a small, walkable community.

The Ephraim campus has a variety of residence halls that allow students to live on-campus in an affordable and convenient location. Additionally, the Ephraim community has grown with students and housing in mind. The campus sits within the

residential area of Ephraim, with numerous rental housing opportunities within a mile from campus. This variety of living options within walking distance promotes a strong residential campus experience. Students can stay on campus for activities, use the provided amenities such as fitness centers and study areas, and easily return to campus throughout the day as needed for classes and events.

The Richfield campus also sits at the edge of a residential area of town, but the community has not developed in the same manner around the College. This has led to a lack of available student housing and in-turn contributes to a more commuter-oriented student population. As both Richfield and Snow College grow, providing more on and near-to-campus housing opportunities for students will enhance Richfield as a college town and encourage more on-campus activities and additional student engagement. It will also broaden the range of students that attend Snow College, and help grow enrollment on the Richfield campus.

Enhance the quality of Snow College

Snow College has a strong reputation as a high-quality community college where students excel. The historic scale and quality of construction as well as the quality landscape on each of the Snow College campuses contribute to this quality. As growth occurs, it should enhance and build upon this foundation.

Provide for appropriate growth for the campus and community

As student enrollment grows and development occurs on both the Ephraim and Richfield campuses, the scale, quality and character of the buildings and improvements should reflect both the scale of the surrounding development and the vision for growth for the College and respective community.

Strengthen the image of Snow College

All new development and improvements have the opportunity to strengthen the image and perception of Snow College both through their contribution to the physical campus, but also through a creating a positive impression for both the campus community and broader community.

Engage with the broader community

Snow College is the primary economic engine for Ephraim, Utah, and a major contributor to the Richfield community. It is important that the College continue to strengthen relationships with the community through positive impacts on the built environment at campus and into the community. Snow College should also consider opportunities to engage with other municipalities in the six-county service region. Specific projects that can benefit both the community-at-large and the College should be given due consideration and priority if the project is financially feasible and contributes to the overall vision set forth in this plan.



MASTER PLAN PRIORITIES

Through the master planning process, a number of priorities have emerged for both the two campuses. These priorities are generally unique to each area as the Ephraim and the Richfield campuses are at two different points in their development.

Additionally, it is important to recognize that the two campuses complement one another and together, will allow Snow College to meet growing educational and student enrollment needs. Richfield has ample site area to accommodate future campus growth, enhancing its position as a leader in technology education and general education programs within Central Utah. Ephraim will continue to provide the excellent general education and liberal arts education within Central Utah that it is known for.

Ephraim Campus

The mature Ephraim campus has been developed over more than a century, and has become an icon for higher education in Central Utah. There are a number of opportunities for growth as well as improvements, including:

Maintain and enhance the quality and character of campus.

As growth occurs on campus, the scale, quality and character of both the buildings and the landscape should be maintained and enhanced.

Grow the main campus to provide additional student service space and core academic space.

Programs across campus are growing. Additional flexible learning space and faculty offices are needed to accommodate this growth. The Greenwood Student Center is also at capacity. Additional growth on the core campus should occur to accommodate these integral campus functions and needs.

Enhance the connection between the main campus and the current Business Building.

The Business Building is currently located on Main Street in downtown Ephraim, and is a 1-2 block walk from the main campus. The building orientation toward Main Street and the lack of clearly defined Snow College buildings between the main campus and the Business Building result in a perception of distance and disconnection between these areas. As development occurs, bridging this distance with integral campus uses and new buildings will help engage the Business Building and strengthen the overall campus experience. It will also enhance the College within the community.

Provide additional student housing.

The current campus housing is at-capacity, and new housing should be provided as it becomes financially feasible. As this housing develops, there should be a focus on living learning communities and married-student housing. As the student housing grows, additional food service will also be needed. A new cafeteria central to the student housing should be provided.

Provide a venue for large campus and community events.

An event center for 4,200 people that can be used for competition athletic events, graduation and large student events should be provided. Adequate parking for a venue of this type should also be provided within a 10-minute or half-mile walk from the venue.

Provide improved student recreation and student-athlete training and support spaces.

Additional recreation opportunities such as an enhanced cardio and weight training area for the campus and broader community should be provided in or near the Student Activity Center. Additional sport and event space, as provided in the event venue, would also allow the competition gymnasiums in the Activity Center to become available for academic and community-based programs.

Improvements to athletic venues and student athlete spaces include replacing the student athlete weight training, locker, and treatment spaces with new, appropriately sized facilities. New coach offices and sport medicine spaces should also be provided.

The football field should be replaced with a new synthetic turf field, new lighting provided around the field, and the track should be replaced.

A new soccer field should be provided to support a competitive soccer team at the Sports Complex, north of the core campus. The rodeo facilities may also be improved to better serve the rodeo team.

Provide a student wellness center.

A new student wellness center that offers a variety of services and includes a medical clinic, counseling center and title IX offices should be provided. This facility should be near to and readily accessed from campus, while providing a discreet entry for students, faculty, and staff. The facility should be quiet, private, and welcoming to encourage the campus community to seek the services offered within.

Encourage alternative transportation to campus.

Discussions around parking on campus led to a discovery of a culture of driving at the Ephraim Campus. There is free and readily-accessible parking around the periphery of campus which enables the community to drive, often very short distances, to park at the College each day. As the campus population grows and new development occurs, parking will become less readily available, and even congested. A number of strategies to disincentivize short-distance driving were discussed through the workshop process. Key strategies may include defining campus parking lots and requiring parking permits, providing convenient and secure bicycle parking throughout campus, and incentivizing walking through positive recognition and campus campaigns.

Explore opportunities for west campus.

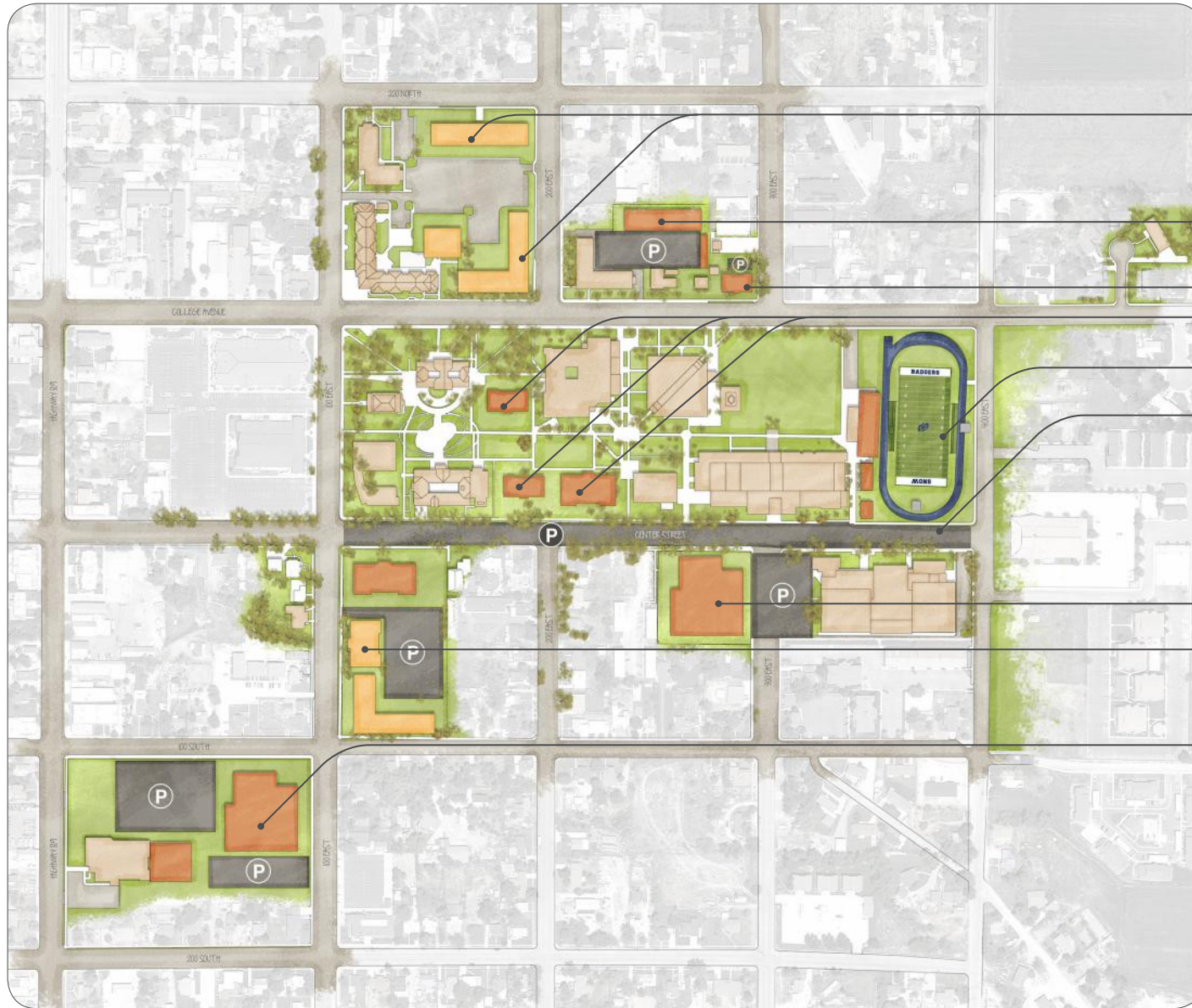
West campus is perceived as being disconnected from the main campus based on the location, four blocks to the west, as well as the change in community character between the main campus and west campus. Over the last number of years, the only programs that have been located on west campus have been relatively self-contained programs that do not require the students to travel to and from the main campus. Technology programs, self-contained programs and campus support have all used the area successfully. As Snow College grows, west campus should continue to serve the college through these uses; additionally, it should be considered as an opportunity for business and incubator space. Priority should be given to companies that can provide flexible student employment opportunities.

If west campus is no longer serving the College, or is no longer needed, Snow College should consider selling the facilities, and relocating the west campus programs closer to the core campus.

Ephraim Campus Opportunities

legend

- existing building
- future housing opportunity
- future building opportunity
- P future parking opportunity



- future housing
- campus service expansion
- wellness center
- core campus expansion
- athletic venue improvements
- linear parking lot
- potential event venue location
- academic and housing to enhance the connection to the business building
- potential event venue location

Richfield Campus

The Richfield Campus has historically been a career and technical education focused center. Since the Sevier Valley Applied Technology Center merged with Snow College, the campus has grown to provide additional general education offerings and grow the technical programs on the campus.

The Richfield campus also has the luxury of available land. The campus consists of nearly 81 acres and currently contains three primary buildings, three portable classrooms, a State of Utah operated data center, and a campus facilities building.

The priorities for the Richfield campus are as follows:

Maintain and enhance the quality and character of campus.

As the campus grows, it should be developed to maintain and enhance the quality of Snow College. The campus should maintain an academic and student service core with adjacent recreational and athletic opportunities, as well as student housing within a walkable distance.

Grow enrollment.

There is capacity for growth within the existing facilities. Specifically, there are ten additional classrooms that will become available for use by the College in the Sevier Valley Center in January of 2017. Between these additional learning spaces and some capacity for growth in the Washburn Building, student enrollment can grow, and nearly double within the current academic facilities.

Expand academic programs into the classroom wing of the Sevier Valley Center.

As mentioned above, ten classrooms and a number of offices will become available for use by Snow College in January 2017. Through the master planning process, it has become clear that the test center should be located in this facility. The CIS program may also be relocated to the Sevier Valley Center. All other classrooms should be shared and scheduled as general use classrooms. More specific configurations are provided in the short-term improvements section for the Richfield campus.

Once these classrooms are available, the portable classrooms west of the Administration Building should be removed from campus. The Small Business Development Center should be relocated to either another building on-campus or to a space within downtown Richfield. The location of this facility is flexible, but should have convenient access for community members and high-quality facilities.

Provide student housing.

Richfield enrollment is currently limited to those who live within driving distance of campus as there is currently no student housing. Additionally, Richfield has limited rental opportunities within the city. This has contributed to the commuter-campus culture, and has resulted in slow enrollment growth. The lack of available rental housing in and near Richfield has also impacted faculty and staff recruitment for the College. Additional housing, specifically, student housing, will enable students to move to Richfield and have a residential campus experience.

Provide food service on-campus.

The only current food venues on campus are vending machines in the Washburn Building and convenience-style options for sale in the campus bookstore. A small food service area should be provided on campus. It should be centrally located to provide an opportunity for socializing and collaborating outside of the learning environment.

Create a student center.

A unique need that arose from the discussions with stakeholders on the Richfield campus was the need for a student center. This facility would be similar to a student union with food service, student study and collaboration spaces, the Badger Den for recreation opportunities, and the library. Career services should also be located in this area. This collocation of student services would again encourage students, faculty, and staff to interact outside the classroom. It would also provide a place for students to stay on campus and engage outside of class hours, heightening the student experience.

Improve access to campus.

The Richfield campus is located on the west side of Richfield, adjacent to I-70, but is not readily accessible or visible from either downtown Richfield or I-70. Signage to heighten awareness of the College from I-70 and wayfinding to the campus from key points in the community should be provided.

Specific signage for the Sevier Valley Center should also be provided to guide visitors along optimal routes to access parking and the center for events. Signage at shared parking area in the vicinity should also be provided for ease of access and parking.

Provide student fitness space on-campus.

The campus does not currently have any fitness areas available for the campus community. A small cardio space, a weight room, and a room for yoga, dance or group fitness should be provided on campus. Associated locker and changing rooms should also be provided.

Provide for event access and parking.

The Sevier Valley Center hosts a variety of events throughout the year. It is important that there is effective signage to guide visitors from I-70 and downtown to the campus and Sevier Valley Center. Adequate parking for events should also be provided on and near campus to accommodate the crowds of up to 4,200 people for large events.

legend

- existing building
- future housing opportunity
- future building opportunity
- P future parking opportunity

Richfield

- additional event parking
- future academic and student service facility growth
- recreation / athletic center
- athletic and recreation fields
- student housing
- additional campus and event parking



May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Snow College – Endowment Fund Investment Policy

Issue

Regent policy R541, *Management and Reporting of Institutional Investments* requires Regents approve an institution's endowment fund investment policy, including any associated investment guidelines or other policy direction. Snow College requests Regents' approval of its endowment fund investment policy, as adopted by its Board of Trustees on April 29, 2016.

Background

Regent policy allows an institution to either implement its own endowment fund investment policy (adopted by the institution's Board of Trustees and approved by the Board of Regents) or follow the Regents policy and investment guidelines outlined in R541-6.2.

An institution's endowment fund investment policy must comply with the State Money Management Act and Uniform Prudent Management of Institutional Funds Act and meet additional specific requirements outlined in R541-5.2. Future revisions to institutional endowment investment policies (including revisions to any associated investment guidelines or other policy direction) must also receive both Trustee and Regent approval.

The following attachments are included for review and reference; 1) Statement of Investment Policy and appendices as approved by the Snow College Board of Trustees April 29, 2016; 2) Regent policy R541-6.2 that pertains to permissible investments and asset allocations for those institutions without their own investment policy.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the proposed Snow College Endowment Fund Investment Policy and associated appendices.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments



Statement of Investment Policy
Snow College Endowment Funds

Adopted: [Date]

Statement of Purpose

The purpose of this Investment Policy Statement and applicable appendices, (the “Statement”) is to set forth the guidelines and procedures that shall guide the Board of Trustees (the “Board of Trustees”, “Board”, or “Trustees”) of Snow College (“Snow College”, “Snow”, or the “College”) in monitoring the management of the College’s investable endowment assets (the “Pool”).

General Principles

1. The Pool shall be managed in accordance with high standards of fiduciary duty and in compliance with applicable laws and regulations. These laws and regulations include and are not limited to the Uniform Prudent Management of Institutional Funds Act; and guidelines prescribed by the Utah System of Higher Educations (USHE) in R541.
2. The Pool shall be managed with a total return perspective and diversified approach, while desiring to maintain a consistent spending level, adjusted for inflation to meet the needs of current and future students and departments.
3. A long-term perspective is necessary for measurement of appropriate diversification, asset allocation, and return standards. Thus, ensuring these requirements conform to deviations which occur over successive market cycles.

Roles and Responsibilities

Board of Trustees

The Utah State Board of Regents delegates the responsibility to manage and report institutional investments to the Board. The Board has investment oversight responsibilities for the Pool, approves the investment policy, and the review and approval of the monthly investment reports. Additional responsibilities are delegated to applicable personnel, such as the Finance Committee (the “Finance Committee” or the “Committee”), Public Treasurer (the “Public Treasurer” or “Treasurer”), and other investment and accounting personnel. Due to the delegation, investment personnel and service providers engaged by the College will not normally meet with the Board. Delegated responsibilities are outlined below.

Finance Committee

The Committee shall advise the Board regarding the effective and prudent investment of the Pool. The Chair of the Committee shall be a member of the Board; other Committee members need not be Trustees. External investment advisor(s), investment consultant(s), and/or investment manager(s) may engage the Committee, as needed. However, it is not necessary for the Committee to meet with all investment advisor(s) or manager(s) prior to engagement.

The Committee shall:

1. Review economic leading and lagging indicators
2. Review the current investment performance of the Pool
3. Review the current investment strategy of the Pool and advise the Board
4. Advise the Board on the engagement, termination, or continuation of investment advisor(s), investment consultant(s), independent investment manager(s), bank(s), and/or trust companies.
5. Advise the Board regarding the adoption and changes to investment policy and procedure for Board approval

Public Treasurer

The Public Treasurer is appointed by the Board based on the following criteria:

1. Demonstrated investment knowledge and experience thru professional endeavors and/or thru obtaining financial certifications
2. Integrity and strong character
3. Ability to build relationships with investment, banking, the Board, and other College personnel
4. Financial acumen with proven ability to educate others on investments

If a specific appointment of a Public Treasurer by the Board has not been made, the Vice President of Finance and Administration is considered appointed.

The Public Treasurer in accordance with advice from the Committee shall:

1. Invest and reinvest the proceeds of the Pool
2. Modify and/or establish investment policies and procedures
3. Contract with independent investment advisor(s), investment consultant(s), investment manager(s), bank(s), and/or trust companies for the Pool, including the payment of reasonable compensation for these services

Internal Investment and Accounting Personnel

The investment and accounting personnel shall assist the Public Treasurer in managing the operational activities of the Pool, including recording, reporting, the execution of investment strategies, and due diligence oversight. Individuals may be part of the Finance Committee.

Independent Investment Advisor(s) and Consultant(s)

These investment personnel act in accordance with fiduciary responsibilities and applicable Federal and State laws. They comply with The Code of Ethics and The Standards of Professional Conduct as established by the CFA Institute. In addition, they comply with to the Board's guidelines and procedures regarding the effective and prudent investment of the Pool's assets. They provide guidance to the Finance Committee on matters pertaining to the investment of the assets, including investment policy and selection of investment managers.

They communicate promptly with the public treasurer and/or internal investment personnel regarding all significant matters, including but not limited to operational, financial, regulatory, and legal matters. Also, any modifications to the existing fee structure. Recommend appropriate changes to the Pool's investment policies, guidelines, and objectives. Monitor and communicate capital market trends, asset-mix and

allocation strategies, and strategic rebalancing. Execute timely reallocation of assets, as necessary. Measure, evaluate, and report on the quarterly performance of the Pool and investment managers. Deliver securities to the College's custodial bank(s) on a delivered versus payment methodology. Provide additional recommendations, support, and advice as required.

Securities Custodian(s)

The custodian(s) act in the fiduciary status for the College and the Pool. They communicate promptly with the public treasurer and/or internal investment personnel regarding all significant matters, including but not limited to operational, financial, regulatory, and legal matters. Also, any modifications to the existing fee structure. Provide safekeeping of securities, which include the collection of dividends and interest payments, cash disbursements, and cash flow management as directed. Issue complete and accurate monthly statements of security holdings and positions priced in accordance with industry standards, including income and cash flows received.

Policy Review

This Statement shall be reviewed annually by the Finance Committee and any recommendations for changes presented to the Board.

Conflicts of Interest

The College's officers, directors, employees or members of the Committee that are involved with the investment of the Pool ("Access Persons") have a duty to be free of conflicting interests that might influence their decisions when representing the College. Consequently, as a general matter, the College's Access Persons are not permitted to maintain any conflict of interest with the College, and should make every effort to avoid even the appearance of any such conflict. A conflict of interest occurs when an individual's private interests interfere in any way – or even appear to interfere – with the institution's interest as a whole. A conflict of interest can arise when an Access Person takes actions or has interests that may make it difficult to perform his or her assigned duties objectively and effectively, or when an Access Person or a member of his or her family receives any improper personal benefits as a result of his or her position with the College. Any Access Person who believes that he or she may have a potential conflict of interest must immediately report concerns to the appropriate College representative, mechanism, or process. This general prohibition of conflicts of interest includes, but is not limited to the following:

- The College's dealings with consultant(s), investment adviser(s), investment firm(s), investment fund(s), and others shall be based solely on what is in the College's best interest, without favor or preference to any third party, including close relatives; and
- Access Persons who deal with or influence decisions of individuals or organizations seeking to do business with the College shall not own interests in or have any other personal stakes in such organizations that might affect the decision-making process and/or the objectivity of such employee, unless expressly authorized in writing by the Board, and only after the interest or personal stake has been disclosed.

Internal Controls and Audits

The College system of internal controls, includes, but is not limited to the segregation of the investing and recording duties, investing and reporting responsibilities, as well as compliance review. These controls are reviewed on an annual basis by our internal auditor and/or independent auditors. They provide safeguards to prevent potential losses occurring by fraud or employee error, or misrepresentation by College officers and employees or third parties.

An audit of the College's annual report is conducted by either Internal Audit or other designated independent auditors. These audits are conducted using generally accepted auditing standards for regulatory or prescribed format reports. Reports shall include the auditors' comments based on their examination of investment policy and procedures, the process, the accounting records, and the safekeeping methods.

Reporting

The College provides an accounting of the investment activities to various parties that include, but are not limited to the Board of Trustees and the State Board of Regents. These reports include the Public Treasurer's knowledge that the investment activities are in compliance with the Uniform Prudent Management of Institutional Funds Act; and guidelines prescribed by the Utah System of Higher Educations (USHE) in R541. Monthly investment reports are completed in a timely manner, approved by the Public Treasurer, and submitted to the Board for their review and approval. After approval, the reports are sent to the Board of Regents. Annually, the College shall submit, on forms provided by the Commissioner of Higher Education, a summary report of its money management activities for the year.

Goals and Objectives

Objectives of the Pool

The Pool has a long-term investment horizon in excess of ten years and essentially in perpetuity with the primary objective of growth of principal over time. Principal growth should ensure that the real purchasing power of the Pool is maintained after inflation, costs, and spending are considered. A long-term average annual return of 4% above inflation, as measured by the Consumer Price Index (CPI) is reasonable. Hence, the Pool will provide a stable source of financial support for the needs of the College.

Investment Philosophy

In order to meet the long-term investment goals of the Pool, it is recognized by the Board that risk is necessary, returns will fluctuate, and market volatility is evident. As such, the Pool will be managed in a manner that seeks to minimize principal fluctuations consistent with the stated objectives over the long-term. Asset allocation will be a major determinant of investment performance. Risk will be minimized through diversification of assets, including international investments. Tolerance for volatility and risk could include declines in the value of the portfolio as great as 20% in any given year and losses as often as four out of ten years to achieve maximum returns. Historical performance is not a guarantee of future performance.

Investment Policies and Procedures

Operating Guidelines

These Operating Guidelines, including Appendix A, will designate how the Pool shall be managed. Once approved by the Board, the Public Treasurer shall have the authority to manage the Pool within these Guidelines without further authorization from the Board.

Investment Policy

1. *Asset allocation*: The Public Treasurer shall invest the Pool using an asset allocation that is designed to meet the Pool's long-term goals based on the stated objectives of the Pool. Decisions are based upon the current economic and market environment as well as historical performance of asset classes.
2. *Illiquid investments*: Investments in and commitments to illiquid investment strategies are outside of standard practices. As such, alternative investment strategies are to be executed with professional investment manager funds. Strategies outside of this criteria shall be analyzed and discussed by the Finance Committee separately for approval.
3. *Targets and ranges*: Target allocations and ranges for each investment strategy will be set forth in the asset allocation policy portfolio in Appendix A. Deviations from target allocations will occur due to market value fluctuations, as well the necessity for extended period of time to fully implement the asset allocation plan.
4. *Rebalancing*: To ensure that the Pool does not incur undue risks from deviations from the policy portfolio, an asset class analysis will occur on a quarterly basis. As such, asset classes with greater than a 5 percent deviation from the target allocation will be adjusted.
5. *Standard of conduct*: In managing and investing the Pool, the College shall:
 - act as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the endowment. In satisfying this standard, the College shall exercise reasonable care, skill, and caution;
 - investment and management decisions respecting individual assets must be evaluated not in isolation but in the context of the endowment portfolio as a whole and as a part of an overall investment strategy having risk and return objectives reasonably suited to the endowment.
 - consider the following factors, if relevant:
 - general economic conditions;
 - the possible effect of inflation or deflation;
 - the role that each investment or course of action plays within the overall portfolio;
 - the expected total return from income and the appreciation of capital;
 - needs for liquidity, regularity of income, and preservation or appreciation of capital;
 - and
 - an asset's special relationship or special value, if any, to the purposes of the endowment or to one or more of the beneficiaries.
 - make a reasonable effort to verify facts relevant to the management and investment of the Pool;
 - incur only costs that are reasonable and appropriate in relation to the assets, the College purposes, and the skills available to the College.

Delegation: The Public Treasurer, upon advice from the Committee may delegate to an external agent(s) the management and investment of all or part of the Pool, subject to any specific limitation set forth in a

gift instrument. This delegation, through exercise of reasonable care, skill, and caution ensures that the scope and terms of the delegation are consistent with the purposes of Snow College and the Pool, as well as ensuring periodic review of actions to ensure that high standards of fiduciary duty are met in compliance with applicable laws and regulations.

Manager Selection: The Public Treasurer, or external agent(s) delegated shall conduct a due-diligence process, which includes both a qualitative and quantitative evaluation. This process ensures that the recommended manager(s) performance and investment style aligns with the College's investment objectives and risk profile designated in the Statement.

1. *Qualitative Evaluation:* These factors include, but are not limited to:
 - Investment management process, including theory and implementation
 - Operational capabilities, including personnel, scalability, communication, service, and compliance
 - Education and professional designations
 - Industry experience, technical knowledge and application
 - Organizational stability and integrity
 - Investment vehicle structure including inception date, total assets, and expense ratios or fees
 - Investment research capability, including economic factors
 - Audited performance measures
 - Conflicts of interest
2. *Quantitative Evaluation:* Performance will be measured on a short term (1-3 years) and longer term basis (full market cycle) basis considering positive and negative market cycles. Manager(s) must show top-quartile performance that outperforms their respective benchmark. In addition, managers should have a 5 year track record and at least \$50 million in assets under management.

Manager Removal: Evaluation of managers occurs on a periodic basis. Managers failing to meet the following factors are subject to additional review (Watch Status), with the potential removal from the portfolio:

- Portfolio manager turnover
- Significant asset size changes, including large inflows and outflows
- Performance issues, which may include and are not limited to the following:
 - Underperforming their specific index on a cumulative total rate of return basis
 - Lagging performance on a 3 year and 5 year basis in comparison to their respective index (benchmark)
 - Falling below top-quartile performance over a full market cycle
- Investment philosophy and/or style deviations from the original selection criteria
- Significant organizational changes, including but not limited to management changes, ownership changes, and legal issues

Proxy Voting: Proxies shall be voted on for the exclusive benefit of the participants and beneficiaries of the Pool. Unless specific direction is provided from the Public Treasurer and/or Committee, then Investment advisor(s) and manager(s) shall vote proxies in accordance with this guideline.

Security Trade Execution: Purchase and sale of securities should be done in a manner designed to receive the combination of best price and execution, regardless of whether the trade is placed by the Public Treasurer or designated external agent(s).

Liquidity: The Pool shall be managed to maintain at least 70% of its assets in highly marketable securities that can be liquidated at market prices if needed.

Independent Investment Advisor(s) and Consultant(s) Reporting: These investment professionals shall report quarterly on their performance. Reports shall include, at a minimum, the following information:

- Performance attribution comparing returns for the Pool's assets under management against their respective benchmarks.
- Transaction history of the quarterly transactions of the Pool.

At least semi-annually, these investment professionals shall review the portfolio with the Finance Committee. Other meetings, as necessary will be held more frequently.

The Committee shall monitor and compare the Pool's performance relative to:

- Long-term return objectives
- Asset-class or strategy benchmarks, as specified in Appendix A
- Other benchmarks that may include higher education endowment studies, representative sampling of peer groups, and/or representative sampling of investment advisor(s)

It is not expected that the investment policy will change frequently. For instance, short-term changes in the financial markets should not require an adjustment in the investment policy.

Investment Strategies, Guidelines and Restrictions

The Pool will be diversified by asset class and within asset classes to mitigate the disproportionate impact that one security or asset class can have on overall performance. For instance, concentration of holdings in individual issues, corporations, or industries will be limited.

As a general rule, not more than 5 percent of the outstanding shares of any one security may be held. Fixed income securities, excluding U.S. Treasury and federal agency debt will not exceed 5 percent of the total bond portfolio, while not more than 10 percent of the total stock portfolio may be invested in stock of a single issuer. Investments in individual mutual funds will be limited to 15 percent. Aggregate investments in mutual fund families will be limited to less than 30 percent of the Pool. Investments in securities of issuers representing a single major industry shall not exceed 10 percent of the Pool's total market value. Quarterly rebalancing will occur, as necessary.

Spending

1. *Policy spending rate:* The policy spending rate for the Pool shall be 4 percent.
2. *Spending formula:* The policy spending rate will be applied to the average of the previous three fiscal years' beginning-period endowment values amount to determine the annual appropriation.

3. *Special appropriations and decisions not to spend:* The Board of Trustees will approve, with proper notice any special appropriation or decision not to spend the amount indicated by the spending formula.
4. *Standard of conduct:* Subject to the intent of a donor expressed in a gift instrument, the College may appropriate for expenditure or accumulate so much of the Pool as the Board determines to be prudent for the uses, benefits, purposes, and duration for which each of the separate endowments in the Pool is established. The College shall act in good faith, care, and prudence as an ordinary person would in making a determination to appropriate or accumulate. The following factors, if relevant would guide the decision:
 - the purposes of the College and the investment;
 - general economic conditions;
 - the possible effect of inflation or deflation;
 - the expected total return from income and the appreciation of investments;
 - the duration and preservation of the Pool;
 - other resources of the College; and
 - College's investment policy.

Equity Securities: This asset class includes domestic and international common stock, American Depository Receipts (ADRs), preferred stock, and convertible stock which meet the total return objectives of the Pool. Their purpose is to provide capital appreciation, growth of income, and current income.

Equity holdings shall be restricted to quality, readily marketable securities of actively traded corporations on the major U.S. and International exchanges. For the purposes of reporting, balanced funds, real estate investment trusts (REITs), and pooled or commingled investment funds without a clear primary purpose are also categorized as equity investments.

Fixed Income Securities: This asset class includes, but is not limited to, U.S. Treasury, federal agencies, U.S. government guaranteed obligations, non-U.S. dollar denominated securities, public and private corporate debt, mortgages and asset-backed securities, and non-investment grade debt. Also included are money market instruments such as commercial paper, certificates of deposit, time deposits, bankers' acceptances, repurchase agreements, and U.S. Treasury and agency obligations.

Fixed income investments shall be quality, readily marketable securities where credit quality, sector, duration and issuer concentrations are considered. Their purpose is to provide a current income stream, reduce overall Pool volatility, and provide appropriate hedges for deflation or inflation, as needed. Active management of fixed income securities is preferred to capitalize on opportunities arriving from mergers or acquisitions, credit rating changes, interest rate volatility, spread changes, or other abnormalities.

Cash and Equivalents: This asset class includes high quality commercial paper (A-1, P-1 or higher, maturing in 360 days or less), repurchase agreements, U.S. Treasury Bills, certificates of deposit, and money market funds. Their purpose is to act as a depository for income distributions, temporarily hold funds for further investment, spending or expense needs, and preserve the Pool's principal value. Cash reserves will be kept at a minimum.

Alternatives: This asset class consists of the below permitted investments for the Pool, subject to the guidelines set forth in each section

1. *Marketable Alternative Strategies*: Investments may include, but not limited to domestic and international equity-oriented or market-neutral hedge funds.
2. *Private Capital*: Investment allocations may include venture capital, private equity and international private capital investments. Such investments are typically held in the form of professionally managed pooled limited partnership and must be purchased through professional investment manager funds.
3. *Energy & Natural Resources*: Investments may include oil, gas, commodity-based, and timber investments. Such investments are typically held in the form of professionally managed pooled limited partnerships and must be purchased through professional investment manager funds.
4. *Private Equity Real Estate*: Investments may include income producing commercial and residential property exclusive of professionally managed pooled real estate investment funds (REITs).
5. *Distressed Debt*: Investments may include the debt securities of companies undergoing bankruptcy or reorganization. Such investments must be purchased through professionally managed funds.
6. *Derivatives and Derivative Securities*: Derivatives are contracts or securities whose market value is related to the value of another security, index, or financial instrument. Investments in derivatives include, but are not limited to futures, forwards, options, options on futures, warrants, and interest-only and principal-only strips.

Derivative investment strategies are appropriate for hedging market, interest rate, or currency risk, adjusting duration, as well as maintaining or gaining cost-effective exposure to a desired asset class. Counterparty risk, investment manager(s) experience, applicable internal controls, and the strategy and nature of the investment are important considerations. Speculative derivative investment are not permissible.

7. *Lending*: Loans of Quasi-endowment funds may be executed with approval from the Finance Committee, as a method to provide capital inflows for institutional purposes as the endowment continues to generate income. These loans are not included in the existing spending policy. Loan documentation is required, as well as applicable revenues to ensure payback within a reasonable timeframe. Loans are executed at prevailing market interest rates in a fixed and/or variable fashion.

Securities lending is also a permissible form of generating income for the Pool. A separate written agreement and appropriate custody of assets is required.

8. *Investment Restrictions*: The Finance Committee may modify or waive any of the restrictions or guidelines as a result of a comprehensive review of an investment manager(s) or strategy. As such, an addendum which supports these actions and reporting to the Board of Trustees at the next scheduled meeting is required.

Appendix A: Asset Allocation

Expected Returns and Deviations

Asset Class	Normal Weighting	Intermediate Expected Return*	Long-Term Return	Standard Deviation*
Cash & Equivalents	3%	1.5%	3.7%	0.6%
TIPS	6%	3.7%	6.2%	7.0%
Intermediate Term Bonds	36%	3.1%	5.6%	5.4%
Domestic Large Cap Equity	11%	7.0%	10.0%	19.7%
Domestic Mid Cap Equity	7%	8.5%	11.9%	20.3%
Domestic Small Cap Equity	4%	7.5%	10.0%	24.4%
International Equity	18%	6.3%	9.3%	20.9%
Diversified Alternatives	15%	5.0%	5.0%	7.1%
Weighted Return		4.9%	7.2%	

*The expected returns and standard deviations are based on data and analysis performed by Ibbotson a subsidiary of Morningstar adjusted for the intermediate term capital market outlook. Ibbotson uses a Building Block approach to estimate expected returns. This approach uses current market statistics as the foundation and adds historical performance relationships to build expected return forecasts. The approach separates the expected return of each asset class into various components. For example, expected returns for domestic equity asset classes are the sum of the following components: 1) Current risk-free rate 2) Equity Risk Premium 3) Size Premium 4) Style Premium. For international equity and emerging market, there are additional international or emerging market equity premia go into the calculations. As for fixed-income, there are different components to build expected returns. They are the current risk-free rate, horizon premium, default premium and mortgage prepayment premium. The underlying historical series used for calculations go back to 1926 for equities and 1970 for fixed income. Historical data does not guarantee future performance. Representative indices and respective inception dates include: **Cash & Equivalent:** US Treasury T-Bill Auction Ave 3 Mon, **TIPS:** Barclays US Treasury US TIPS, **Intermediate Term Bonds:** Barclays US Aggregate Bond, **Domestic Large Cap Equity:** Russell 1000, **Domestic Mid Cap Equity:** Russell Mid Cap, **Domestic Small Cap:** Russell 2000, **International:** MSCI EAFE NR, MSCI EM NR.

Target Asset Allocation

Asset Class	Min	Target	Max	Benchmark
Fixed Income & Cash	25%	45%	75%	Barclays US Aggregate Bond
Equity	25%	40%	75%	MSCI ACWI
Alternatives	5%	15%	30%	Wilshire Liquid Alternatives

R541-1. Purpose: To provide for the implementation of the State Money Management Act, the rules of the State Money Management Council, and the Uniform Prudent Management of Institutional Funds Act; and the adoption of guidelines for the establishment of policy, process, and reporting of investments by institutions of the Utah System of Higher Education (USHE).

R541-2. References

- 2.1. Utah Code [§53B-2-106](#), Duties and Responsibilities of the President
- 2.2. Utah Code [Title 51, Chapter 7](#), State Money Management Act
- 2.3. Utah Administrative Code [Title R628](#), Rules of the State Money Management Council
- 2.4. Utah Code [Title 51, Chapter 08](#), Uniform Prudent Management of Institutional Funds Act

R541-3. Definitions

- 3.1. **"The Board":** The Utah State Board of Regents.
- 3.2. **Investments:** All institutional funds addressed under provisions of the State Money Management Act or the Uniform Prudent Management of Institutional Funds Act.
- 3.3. **Alternative Investments:** Funds that derive returns primarily from high yield or distressed debt (hedged or non-hedged), private capital (including venture capital and private equity), natural resources, private real estate, or absolute return and long/short hedge funds.

R541-4. Delegation of Responsibility: The Board delegates to each institutional Board of Trustees full responsibility to manage and report institutional investments in compliance with this general policy.

R541-5. Institutional Board of Trustees Responsibilities: Each institutional Board of Trustees shall adopt institutional policy and procedure regarding investments (including any changes in such policy and procedures), designate a public treasurer and approve the format of reports submitted for its review.

- 5.1. **Periodic Review and Approval:** Each institutional Board of Trustees shall receive and approve monthly investment reports.
- 5.2. **Policy and Procedures Furnished to the Board:** Each institution shall furnish the Board with a copy of its investment policies and procedures as approved by its institutional Board of Trustees. Such policy and procedures shall:
 - 5.2.1. require institutional compliance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutional Funds Act; and

¹ Approved April 24, 1973, revised September 24, 1974, May 26, 1989, October 19, 1989, June 18, 1993, May 29, 1998, June 10, 2005, December 14, 2007, October 16, 2009 and September 18, 2015.

5.2.2. specify criteria for appointment of a public treasurer, define the public treasurer's authority in making institutional investments within the overall operating responsibility of the chief executive officer, and establish criteria for supervisory approval of the public treasurer's investment decisions; and

5.2.3. delineate specific procedures and required approvals for investment of institutional funds which provide for adequate internal controls, including an appropriate segregation of duties with respect to the authorization, custody, accounting and reporting of investment transactions; and

5.2.4. specify the format and schedule for reporting to its institutional Board of Trustees.

5.3. **Subsequent Changes:** Each institution shall submit to the Board all subsequent changes in investment policy.

R541-6. Endowment Funds: If any gift, devise, or bequest, whether outright or in trust, is made by a written instrument which contains directions as to investment thereof, the funds embodied within the gift shall be invested in accordance with those directions. Such gifts received by donation may be retained by an institution and shall be considered to be invested according to the terms of this policy. In the absence of a written instrument, non-qualifying investments shall be sold as soon as practical, not to exceed 30 days. The Commissioner may approve exceptions to the 30-day rule in the case of non-readily marketable investments.

6.1. In accordance with the Uniform Prudent Management of Institutional Funds Act, an institution's board of trustees may adopt its own endowment investment policy. All such policies (including any associated investment guidelines or other policy direction) must meet the requirements of the Uniform Prudent Management of Institutional Funds Act, and must be formally approved by the Board of Regents. Institutions are not authorized to apply their own policies until both of the foregoing conditions have been met. Institutions following a separate trustee adopted and Regent approved endowment investment policy will be considered to be investing in accordance with the terms of this policy. Revisions to institutional endowment investment policies (including revisions to any associated investment guidelines or other policy direction) must also receive both trustee and Regent approval.

6.2. **Permissible Investments and Asset Allocations:** This section applies to those institutions that do not have an investment policy in place that has been adopted by their Board of Trustees and approved by the Board of Regents.

6.2.1. Institutions are permitted to invest endowment funds in the following:

Mutual funds registered with the SEC	0 - 100%
Investments sponsored by the Common Fund	0 - 100%
Investments authorized by Utah Code §51-7-11	0 - 100%
Corporate stock listed on a major exchange (direct ownership)	0 - 3%

6.2.2. An institution's overall endowment portfolio shall be invested in accordance with the following allocation ranges:

Fixed income and cash equivalents	25 - 100%
Equity Investments	0 - 75%
Alternative Investments	0 - 30%

6.2.3. Each institution utilizing alternative investments must comply with the following criteria:

6.2.3.1. Each institution with endowed funds in excess of \$100 million may invest up to 30 percent of its endowed funds in alternative investments.

6.2.3.2. Each institution with endowed funds in excess of \$75 million but less than \$100 million may invest up to 25 percent of its endowed funds in alternative investments.

6.2.3.3. Each institution with endowed funds in excess of \$50 million but less than \$75 million may invest up to 20 percent of its endowed funds in alternative investments.

6.2.3.4. Each institution with endowed funds in excess of \$25 million but less than \$50 million may invest up to 15 percent of its endowed funds in alternative investments.

6.2.3.5. Each institution with endowed funds in excess of \$5 million but less than \$25 million may invest up to 10 percent of its endowed funds in alternative investments.

6.2.3.6. Institutions with endowed funds of less than \$5 million are not permitted to invest any of their endowed funds in alternative investments.

6.2.4. Once an institution reaches an alternative investment threshold, it may retain the investment range authorized for that threshold as long as the market value of its endowed funds remains within 90 percent of the threshold.

6.2.5. Pooled or commingled investment funds (e.g., mutual funds or Common Fund investments) are to be categorized and calculated into the asset mix according to the primary purpose of those investment funds.

6.2.6. Pooled or commingled investment funds without a clear primary purpose (e.g., balanced funds) are to be categorized and calculated into the asset mix as equity investments.

6.2.7. Real estate investment trusts are to be categorized and calculated into the asset mix as equity investments.

6.2.8. The endowment portfolio shall be reviewed at the end of every quarter and if need be, a tactical plan of action to rebalance the portfolio shall be determined to bring the portfolio into compliance (rebalancing is only necessary if the permissible investment and/or asset allocation ranges are out of compliance). This action will constitute full compliance with the permissible investment and asset allocation provisions of this policy.

6.2.9. All calculations required to demonstrate compliance with section 6.2 are to be based on market values.

6.3. Investment Guidelines. The foregoing asset allocation standards are meant to serve as a general guide. The institutions must use them in conjunction with appropriate due-diligence and prudence. The following standard of care shall apply to investments of endowed funds by institutions:

6.3.1. An institution shall invest and manage endowment funds as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the endowment. In satisfying this standard, an institution shall exercise reasonable care, skill, and caution.

6.3.2. An institution's investment and management decisions respecting individual assets must be evaluated not in isolation but in the context of the endowment portfolio as a whole and as a part of an overall investment strategy having risk and return objectives reasonably suited to the endowment.

6.3.3. Among circumstances that an institution shall consider in investing and managing endowment assets are the following which may be relevant to the endowment or its beneficiaries:

6.3.3.1. general economic conditions;

6.3.3.2. the possible effect of inflation or deflation;

6.3.3.3. the role that each investment or course of action plays within the overall endowment portfolio;

6.3.3.4. the expected total return from income and the appreciation of capital;

6.3.3.5. needs for liquidity, regularity of income, and preservation or appreciation of capital; and

6.3.3.6. an asset's special relationship or special value, if any, to the purposes of the endowment or to one or more of the beneficiaries.

6.3.4. An institution shall make a reasonable effort to verify facts relevant to the investment and management of endowed assets.

6.3.5. Any institution that elects to invest their endowment funds with another institution may do so with prior approval from their Board of Trustees and the Board of Regents and shall adopt the investment guidelines of the institution receiving the funds in place of the guidelines outlined in 6.2-6.3.

6.4. Delegation to an Agent: An institution may delegate investment and management functions that a prudent investor could properly delegate under the circumstances.

6.4.1. The institution shall exercise reasonable care, skill, and caution in:

6.4.1.1. selecting an agent;

6.4.1.2. establishing the scope and terms of the delegation, consistent with the purposes and terms of the endowment; and

6.4.1.3. periodically reviewing the agent's actions in order to monitor the agent's performance and compliance with the terms of the delegation.

6.4.2. In performing a delegated function, an agent owes a fiduciary duty to the endowment to exercise reasonable care to comply with the terms of the delegation. An institution that complies with the requirements of section 4.6.2.2 is not liable to the beneficiaries or to the endowment for the decisions or actions of the agent to whom the function was delegated.

6.4.3. In investing and managing endowed funds, an institution may only incur costs that are appropriate and reasonable in relation to the assets, the purposes of the endowment, and the skills of the institution or agent to whom investment management functions were delegated.

6.5. **Exceptions:** The Board of Regents may approve exceptions to R541. Such exceptions must be immaterial to the endowment portfolio as a whole and must meet a compelling instructional, public service, or other institutional need.

R541-7. Operating and All Other Non-Endowment Funds: Operating and all other non-endowment funds shall be invested in accordance with the State Money Management Act and Rules of the State Money Management Council.

R541-8. Conflicts of Interest: A conflict of interest occurs when an individual's private interests interfere in any way—or even appear to interfere—with the institution's interests as a whole.

8.1. Access Persons

8.1.1. Each institution's officers, directors, employees or members of an investment committee that are involved with the investment of endowment funds ("Access Persons") have a duty to be free of conflicting interests that might influence their decisions when representing the institution.

8.1.2. Consequently, as a general matter, an institution's Access Persons are not permitted to maintain any conflict of interest with the institution, and should make every effort to avoid even the appearance of any such conflict. A conflict of interest can arise when an Access Person takes actions or has interests that may make it difficult to perform his or her company work objectively and effectively, or when an Access Person or a member of his or her family receives any improper personal benefits as a result of his or her position with the institution.

8.1.3. Any Access Person who believes that he or she may have a potential conflict of interest must immediately report concerns to the appropriate institutional representative, mechanism, or process (ethics committee, etc.).

8.2. This general prohibition on conflicts of interest includes (but is not limited to) the following:

8.2.1. an institution's dealings with consultants, investment advisers, investment funds, and others shall be based solely on what is in the institution's best interest, without favor or preference to any third party, including close relatives; and

8.2.2. Access Persons who deal with or influence decisions of individuals or organizations seeking to do business with an institution shall not own interests in or have other personal stakes in such organizations that might affect the decision-making process and/or the objectivity of such employee, unless expressly authorized in writing by the investment committee and board of trustees of the institution, and only after the interest or personal stake has been disclosed.

R541-9. Reports to Institutional Boards of Trustees: In establishing reports to its Board of Trustees, each institution shall implement the following:

9.1. **Reports:** Each institution shall submit monthly investment reports to the secretary of the Board of Trustees within 60 days of the month's end. The secretary will place the reports on the agenda of the next regular trustee meeting.

9.2. Copies of Reports Submitted to the Board: Within 30 days of trustee approval, each institution shall submit to the Board of Regents a copy of the reports submitted to its board of trustees.

R541-10. Annual Report: Annually, each institution shall submit, on forms provided by the Commissioner of Higher Education, a report summarizing all investments under its jurisdiction.

R541-11. Audits: Each institution shall arrange for an audit of its annual report. The Office of the Commissioner will maintain an audit procedures guide to outline audit requirements and due dates.

R541-12. Annual Summary: The Board shall submit an annual report to the Governor and the Legislature summarizing all investments by institutions under its jurisdiction.

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Series 2016 Approving Resolution for General Revenue and Refunding Bond Issue

Issue

The University of Utah requests Regents' authorization to issue General Revenue and Refunding bonds to construct the David Eccles School of Business Executive Education Building for up to \$55,000,000 and to refund up to \$100,000,000 of previously issued revenue bonds, dependent upon favorable market conditions. The David Eccles School of Business Executive Education Building project was initially presented to Regents during the September 2015 Board meeting as part of the capital development process for non-state funded projects and was approved by the Legislature during the 2016 General Session.

Background

The Utah State Legislature authorized revenue bonds for the David Eccles School of Business Executive Education Building in Senate Bill 9, *Revenue Bond Amendments* during the 2016 General Session. The project will house several key School of Business programs including Executive Education and Online MBA, and will accommodate anticipated growth in the School of Business. The project is anticipated to add approximately 150,000 square feet including some shelled space for future growth. The attached resolution authorizes the University to issue bonds of up to \$55,000,000 (with a net project amount not to exceed \$50,000,000). The University anticipates construction of the David Eccles School of Business Executive Education Building in January of 2017, however, presently requests authorization and flexibility to proceed sooner should financial conditions warrant.

The University also requests authorization to issue refunding bonds of up to \$100,000,000 pending favorable market conditions. The issuance of these bonds is contingent on interest rates and meaningful savings available from the refunding of prior bonds or commercial paper as determined by the University. Recognizing that the University holds approximately 70 percent of all USHE debt, the Regents have granted authorization for the University to move forward with refunding opportunities within a given time frame and dollar amount to capitalize on favorable financial conditions. This practice began in 2013 when the Regents approved the consolidation of University debt from three systems into a General Revenue bond system and the practice was continued in 2014 and 2015. The attached resolution clarifies that the

authorization to issue up to \$100,000,000 of refunding bonds will expire on November 20, 2017 and supersedes any prior authorization.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$155,000,000 including costs of issuance and capitalized interest
- Interest rate not to exceed 6%
- Discount from par not to exceed 2%
- Final maturity not to exceed 35 years from the date of issue

A copy of the request letter from the University and the Approving Resolution are attached. Due to the uncertain issuance timeframe, a Financing Summary is unavailable for this issue. Representatives from the University will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution to issue General Revenue and Refunding Bonds for the University of Utah as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

April 15, 2016

Mr. David Buhler
Commissioner, Utah System of Higher Education
Board of Regents Building
The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

The purpose of this letter is to inform you of the University of Utah's plans to submit a resolution (the "Resolution") to the State Board of Regents of the State of Utah (the "Regents" or the "Board"), to be considered during its May 2016 meeting at Snow College, for the issuance of General Revenue and Refunding Bonds on behalf of the University of Utah (the "University") for the financing of the David Eccles School of Business Executive Education Building.

Within the same Resolution, the University will also be asking the Regents for the approval of refunding of up to \$100 million of "Prior Lien Bonds", commercial paper or other general revenue bonds of the University where savings opportunities may exist.

Details of these issues are as follows:

Authorization to Bond up to \$55,000,000 for the David Eccles School of Business Executive Education Building Project – The David Eccles School of Business Executive Education Building will house the Executive Education and MBA programs. In addition, it will house the Career Management Center which will serve all graduates and undergraduates in the David Eccles School of Business as well as needed faculty space.

The University received bonding authorization for this project during the 2016 Legislative Session for project funds of up to \$50.0 million, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements.

Although the construction of the project is not expected to commence until January 2017, the University desires to receive the bonding approval now to give it the flexibility to issue debt while interest rates are still favorable. The University is working with its Financial Advisor to determine the best time to issue the debt.

Authorization to Refund up to \$100,000,000 of 'Prior Lien' Revenue Bonds, Commercial Paper and Other General Revenue Bonds - The University is continually looking for market opportunities to refund—primarily for savings purposes—all or portions of its outstanding 'Prior Lien Bonds' which are defined as bonds currently outstanding in the following three systems: 1) Auxiliary and Campus Facilities;

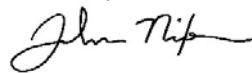
2) Hospital Revenue Bond; and 3) Research Facilities Revenue Bond. Following an updated general plan of finance, which was articulated in 2013, as Prior Lien Bonds become refunding candidates, the University will refund them into its new General Revenue Bond (“GRB”) system having closed the lien on each of the Prior Lien Bond indentures. In addition, the University is likewise looking for opportunities to refund its commercial paper and other general revenue bonds when it is beneficial for the University to do so.

Given interest rates in today’s municipal market, the University is always reviewing refunding candidates that may exist among these outstanding bonds and commercial paper which the University may consider as part of a refunding.

As the University is looking to issue additional General Revenue Bonds with this resolution, the University is aware of the concern that was raised in the Regents meeting held April 1, 2016. The concern that was raised was a result of the University’s Debt Burden Ratio that was presented in the USHE – Debt Ratio Analysis. The debt burden ratios for the University included in that analysis were 6.0% and 6.5% for FY2015 and FY2014, respectively. It should be noted that \$123.5 million and \$126.1 million of bond refundings for FY2015 and FY2014, respectively, were included in such calculations which “artificially elevated” this ratio for these two years. Excluding the effect of such refundings for FY2015 and FY2014 would decrease the level of the Debt Burden Ratio below 3.0% for both years, well below the upper threshold of 7.0% which the industry has established for a healthy institution.

Please feel free to call me should you or others have questions about the details of this funding request.

Sincerely,



John E. Nixon

Sr. Chief Administrative Officer & CFO

cc: David W. Pershing, President
Dr. Kimberly Henrie
Arnold B. Combe
Richard Amon
Kelly Murdock
Blake Wade
Robert Muir

APPROVING RESOLUTION
UNIVERSITY OF UTAH
GENERAL REVENUE AND REFUNDING BONDS

Ephraim, Utah

May 20, 2016

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Snow College in Ephraim, Utah on May 20, 2016, commencing at 9:00 a.m. The following members were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jessellie B. Anderson	Member
Nina Barnes	Member
Bailey Bowthorpe	Student Regent
Leslie Castle*	Member
Wilford W. Clyde	Member
Marlin K. Jensen	Member
Patricia Jones	Member
Steven Lund	Member
Robert S. Marquardt	Member
Steve Moore**	Member
Jefferson Moss*	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Kimberly Henrie	Associate Commissioner for Finance and Facilities
Loreen Olney	Secretary

* Non-voting member from State Board of Education

** Non-voting member from Utah College of Applied Technology

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah General Revenue and Refunding Bonds.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by Regent _____ and seconded by Regent _____, was adopted by the following vote:

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH GENERAL REVENUE AND REFUNDING BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$155,000,000; AUTHORIZING THE EXECUTION OF SUPPLEMENTAL INDENTURES, BOND PURCHASE AGREEMENTS, OFFICIAL STATEMENTS, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the “Board”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended (the “Utah Code”); and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code, the Board is authorized to act as the governing authority of University of Utah (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code and Title 11, Chapter 27, Utah Code (collectively, the “Act”); and

WHEREAS, in 2013, 2014 and 2015, the Board adopted resolutions (collectively, the “Prior Resolutions”) authorizing the issuance of general revenue and refunding bonds of the University for the purpose of financing and refinancing various projects and provided that the University could issue such bonds in multiple series and from time to time for a period through January 31, 2017, with the option of the Board to extend this authorization in the future; and

WHEREAS, pursuant to the Prior Resolutions and a General Indenture of Trust dated as of July 1, 2013, between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board has issued, for and on behalf of the University, various series of its General Revenue and Refunding Bonds to finance the projects authorized by the Prior Resolutions and to refund bonds and commercial paper of the University resulting in significant savings to the University; and

WHEREAS, pursuant to Section 63B-26-102(1) of the Utah Code, the Board is authorized to issue bonds for the purpose of constructing the David Eccles School of Business Executive Education Building (the “Project”) in an amount not to exceed \$50,000,000, together with other amounts necessary to pay costs of issuance, to pay capitalized interest and fund any debt service reserve requirements; and

WHEREAS, the Board now desires to (i) authorize the issuance of the bonds authorized by 63B-26-102(1) of the Utah Code, in the amount of up to \$55,000,000

(providing a net project amount of not to exceed \$50,000,000) for the purpose of financing the Project (including capitalized interest), (ii) authorize the issuance of additional bonds for the purpose of refunding any bonds or commercial paper of the University in the amount of up to \$100,000,000 (superseding the refunding authorization of the Prior Resolutions, to the extent not previously utilized) and (iii) pay costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recitals, the Board desires to authorize and approve the issuance and sale of its University of Utah General Revenue and Refunding Bonds (with such additional or other title and/or series designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the "Bonds") in an aggregate principal amount of not to exceed \$155,000,000 pursuant to the General Indenture and one or more Supplemental Indentures of Trust between the Board and the Trustee (each a "Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

WHEREAS, the Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the University and the underwriters or purchasers for the Bonds (the "Purchaser"), a form of a Preliminary Official Statement relating to the Bonds, in the event the Bonds are publicly sold (the "Preliminary Official Statement"), and a form of Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee of the Board, the authority to approve the interest rates, principal amount, terms, maturities, redemption features, and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All actions heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statements substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with

the offering and sale of the Bonds, in the event the Bonds are publicly sold. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee of the Board and the President, Vice President for Administrative Services and/or Senior Chief Administrative Officer and Chief Financial Officer (the “Chief Financial Officer”) of the University are hereby authorized to execute and deliver on behalf of the Board and the University final Official Statements in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize each Official Statement. The preparation, use and distribution of the Official Statements are also hereby authorized. The Board and the University may elect to privately place the Bonds with or without the use of an Official Statement.

Section 4. Supplemental Indentures in substantially the form presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and Secretary of the Board and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to execute and deliver the Supplemental Indentures in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) financing the cost of the Project (including capitalized interest), (ii) refunding all or any portion of the outstanding bonds or commercial paper issued by the Board on behalf of the University and (iii) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed \$155,000,000. The Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah. The Bonds authorized herein may be issued at any time and from time to time, prior to November 20, 2017, with the option of the Board to extend this authorization in the future.

Section 6. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and the Secretary of the Board and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to execute and seal by manual or facsimile signature the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 7. The Bonds shall be sold to the Purchasers with a Purchaser's discount of not to exceed 0.60% of the face amount of the Bonds. Bond Purchase Agreements in substantially the form presented to this meeting are hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to execute and deliver the Bond Purchase Agreements in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the related Bond Purchase Agreement and Supplemental Indenture. In the event that the foregoing officers determine that all or any portion of the Bonds should be privately placed, the Bond Purchase Agreements and Supplemental Indentures may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are authorized to make any alterations, changes or additions to the Indenture, the Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Bonds, to conform such documents to the terms established for the Bonds and to update such documents with current information and practices.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents (including escrow agreements for certain refundings) and other papers and to perform all

other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President, Vice President for Administrative Services and/or Chief Financial Officer of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. In accordance with the provisions of the Section 11-27-4, Utah Code, the Board shall cause the following "Notice of Bonds to be Issued" to be (i) published one (1) time in the Deseret News, a newspaper of general circulation in the State of Utah, (ii) posted on the Utah Public Notice Website (<http://pmn.utah.gov>) and (iii) posted on the Utah Legal Notices website (www.utahlegals.com) created under Section 45-1-101, Utah Code Annotated 1953, as amended, and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on May 20, 2016, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's University of Utah General Revenue and Refunding Bonds (with such other or further designation as the officers of the Board may determine) (the "Bonds") in the aggregate principal amount of not to exceed One Hundred Fifty-Five Million Dollars (\$155,000,000), to bear interest at a rate or rates of not to exceed six percent (6%) per annum, to mature not later than thirty-five (35) years from the date thereof and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding a portion of the Board's outstanding revenue bonds and commercial paper issued to finance facilities and improvements for the University of Utah (the "University"), funding the David Eccles School of Business Executive Education Building for the University and paying costs of issuance of the Bonds.

The Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust previously executed by the Board and the University and a Supplemental Indenture of Trust (collectively, the "Indenture").

The Bonds are secured by a pledge of revenues of the University auxiliary and campus facilities system, hospital system, research facilities and other legally available moneys of the University (as described in the Indenture).

A copy of the Resolution and the Indenture are on file in the office of the Board at 60 South 400 West, 5th Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (but only as it relates to the Bonds), or the Bonds, or any provision made for the security and payment of the Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 20th day of May, 2016.

/s/ Loreen Olney
Secretary

Section 13. After the Bonds are delivered by the Trustee to or for the account of the Purchaser and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 20TH DAY OF MAY, 2016.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

ATTEST:

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

Chair

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Loreen Olney, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on May 20, 2016 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 20th day of May, 2016.

Secretary

(SEAL)

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Loreen Olney, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the May 20, 2016 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on _____, 2016, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, pursuant to their subscription to the Utah Public Notice Website (<http://pmn.utah.gov>), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2015-2016 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in November 2014; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents pursuant to its subscription to the Utah Public Notice Website (<http://pmn.utah.gov>); and

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of

how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 20th day of May, 2016.

(SEAL)

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE BONDS

Principal amount not to exceed	\$155,000,000
Interest rate not to exceed	6.0%
Discount from par not to exceed	2.0%
Final maturity not to exceed	Thirty-Five (35) years from the date thereof
May be non-callable or callable at the option of University as determined at the time of sale	

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Series 2016 Approving Resolution for Research Revenue Bond Issue

Issue

Utah State University requests Regents' authorization to issue federally taxable Research Revenue bonds to finance the construction of Phase II of the Space Dynamics Laboratory. This project was initially presented to Regents during the November 2015 Board meeting and was approved by the Legislature during the 2016 General Session.

Background

The Utah State Legislature authorized revenue bonds of up to \$12,000,000 to construct Phase II of the Space Dynamics Laboratory in Senate Bill 9, *Revenue Bond Amendments* during the 2016 General Session. Phase II of this project will provide an additional 37,500 square feet for the growing demand of advanced intelligence, surveillance, and reconnaissance technology research. The bonds will be issued through the Research Revenue System and will be repaid using the reimbursements received from research projects. The interest on the bonds will likely be subject to federal tax. The attached resolution authorizes the University to issue bonds of up to \$12,500,000 (with a net project amount not to exceed \$12,000,000).

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$12,500,000 including costs of issuance and capitalized interest
- Interest rate not to exceed 5.5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 31 years from the date of issue

Additional information about the issue may be found in the attached materials:

- A copy of the request letter from the University
- A financing summary from the financial advisor
- A draft of the Approving Resolution

Representatives from the University and their financial advisor will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution to issue Research Revenue System bonds for Utah State University as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

April 26, 2016

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University requests that the Board of Regents approve issuing revenue bonds totaling up to \$12,000,000, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirement to finance Phase II of the Space Dynamics Laboratory building located on the Innovation Campus (see the attached Preliminary Summary Sheet). Bonds will be repaid by funds received for reimbursements from research projects. The project was previously approved by the Board of Trustees, Board of Regents, State Building Board, and the Legislature. This item will be presented to the Board of Trustees during the May 6, 2016 meeting.

We appreciate your support and ask that you present this item for Regents approval.

Sincerely,



David T. Cowley
Vice President for
Business and Finance

C: Kimberly Henrie, Associate Commissioner for Finance and Facilities
Stan Albrecht, President
Dan Christensen, Controller
Dwight Davis, Associate Vice President for Business and Finance

Utah State University
Taxable Research Revenue Bonds, Series 2016
Preliminary Summary Sheet

Proposed Issue: Series 2016 Taxable Research Revenue Bonds

Total Approximate Issue Size: \$12,230,000

Use of Funds: To fund the construction of Phase II of the Research Park for the Space Dynamics Laboratory; fund a reserve fund if needed; and pay associated costs of issuance.

Detail of Proposed Series 2016 Bonds:

Principal Amount: Not to exceed \$12,500,000

Interest Rate: Not to exceed 5.5%

Maturity Date: Not to exceed 31 years

Aggregate Discount: Not to exceed 2%

Underwriter's Discount: Not to exceed 2%

Bond Rating: AA from S&P

Source of Repayment: Research Revenues

Timetable Considerations: Regent approval will be sought at the May 20 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with the sale tentatively scheduled for the week of May 30. The University anticipates selling bonds by negotiated sale, with Piper Jaffray having been selected as the underwriter. The anticipated closing date is Wednesday, June 22.

APPROVING RESOLUTION
UTAH STATE UNIVERSITY
RESEARCH BONDS – SPACE DYNAMICS LABORATORY (PHASE II)

Ephraim, Utah

May 20, 2016

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Snow College in Ephraim, Utah on May 20, 2016, commencing at 9:00 a.m. The following members were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jessellie B. Anderson	Member
Nina Barnes	Member
Bailey Bowthorpe	Student Regent
Leslie Castle*	Member
Wilford W. Clyde	Member
Marlin K. Jensen	Member
Patricia Jones	Member
Steven Lund	Member
Robert S. Marquardt	Member
Steve Moore**	Member
Jefferson Moss*	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Kimberly Henrie	Associate Commissioner for Finance & Facilities
Loreen Olney	Secretary

* Non-voting member from State Board of Education

** Non-voting member from Utah College of Applied Technology

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah State University Research Revenue Bonds, Series 2016.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by Regent _____ and seconded by Regent _____, was adopted by the following vote:

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY RESEARCH REVENUE BONDS, SERIES 2016 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$12,500,000; AUTHORIZING THE CIRCULATION OF A PRELIMINARY OFFICIAL STATEMENT; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND PROVIDING FOR RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the “Board”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Utah State University (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the specific authorizations of Sections 63B-26-102(3), Utah Code Annotated 1953, as amended (collectively, the “Act”); and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University as may be deposited into a special fund; and

WHEREAS, pursuant to a General Indenture of Trust dated August 1, 1995 as heretofore amended and supplemented (the “General Indenture”) between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), the Board, acting for and on behalf of the University, has issued various series of its Utah State University Research Revenue Bonds (the “Outstanding Bonds”); and

WHEREAS, the General Indenture authorizes the issuance of Additional Bonds to be issued on a parity with the Outstanding Bonds; and

WHEREAS, in accordance with the provisions of the Act, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of financing all or part of the costs of constructing a Space Dynamics Laboratory Phase II (the “2016 Project”); and

WHEREAS, the Board intends to issue revenue bonds for and on behalf of the University for the purpose of financing the 2016 Project and to pay costs of issuance and

fund reserves, all pursuant to the General Indenture, as further supplemented and amended by a Supplemental Indenture of Trust (the “Supplemental Indenture” and together with the General Indenture, the “Indenture”) between the Board and the Trustee, which bonds will be designated as the “State Board of Regents of the State of Utah, Utah State University Research Revenue Bonds, Series 2016” (the “Series 2016 Bonds”) in an aggregate principal amount of not to exceed \$12,500,000; and

WHEREAS, the Series 2016 Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”) to be entered into among the Board, the University and the underwriters or purchasers for the Bonds (the “Purchaser”), a form of a Preliminary Official Statement (the “Preliminary Official Statement”) and a form of the Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee of the Board the authority to approve the final interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Series 2016 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board and the University directed toward the issuance of the Series 2016 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2016 Bonds. The Chair or Vice Chair of the Board and President and Vice President or Associate Vice President for Business and Finance of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (the “Official Statement”) in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official

Statement are hereby authorized. The Board and the University may elect to directly place the Series 2016 Bonds with or without the use of an Official Statement.

Section 4. The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President and Vice President or Associate Vice President for Business and Finance of the University are hereby authorized to execute and deliver the Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) the financing of all or part of the 2016 Project, (ii) the funding of a deposit to a debt service reserve fund and (iii) paying costs of issuance, the Board hereby authorizes the issuance of the Series 2016 Bonds in the aggregate principal amount of not to exceed \$12,500,000 (with a net project amount of not to exceed \$12,000,000). The Series 2016 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference.

Section 6. The form, terms and provisions of the Series 2016 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Supplemental Indenture. The Chair or Vice Chair and the Secretary of the Board and the President and Vice President or Associate Vice President for Business and Finance of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2016 Bonds and to deliver the Series 2016 Bonds to the Trustee for authentication. All terms and provisions of the General Indenture, the Supplemental Indenture and the Series 2016 Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2016 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2016 Bonds shall be sold with a Purchaser's discount of not to exceed 2.0% of the face amount of the Series 2016 Bonds (plus out of pocket expenses). The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and Vice President or Associate Vice President for Business and Finance of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice Chair of the

Board or the Chair of the Finance and Facilities Committee and the President and Vice President or Associate Vice President for Business and Finance of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2016 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, such approval to be conclusively established by the execution of the Bond Purchase Agreement and Supplemental Indenture. The Board and the University may elect to sell the Series 2016 Bonds by public sale or direct purchase and use of an official notice of bond sale or bond purchase contract. In the event that the foregoing officers determine that all or any portion of the Bonds should be privately placed, the Bond Purchase Agreement and Supplemental Indenture may be modified to conform to the agreement with such purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee and the President and Vice President or Associate Vice President for Business and Finance of the University are authorized to make any alterations, changes or additions to the General Indenture, the Supplemental Indenture, the Bond Purchase Agreement, the Series 2016 Bonds, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to add provisions relating to bond issuance and sureties, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President or Associate Vice President for Business and Finance of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President or Associate Vice President for Business and Finance of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Bond Purchase Agreement or the Preliminary Official Statement to

carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Series 2016 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2016 Bonds, the Official Statement, the Indenture, the Bond Purchase Agreement or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. After any of the Series 2016 Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2016 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 20TH DAY OF MAY, 2016.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Loreen Olney, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on May 20, 2016, and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 20th day of May, 2016.

(S E A L)

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Loreen Olney, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the May 20, 2016 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on _____, 2016, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, pursuant to their subscription to the Utah Public Notice Website (<http://pmn.utah.gov>), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2015-2016 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in November 2014; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents pursuant to its subscription to the Utah Public Notice Website (<http://pmn.utah.gov>); and

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of

how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 20th day of May, 2016.

Secretary

(S E A L)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

Notice of Annual Meeting Schedule

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

Parameters

Principal amount not to exceed	\$12,500,000
Coupon Interest rates not to exceed	5.50%
Discount from par not to exceed (underwriter and original issue discount)	2.0%
Final Maturity not to exceed	31 years from date of issuance
May be non-callable or callable at the option of University as determined at the time of sale	

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Series 2016 Approving Resolution for Student Fee and Housing System Revenue Bond Issue

Issue

Utah State University requests Regents' authorization to issue Student Fee and Housing System revenue bonds to finance the purchase of the Blue Square apartment complex. This project was initially presented to Regents during the November 2015 Board meeting and was approved by the Legislature during the 2016 General Session.

Background

The Utah State Legislature authorized the issuance of revenue bonds to purchase a student apartment building complex and surrounding property in Senate Bill 9, *Revenue Bond Amendments* during the 2016 General Session. The revenue bonds will be used to finance the purchase of three apartment buildings on 2.5 acres, which will add approximately 255 beds. The bonds will be issued through the Student Fee and Housing System and will be repaid using rental income generated by the property. The attached resolution authorizes the University to issue bonds of up to \$20,500,000 (with a net project amount not to exceed \$20,000,000).

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$20,500,000 including costs of issuance and capitalized interest
- Interest rate not to exceed 5.5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 31 years from the date of issue

Additional information about the issue may be found in the attached materials:

- A copy of the request letter from the University
- A financing summary from the financial advisor
- A draft of the Approving Resolution

Representatives from the University and their financial advisor will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution to issue Student Fee and Housing System revenue bonds for Utah State University as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

April 26, 2016

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University requests that the Board of Regents approve issuing revenue bonds totaling \$20,000,000, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirement to finance the Blue Square apartment complex (see the attached Preliminary Summary Sheet). Bonds will be repaid by funds received from on-campus housing rental revenue. The acquisition was previously approved by the Board of Trustees, Board of Regents, State Building Board, and the Legislature. This item will be presented to the Board of Trustees during the May 6, 2016 meeting.

We appreciate your support and ask that you present this item for Regents approval.

Sincerely,



David T. Cowley
Vice President for
Business and Finance

C: Kimberly Henrie, Associate Commissioner for Finance and Facilities
Stan Albrecht, President
Dan Christensen, Controller
Dwight Davis, Associate Vice President for Business and Finance

**Utah State University
Student Fee and Housing System Revenue Bonds, Series 2016
Preliminary Summary Sheet**

Proposed Issue: Student Fee and Housing System Revenue Bonds

Total Approximate Issue Size: \$19,150,000

Use of Funds: To provide up to \$20,000,000 to acquire the Blue Square apartment complex; satisfy any reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2016 Bonds:

Principal Amount: Not to exceed \$20,500,000

Interest Rate: Not to exceed 5.5%

Maturity Date: Not to exceed 31 years

Aggregate Discount: Not to exceed 2%

Underwriter's Discount: Not to exceed 2%

Bond Rating: AA from S&P

Source of Repayment: Housing System Revenues

Timetable Considerations: Regent approval will be sought at the May 20 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with a tentative sale date planned for June 1, 2016. The University anticipates selling bonds by competitive sale, and the underwriter will be whichever bidder provides the lowest borrowing cost (as a combination of interest rates and fees) to the University. The University may also sell its Taxable Research Revenue Bonds by negotiated sale close to or on the same day. The anticipated closing date is Wednesday, June 22.

APPROVING RESOLUTION
UTAH STATE UNIVERSITY
STUDENT FEE AND HOUSING SYSTEM BONDS

Ephraim, Utah

May 20, 2016

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Snow College in Ephraim, Utah on May 20, 2016, commencing at 9:00 a.m. The following members were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jessielie B. Anderson	Member
Nina Barnes	Member
Bailey Bowthorpe	Student Regent
Leslie Castle*	Member
Wilford W. Clyde	Member
Marlin K. Jensen	Member
Patricia Jones	Member
Steven Lund	Member
Robert S. Marquardt	Member
Steve Moore**	Member
Jefferson Moss*	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Kimberly Henrie	Associate Commissioner for Finance & Facilities
Loreen Olney	Secretary

* Non-voting member from State Board of Education

** Non-voting member from Utah College of Applied Technology

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah State University Student Fee and Housing System Revenue Bonds, Series 2016.

The following resolution was introduced in written form by Regent _____, and after full discussion, pursuant to motion made by Regent _____ and seconded by Regent _____, was adopted by the following vote:

YEA:

NAY:

The resolution is as follows:

STATE BOARD OF REGENTS
OF THE STATE OF UTAH

SUPPLEMENTAL RESOLUTION
AUTHORIZING THE ISSUANCE AND SALE OF

UP TO \$20,500,000
UTAH STATE UNIVERSITY
STUDENT FEE AND HOUSING SYSTEM
REVENUE BONDS, SERIES 2016

Adopted May 20, 2016

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SUPPLEMENTAL RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF UP TO \$20,500,000 AGGREGATE PRINCIPAL AMOUNT OF UTAH STATE UNIVERSITY STUDENT FEE AND HOUSING SYSTEM REVENUE BONDS, SERIES 2016, OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH; AND PROVIDING FOR RELATED MATTERS.

WHEREAS, pursuant to the provisions of Section 53B-1-103, Utah Code Annotated 1953, as amended (the "Utah Code"), the State Board of Regents of the State of Utah (the "Board") is authorized to act as the governing authority of Utah State University (the "University");

WHEREAS, on March 25, 1994, the Board adopted its Resolution Providing for the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, as heretofore amended and supplemented (the "Master Resolution");

WHEREAS, pursuant to Title 53B, Chapter 2, of the Utah Code and Section 63B-26-102(2) of the Utah Code, the Board is authorized to issue bonds for the purpose of financing the cost of purchasing a student apartment building complex and surrounding property (the "Series 2016 Project") in an amount not to exceed \$20,000,000, together with other amounts necessary to pay costs of issuance, to pay capitalized interest and fund any debt service reserve requirements; and

WHEREAS, the Board deems it advisable and in the interests of the University to adopt a resolution supplementing the Master Resolution for the purpose, among other things, of authorizing the issuance and sale of the Series 2016 Bonds (defined below) for the purposes described above.

NOW, THEREFORE, BE IT RESOLVED by the State Board of Regents of the State of Utah as follows:

ARTICLE I

DEFINITIONS

Section 101. Definitions. (a) Except as provided in subsection (b) of this Section, all defined terms contained in the Master Resolution when used in this Series 2016 Supplemental Resolution shall have the same meanings as set forth in the Master Resolution.

(b) As used in this Series 2016 Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“Cede” means Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Series 2016 Bonds pursuant to Section 212 hereof.

“Designated Officer” means (i) with respect to the Board, its Chair, Vice Chair, or, in the absence of the Chair and the Vice Chair, the Chair of its Finance and Facilities Committee, and (ii) with respect to the University, its President, Vice President for Business and Finance or its Associate Vice President for Business and Finance.

“DTC” means The Depository Trust Company, New York, New York, and its successors and assigns.

“Financial Advisor” means, initially, Zions Public Finance, Inc., as financial advisor to the Board and the University and any successor thereto.

“Letter of Representations” means the Blanket Issuer Letter of Representations from the Board to DTC.

“Master Resolution” means that certain Resolution Providing for the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, adopted by the Board on March 25, 1994, as heretofore amended and supplemented.

"Official Statement" means an official statement relating to the Series 2016 Bonds, in substantially the form of the Preliminary Official Statement which was before the Board at the time of adoption of this Series 2016 Supplemental Resolution with information established upon the sale of the Series 2016 Bonds.

“Participants” means those broker-dealers, banks and other financial institutions from time to time for which DTC holds Series 2016 Bonds as securities depository.

“Person” means natural persons, firms, partnerships, associations, corporations, trusts, public bodies and other entities.

"Preliminary Official Statement" means a preliminary official statement relating to the Series 2016 Bonds, in substantially the form was before the Board at the time of

adoption of this Series 2016 Supplemental Resolution as revised prior to sale of the Series 2016 Bonds.

“Record Date” means, with respect to the Series 2016 Bonds, the fifteenth day of the month next preceding each respective interest payment date.

“Redemption Price” means, with respect to the Series 2016 Bonds, the principal amount payable upon redemption thereof pursuant to this Series 2016 Supplemental Resolution.

“Resolution” means the Master Resolution as supplemented by this Series 2016 Supplemental Resolution.

“Series 2007 Bonds” means the University’s Student Fee and Housing System Revenue Refunding Bonds, Series 2007.

“Series 2015 Bonds” means the University’s Student Fee and Housing System Revenue Bonds, Series 2015.

“Series 2016 Bonds” means the University’s Student Fee and Housing System Revenue Bonds, Series 2016, authorized by this Series 2016 Supplemental Resolution.

“Series 2016 Debt Service Reserve Requirement” means the amount, if any, set forth in the Terms Certificate.

“Series 2016 Debt Service Reserve Subaccount” means, if provided for in the Terms Certificate, the Series Subaccount established in the Debt Service Reserve Account in the Principal and Interest Fund pursuant to Section 5.07(a) of the Master Resolution and Section 304 hereof.

“Series 2016 Debt Service Subaccount” means the Series Subaccount established in the Debt Service Account in the Principal and Interest Fund pursuant to Section 5.06(a) of the Master Resolution and Section 303 hereof.

"Series 2016 Project" means financing the cost of purchasing a student apartment building complex and surrounding property.

“Series 2016 Supplemental Resolution” means this resolution, adopted by the Board on May 20, 2016, authorizing the issuance of the Series 2016 Bonds.

“Tax Certificate” means any agreement or certificate of the Board and the University that they, or either of them, may execute in order to assure the excludability of interest on the Series 2016 Bonds from gross income of the owners thereof for federal income tax purposes.

“Terms Certificate” shall mean the certificate of the Board setting forth the final terms for the Series 2016 Bonds (within the parameters set forth herein) to be executed by

the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee of the Board.

“Trustee” means Wells Fargo Bank, N.A., of Denver, Colorado, and its successors and permitted assigns under the Master Resolution.

“Underwriters” means, the underwriter[s] for the Series 2016 Bonds pursuant to the Terms Certificate.

The terms “hereby”, “hereof”, “hereto”, “herein”, “hereunder”, and any similar terms as used in this Series 2016 Supplemental Resolution, refer to this Series 2016 Supplemental Resolution.

Section 102. Authority for Series 2016 Supplemental Resolution. This Series 2016 Supplemental Resolution is adopted pursuant to the provisions of the Act and the Master Resolution.

ARTICLE II

AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2016 BONDS

Section 201. Authorization of Series 2016 Bonds, Principal Amount, Designation and Series. For the purposes specified in Section 202 hereof and in accordance with and subject to the terms, conditions and limitations established in the Master Resolution and this Series 2016 Supplemental Resolution, the Board hereby authorizes to be issued a series of Utah State University Student Fee and Housing System Revenue Bonds, in the aggregate principal amount of up to \$20,500,000, to be designated “Utah State University Student Fee and Housing System Revenue Bonds, Series 2016.”

Section 202. Purpose. (a) The Series 2016 Bonds are being issued to (i) to provide funds to finance the Series 2016 Project, (ii) to provide necessary reserves, and (iii) to pay the costs incident to the issuance of the Series 2016 Bonds.

(b) Except for the Series 2007 Bonds, the Series 2015 Bonds, and the Series 2016 Bonds, the Board, on behalf of the University, has not issued any bonds, notes or other obligations currently outstanding pursuant to the Master Resolution or that are payable from or secured by a pledge of the Revenues or any portion thereof.

(c) The Board hereby finds and determines that (i) the principal amount of the Series 2016 Bonds to be issued pursuant to the Resolution is reasonable and necessary to accomplish the purposes set forth in this Section 202 and (ii) the parameters set forth in this Series 2016 Supplemental Resolution with respect to the principal amount, interest rates, purchase price and other terms for the Series 2016 Bonds are reasonable.

Section 203. Issue Date. The Issue Date of the Series 2016 Bonds shall be the date of issuance and delivery thereof (the “Issue Date”).

Section 204. Series 2016 Bonds. The Series 2016 Bonds shall mature on such dates and in such amounts as shall be determined pursuant to the authority delegated under Section 211(a) hereof and set forth in the Terms Certificate and shall bear interest (calculated on the basis of a year of 360 days consisting of twelve 30-day months) from their Issue Date, payable semiannually on April 1 and October 1 in each year, commencing as set forth in the Terms Certificate, or on such other dates and at the rates per annum as shall be determined pursuant to the authority delegated under Section 211(a) hereof.

Section 205. Denomination and Numbers. The Series 2016 Bonds shall be issued only as fully registered Bonds, without coupons, in the denominations of \$5,000 and any whole multiple thereof. The Series 2016 Bonds shall be numbered from one (1) consecutively upwards with the prefix “R-” preceding each number.

Section 206. Trustee and Paying Agent. Wells Fargo Bank, N.A. is hereby appointed the Trustee and Paying Agent for the Series 2016 Bonds, subject to Section 7.02

of the Master Resolution. Principal and Redemption Price of the Series 2016 Bonds shall be payable at the principal corporate trust office of the Paying Agent or of its successor as Paying Agent. Payment of interest on any Series 2016 Bonds shall be made to the Owner thereof and shall be paid by check or draft mailed to the Owner thereof as of the close of business on the Record Date at such Owner's address as it appears on the registration books of the Board maintained by the Trustee or at such other address as is furnished to the Trustee in writing by such Owner as provided in the Master Resolution. The Trustee shall signify acceptance of the duties and obligations imposed upon it by the Resolution and provide its address for purposes of notices delivered pursuant to the Resolution by executing and delivering to the Board and the University a written acceptance thereof prior to the delivery of any Series 2016 Bonds.

Section 207. Redemption . (a) The Series 2016 Bonds may be subject to redemption, including optional, extraordinary optional or sinking fund redemption if so specified in the Terms Certificate.

(b) In the event any Series 2016 Bonds are called for redemption, in addition to the notice described in Section 4.03 of the Master Resolution, the Trustee shall give further notice of such redemption by posting notice to the Municipal Securities Rulemaking Board's EMMA website.

Section 208. Sale of Series 2016 Bonds. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statements substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2016 Bonds, in the event the Series 2016 Bonds are publicly sold. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee of the Board and the President, Vice President or Associate Vice President for Business and Finance of the University are hereby authorized to execute and deliver on behalf of the Board and the University final Official Statements in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize each Official Statement. The preparation, use and distribution of the Official Statement is hereby authorized. The Board and the University may elect to directly place the Series 2016 Bonds with or without the use of an Official Statement.

Section 209. Approval of Parameters. The Series 2016 Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference.

Section 210. Delivery of Series 2016 Bonds. The Series 2016 Bonds shall be delivered to the Underwriters upon compliance with the provisions of Section 3.02 of the Master Resolution.

Section 211. Delegation Pursuant to Section 53B-21-102(3)(m) of the Utah Code; Further Authority. (a) As authorized by Section 53B-21-102(3)(m) of the Utah Code, the

Board hereby delegates to the Designated Officers of the Board and the University the authority for and on behalf of the Board and the University to approve, prior to the original issuance of the Series 2016 Bonds, the following terms for the Series 2016 Bonds within the applicable parameters for such terms as set forth in Exhibit A:

- (i) the final principal amount of the Series 2016 Bonds;
- (ii) the maturity dates (whether by term or serial maturities), principal amount maturing on each such date, the interest payment dates, and interest rates for the Series 2016 Bonds;
- (iii) any redemption provisions;
- (iv) the aggregate price to be paid for the Series 2016 Bonds;
- (v) the manner of sale of the Series 2016 Bonds (public sale or direct purchase and using an official notice of sale or bond purchase contract);
- (vi) the type of credit enhancement, if any, for the Series 2016 Bonds and the terms for such credit enhancement; and
- (vii) such other terms and provisions for the Series 2016 Bonds as the Designated Officers of the Board, as appropriate, shall determine are necessary or advisable in connection with the issuance, sale and delivery of the Series 2016 Bonds and as are consistent with the terms and provisions of this Series 2016 Supplemental Resolution. In the event that the Designated Officers determine that all or any portion of the Bonds should be privately placed, the bond purchase contract and Terms Certificate may be modified to conform to the agreement with such purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Resolution.

(b) As authorized by Section 53B-21-102(3)(m) of the Utah Code, the Board hereby further delegates to the Designated Officers of the Board the authority for and on behalf of the Board to (i) approve the amounts of the proceeds of sale of the Series 2016 Bonds and certain other moneys to be used and deposited as provided in Section 302 and (ii) determine the Series 2016 Debt Service Reserve Requirement, if any and the terms for use of a reserve surety.

(c) The Designated Officers, the Secretary of the Board, and all other officers of the Board and the University are, and each of them is, hereby authorized to do or perform all such acts and to execute all such certificates, documents and other instruments as may be necessary or advisable to provide for the issuance, sale and delivery of the Series 2016 Bonds.

Section 212. Book-Entry System.

(a) Except as provided in paragraphs (b) and (c) of this Section 212 the Registered Owner of all Series 2016 Bonds and the Series 2016 Bonds shall be registered in the name of Cede & Co. (“Cede”), as nominee of The Depository Trust Company, New York, New York (together with any substitute securities depository appointed pursuant to paragraph (c)(ii) of this Section 212, “DTC”). Payment of the interest on any Series 2016 Bonds shall be made in accordance with the provisions of this Supplemental Resolution to the account of Cede on the Interest Payment Dates for the Series 2016 Bonds at the address indicated for Cede in the registration books of the Bond Registrar.

(b) The Series 2016 Bonds shall be initially issued in the form of a separate single fully registered Bond in the amount of each separate stated maturity and interest rate of the Series 2016 Bonds. Upon initial issuance, the ownership of each such Series 2016 Bond shall be registered in the registration books of the Board kept by the Registrar, in the name of Cede, as nominee of DTC. With respect to Series 2016 Bonds so registered in the name of Cede, the Board, Registrar and any Paying Agent shall have no responsibility or obligation to any DTC participant or to any beneficial owner of any of such Series 2016 Bonds. Without limiting the immediately preceding sentence, the Board, Registrar and any Paying Agent shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede or any DTC participant with respect to any beneficial ownership interest in the Series 2016 Bonds, (ii) the delivery to any DTC participant, beneficial owner or other person, other than DTC, of any notice with respect to the Series 2016 Bonds, including any notice of redemption, or (iii) the payment to any DTC participant, beneficial owner or other person, other than DTC, of any amount with respect to the principal or redemption price of, or interest on, any of the Series 2016 Bonds. The Board, the Bond Registrar and any Paying Agent may treat DTC as, and deem DTC to be, absolute owner of each Series 2016 Bond for all purposes whatsoever, including (but not limited to) (1) payment of the principal or redemption price of, and interest on, each Series 2016 Bond, (2) giving notices of redemption and other matters with respect to such Series 2016 Bonds and (3) registering transfers with respect to such Bonds. So long as the Series 2016 Bonds are registered in the name of Cede & Co., the Paying Agent shall pay the principal or redemption price of, and interest on, all Series 2016 Bonds only to or upon the order of DTC, and all such payments shall be valid and effective to satisfy fully and discharge the Board's obligations with respect to such principal or redemption price, and interest, to the extent of the sum or sums so paid. Except as provided in paragraph (c) of this Section 212, no person other than DTC shall receive a Bond evidencing the obligation of the Board to make payments of principal or redemption price of, and interest on, any such Bond pursuant to this Supplemental Resolution. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede, and subject to the transfer provisions of this Supplemental Resolution, the word “Cede” in this Supplemental Resolution shall refer to such new nominee of DTC.

Except as provided in paragraph (c)(iii) of this Section 212, and notwithstanding any other provisions of this Supplemental Resolution, the Series 2016 Bonds may be transferred, in whole but not in part, only to a nominee of DTC, or by a nominee of DTC to DTC or a nominee of DTC, or by DTC or a nominee of DTC to any successor securities depository or any nominee thereof.

(c) (i) DTC may determine to discontinue providing its services with respect to the Series 2016 Bonds at any time by giving written notice to the Board, the Registrar, and the Paying Agent, which notice shall certify that DTC has discharged its responsibilities with respect to the Series 2016 Bonds under applicable law.

(ii) The Board, in its sole discretion and without the consent of any other person, may, by notice to the Registrar, terminate the services of DTC with respect to the Series 2016 Bonds if the Board determines that the continuation of the system of book-entry-only transfers through DTC is not in the best interests of the beneficial owners of the Series 2016 Bonds or the Board; and the Board shall, by notice to the Registrar, terminate the services of DTC with respect to the Series 2016 Bonds upon receipt by the Board, the Registrar, and the Paying Agent of written notice from DTC to the effect that DTC has received written notice from DTC participants having interests, as shown in the records of DTC, in an aggregate principal amount of not less than fifty percent (50%) of the aggregate principal amount of the then outstanding Series 2016 Bonds to the effect that: (1) DTC is unable to discharge its responsibilities with respect to the Series 2016 Bonds; or (2) a continuation of the requirement that all of the outstanding Series 2016 Bonds be registered in the registration books kept by the Registrar in the name of Cede, as nominee of DTC, is not in the best interests of the beneficial owners of the Series 2016 Bonds.

(iii) Upon the termination of the services of DTC with respect to the Series 2016 Bonds pursuant to subsection (c)(ii)(2) hereof, or upon the discontinuance or termination of the services of DTC with respect to the Series 2016 Bonds pursuant to subsection (c)(i) or subsection (c)(ii)(1) hereof the Board may within 90 days thereafter appoint a substitute securities depository which, in the opinion of the Board, is willing and able to undertake the functions of DTC hereunder upon reasonable and customary terms. If no such successor can be found within such period, the Series 2016 Bonds shall no longer be restricted to being registered in the registration books kept by the Registrar in the name of Cede, as nominee of DTC. In such event, the Board shall execute and the Registrar shall authenticate Series 2016 Bond certificates as requested by DTC of like principal amount, maturity and Series, in authorized denominations to the identifiable beneficial owners in replacement of such beneficial owners' beneficial interest in the Series 2016 Bonds.

Section 213. Letter of Representations. The Letter of Representations has been executed and delivered by the Board to DTC. The execution and delivery of the Letter of Representations shall not in any way limit the provisions of Section 212 hereof or in any other way impose upon the Board or the University any obligation whatsoever with respect to Persons having interests in the Series 2016 Bonds other than the Bondowners, as shown on the registration books kept by the Trustee. In the written acceptance of each Paying Agent and Trustee, such Paying Agent and Trustee, respectively, shall agree to take all action necessary for all representations of the Board in the Letter of Representations with respect to the Paying Agent and Trustee, respectively, to at all times be complied with.

Section 214. Notices. In connection with any notice or other communication to be provided to Holders of Series 2016 Bonds registered in the name of Cede pursuant to this Supplemental Resolution by the Board or the Registrar with respect to any consent or other action to be taken by such Holders, the Board shall establish a record date for such consent or other action by such Holders and give DTC notice of such record date not less than fifteen (15) days in advance of such record date to the extent possible.

Section 215. Payments to Cede. Notwithstanding any other provision of this Series 2016 Supplemental Resolution to the contrary, so long as any Series 2016 Bond is registered in the name of Cede, as nominee of DTC, all payments with respect to principal of and premium, if any, and interest on such Series 2016 Bond and all notices with respect to such Series 2016 Bond shall be made and given, respectively, in the manner provided in the appropriate Letter of Representations.

Section 216. Legislative Appropriation. In order to (a) assure the maintenance of the Series 2016 Debt Service Reserve Subaccount in an amount equal to the Series 2016 Debt Service Reserve Requirement or pay Reserve Instrument Repayment Obligations and (b) assure the payment of principal and interest on the Series 2016 Bonds, the Board shall cause the Chair, not later than the first day of December in each year, to certify to the Governor and Director of Finance of the State, the amount, if any, required to (i) restore the Series 2016 Debt Service Reserve Subaccount to the Series 2016 Debt Service Reserve Requirement or pay Reserve Instrument Repayment Obligations or (ii) meet any projected shortfalls of payment of principal or interest or both for the following year on any Series 2016 Bonds issued hereunder. A copy of such Certificate shall be promptly delivered by the Chair to the Trustee. The Governor may request from the Legislature an appropriation of the amount so certified in the second preceding sentence. All sums appropriated by the Legislature, if any, and paid to the Board pursuant to the foregoing procedure shall be deposited respectively in the Series 2016 Debt Service Reserve Subaccount or in the Series 2016 Debt Service Subaccount or to repay Reserve Instrument Repayment Obligations, as applicable.

ARTICLE III

ESTABLISHMENT OF ACCOUNTS AND SUBACCOUNTS AND APPLICATION OF SERIES 2016 BOND PROCEEDS AND OTHER MONEYS

Section 301. Series 2016 Project Account and Series 2016 Cost of Issuance Account. (a) There is hereby established in the Construction Fund a Series 2016 Project Account which shall be held by the Trustee and used as provided in Section 5.03 of the Master Resolution to pay cost of the Series 2016 Project.

(b) There is hereby established a separate account designated as the “Series 2016 Cost of Issuance Account” to be held by the Trustee, moneys in which shall be used for the purpose of paying costs of issuance of the Series 2016 Bonds. Any moneys remaining in the Series 2016 Cost of Issuance Account on the date of the full and final payment of all costs of issuance of the Series 2016 Bonds, shall be transferred promptly to the Series 2016 Project Account.

Section 302. Application of Proceeds of Series 2016 Bonds and Other Moneys. From the proceeds of sale of the Series 2016 Bonds, together with other available money of the University, if any, there shall be paid to the Trustee for use and deposited as follows:

(a) Into the Series 2016 Debt Service Reserve Subaccount, the amount specified in the Terms Certificate or a surety bond in the amount of the Series 2016 Debt Service Reserve Requirement determined pursuant to the authority delegated under Section 211(b) hereof;

(b) Into the Series 2016 Project Account, the amount specified in the Terms Certificate; and

(c) Into the Series 2016 Cost of Issuance Account, the amount specified in the Terms Certificate.

Section 303. Establishment of Series 2016 Debt Service Subaccount. Pursuant to Section 5.06(a) of the Master Resolution, there is hereby established a Series Subaccount in the Debt Service Account in the Principal and Interest Fund designated as the “Series 2016 Debt Service Subaccount.” Moneys shall be deposited into and paid from the Series 2016 Debt Service Subaccount in accordance with Sections 5.05(a)(i)(A) and 5.06(b), respectively, of the Master Resolution to pay Debt Service on the Series 2016 Bonds.

Section 304. Establishment of Series 2016 Debt Service Reserve Subaccount. Pursuant to Section 5.07(a) of the Master Resolution, there may be established a Series Subaccount in the Debt Service Reserve Account in the Principal and Interest Fund designated as the “Series 2016 Debt Service Reserve Subaccount.” Moneys shall be deposited into and paid from the Series 2016 Debt Service Reserve Subaccount if, when and as required by the Master Resolution, to remedy deficiencies in the Series 2016 Debt Service Subaccount in accordance with Section 5.07 of the Master Resolution. The Series 2016 Debt Service Reserve Requirement shall be an amount determined pursuant to the

authority delegated under Section 211(b) hereof and may be funded with a reserve surety if provided in the Terms Certificate.

ARTICLE IV

FORM OF SERIES 2016 BOND

Section 401. Form of Series 2016 Bonds. Subject to the provisions of the Master Resolution, each Series 2016 Bond shall be in substantially the following form, with such insertions or variations as to any redemption or amortization provisions and such other insertions or omissions, endorsements and variations as may be required or permitted by the Resolution (including, but not limited to, such changes as may be necessary if the Series 2016 Bonds at any time are no longer held in book-entry form as permitted by Section 214 hereof):

[FORM OF BOND]

Unless this certificate is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any certificate issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

**UNITED STATES OF AMERICA
STATE OF UTAH
STATE BOARD OF REGENTS OF THE STATE OF UTAH
UTAH STATE UNIVERSITY
STUDENT FEE AND HOUSING SYSTEM IMPROVEMENT REVENUE BOND,
SERIES 2016**

Number R- _____ \$ _____

Interest Rate Maturity Date Dated Date CUSIP
_____ % _____ _____, 2016

Registered Owner: CEDE & CO.

Principal Amount: _____
DOLLARS*****

KNOW ALL MEN BY THESE PRESENTS that Utah State University, a body politic and corporate of the State of Utah (the "University") acting by and through the State Board of Regents of the State of Utah, its governing body (the "Board"), acknowledges itself indebted and for value received hereby promises to pay, in the manner and from the sources hereinafter provided, to the registered owner identified above or registered assigns, on the maturity date specified above, upon presentation and surrender hereof, the principal amount identified above (the "Principal Amount"), and to pay to the registered owner hereof interest on the balance of the Principal Amount from time to time remaining unpaid from the interest payment date next preceding the date of registration and authentication of this Bond, unless this Bond is registered and authenticated as of an interest payment date, in which event this Bond shall bear interest from such interest payment date, or unless this Bond is registered and authenticated prior to the first interest payment date, in which event this Bond shall bear interest from the dated date identified above (the "Dated Date"), or unless, as shown by the records of the hereinafter referred to Trustee, interest on the hereinafter referred to Bonds shall be in default, in which event this Bond shall bear interest from the date to which interest has been paid in full, or unless no interest has been paid on this Bond, in which event it shall bear interest from the Dated Date, at the interest rate per annum (calculated on the basis of a year of 360 days consisting of twelve 30-day months) specified above (the "Interest Rate"), payable semiannually on [_____ 1] and

[_____ 1] of each year, beginning [_____ 1, 201__], until payment in full of the Principal Amount. This Bond shall bear interest on overdue principal at the Interest Rate.

Principal of and premium, if any, on this Bond shall be payable at the corporate trust office of Wells Fargo Bank, N.A., the paying agent of the Board, or its successor as such paying agent, in any coin or currency of the United States of America that at the time of payment is legal tender for the payment of public and private debts. Payment of the semiannual interest hereon shall be made to the registered owner hereof and shall be paid by check or draft mailed to the person who is the registered owner of record as of the close of business on the fifteenth (15) day of the month next preceding each interest payment date at the address of such registered owner as it appears on the registration books of the Board maintained by the Trustee (as hereinafter defined), or at such other address as is furnished in writing by such registered owner to the Trustee as provided in the Bond Resolution (as hereinafter defined).

This Bond is a special obligation of the University and is one of the Utah State University Student Fee and Housing System Revenue Bonds (the “Bonds”) issued under and by virtue of the provisions of Chapter 21 of Title 53B of the Utah Code Annotated 1953, as amended, 63B-26-102(2) of the Utah Code Annotated 1953, as amended, and the Registered Public Obligations Act, Chapter 7 of Title 15 of the Utah Code Annotated 1953, as amended (collectively, the “Act”), and under and pursuant to the Resolution Providing For the Issuance of Utah State University of Agriculture and Applied Science Student Fee and Housing System Revenue Bonds, adopted on March 25, 1994 (the “Master Resolution”), as the same from time to time may be amended or supplemented by further resolutions of the Board, including the Supplemental Resolution authorizing the issuance of this Series of Bonds, adopted on May 20, 2016 (such Master Resolution and Supplemental Resolution and any and all such further resolutions being herein collectively called the “Bond Resolution”), for the purpose of providing funds (a) to finance housing improvements for the University, (b) to provide necessary reserves and (c) to pay expenses incident thereto and to the issuance of the Series 2016 Bonds (as defined below).

THE UNIVERSITY IS OBLIGATED TO PAY PRINCIPAL AND REDEMPTION PRICE OF AND INTEREST ON THIS BOND SOLELY FROM THE REVENUES AND OTHER FUNDS OF THE UNIVERSITY PLEDGED THEREFOR UNDER THE TERMS OF THE BOND RESOLUTION. THIS BOND IS NOT A DEBT OF THE STATE OF UTAH, THE BOARD OR THE UNIVERSITY WITHIN THE MEANING OF ANY CONSTITUTIONAL OR STATUTORY LIMITATION OF INDEBTEDNESS. PURSUANT TO THE BOND RESOLUTION, SUFFICIENT REVENUES HAVE BEEN PLEDGED AND WILL BE SET ASIDE INTO SPECIAL FUNDS BY THE UNIVERSITY TO PROVIDE FOR THE PROMPT PAYMENT OF THE PRINCIPAL OF AND INTEREST ON THIS BOND AND ALL BONDS OF THE SERIES OF WHICH IT IS A PART.

As provided in the Bond Resolution, bonds, notes and other obligations may be issued from time to time in one or more series in various principal amounts, may mature at different times, may bear interest at different rates and may otherwise vary as provided in the Bond Resolution, and the aggregate principal amount of such bonds, notes and other

obligations that may be issued is not limited. In addition to bonds, notes and other obligations issued pursuant to the Bond Resolution, the University may execute Contracts and incur Security Instrument Repayment Obligations as provided in the Bond Resolution. All bonds, notes and other obligations issued and to be issued under the Bond Resolution (including, but not limited to, the Series 2016 Bonds), all Contracts and all Security Instrument Repayment Obligations are and will be equally and ratably secured by the pledge and covenants made in the Bond Resolution, except as otherwise expressly provided or permitted in or pursuant to the Bond Resolution.

This Bond is one of a Series of Bonds designated as “Utah State University Student Fee and Housing System Revenue Bonds, Series 2016” (herein called the “Series 2016 Bonds”), limited to the aggregate principal amount of _____ Dollars (\$_____), and duly issued under and by virtue of the Act and under and pursuant to the Bond Resolution. Copies of the Bond Resolution are on file at the office of the Secretary of the Board, in Salt Lake City, Utah, at the office of the Vice President for Business and Finance of the University, in Logan, Utah, and at the respective corporate trust office of Wells Fargo Bank, N.A., as trustee under the Bond Resolution (said trustee and any successors thereto under the Bond Resolution being herein called the “Trustee”). Reference to the Bond Resolution and to the Act is made for a description of the pledge and covenants securing the Series 2016 Bonds, the nature, manner and extent of enforcement of such pledge and covenants, the terms and conditions upon which the Series 2016 Bonds are issued, and upon which additional Bonds, notes and other obligations may be issued thereunder, Contracts may be executed thereunder and Security Instrument Repayment Obligations may be incurred thereunder, and a statement of the rights, duties, immunities and obligations of the Board, the University and the Trustee. Such pledge and other obligations of the Board and the University under the Bond Resolution may be discharged at or prior to the maturity or redemption of the Series 2016 Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Bond Resolution.

To the extent and in the respects permitted by the Bond Resolution, the Bond Resolution may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Bond Resolution. The owner of this Bond shall have no right to enforce the provisions of the Bond Resolution or to institute action to enforce the pledge or covenants made therein or to take any action with respect to an event of default under the Bond Resolution or to institute, appear in or defend any suit or other proceeding with respect thereto, except as provided in the Bond Resolution.

This Bond is transferable, as provided in the Bond Resolution, only upon the books of the University kept for that purpose at the principal corporate trust office of the Trustee, by the registered owner hereof in person or by such owner’s attorney duly authorized in writing, upon surrender hereof to the Trustee together with a written instrument of transfer satisfactory to the Trustee, duly executed by the registered owner or such duly authorized attorney. Thereupon, the Board and the University shall issue in the name of the transferee a new Series 2016 Bond of the same aggregate principal amount and Series, designation, maturity and interest rate as the surrendered Series 2016 Bond, all as provided in the Bond

Resolution and upon the payment of the charges therein prescribed. The Board, the University, the Trustee and any paying agent may treat and consider the person in whose name this Series 2016 Bond is registered as the holder and absolute owner hereof for the purpose of receiving payment of, or on account of, the principal or Redemption Price hereof and interest due hereon and for all other purposes whatsoever, and neither the Board, the University, the Trustee nor any paying agent shall be affected by any notice to the contrary.

The Series 2016 Bonds are issuable solely in the form of fully registered Bonds, without coupons, in denominations of \$5,000 and any whole multiple thereof.

The Series 2016 Bonds are subject to redemption prior to maturity as follows:

[to be inserted from Terms Certificate]

Except as otherwise provided herein and unless the context clearly indicates otherwise, words and phrases used herein shall have the same meanings as such words and phrases in the Bond Resolution.

This Bond shall not be valid until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

This Bond is one of a Series of Bonds which were certified as legal obligations by the Attorney General of the State of Utah on May 20, 2016.

(Signature page follows.)

IN WITNESS WHEREOF, THE STATE BOARD OF REGENTS OF THE STATE OF UTAH has caused this Bond to be executed on behalf of the University by the Chair of the Board, countersigned by the Vice President for Business and Finance of the University and attested by the Secretary of the Board and has caused the official seal of the Board to be impressed hereon, all as of the Dated Date.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

(SEAL)

By _____ /s/ (Do Not Sign)
Chair

COUNTERSIGNED:

By _____ /s/ (Do Not Sign)
Vice President for Business and Finance
of Utah State University

ATTEST:

_____/s/ (Do Not Sign)
Secretary

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Bonds described in the within mentioned Bond Resolution and is one of the Utah State University Student Fee and Housing System Revenue Bonds, Series 2016.

WELLS FARGO BANK, N.A., as Trustee

By _____
Authorized Officer

Date of registration and authentication: _____

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face of the within Bond, shall be construed as though they were written out in full according to applicable laws or regulations.

TEN COM – as tenants in common
TEN ENT – as tenants by the entireties
JT TEN – as joint tenants with right of survivorship and not as tenants in common

UNIF GIFT MIN ACT _____
(Cust.)

Custodian for _____
(Minor)

under Uniform Gifts to Minors Act of _____
(State)

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

FOR VALUE RECEIVED, _____ the undersigned hereby sells, assigns and transfers unto:

(Social Security or Other Identifying Number of Assignee)

(Please Print or Typewrite Name and Address of Transferee)

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints _____ attorney for registration thereof, with full power of substitution in the premises.

DATED:

Signature: _____

NOTICE: The signature to this assignment must correspond with the name of the Registered Owner as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

Signature Guaranteed:

NOTICE: Signature(s) must be guaranteed by an "eligible guarantor institution" that is a member of or a participant in a "signature guarantee program" (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

ARTICLE V

MISCELLANEOUS

Section 501. Arbitrage Covenant for Series 2016 Bonds; Covenant to Maintain Tax Exemption. The Designated Officers and other appropriate officials of the Board and the University are hereby authorized and directed to execute such Tax Certificates as shall be necessary to establish that (i) the Series 2016 Bonds are not “arbitrage bonds” within the meaning of Section 148 of the Code and the regulations promulgated or proposed thereunder, (ii) the Series 2016 Bonds are not and will not become “private activity bonds” within the meaning of Section 141 of the Code, (iii) all applicable requirements of Section 149 of the Code are and will be met, (iv) the covenants of the Board and the University contained in this Section will be complied with and (v) interest on the Series 2016 Bonds is not and will not become includible in gross income of the Owners thereof for federal income tax purposes under the Code and applicable regulations promulgated or proposed thereunder.

Section 502. Ratification. All proceedings, resolutions and actions of the Board, the University and their respective officers taken in connection with the sale and issuance of the Series 2016 Bonds are hereby ratified, confirmed and approved.

Section 503. Severability. It is hereby declared that all parts of this Series 2016 Supplemental Resolution are severable, and if any section, paragraph, clause or provision of this Series 2016 Supplemental Resolution shall, for any reason, be held to be invalid or unenforceable, the invalidity or unenforceability of any such section, paragraph, clause or provision shall not affect the remaining sections, paragraphs, clauses or provisions of this Series 2016 Supplemental Resolution.

Section 504. Conflict. All resolutions, orders and regulations or parts thereof heretofore adopted or passed that are in conflict with any of the provisions of this Series 2016 Supplemental Resolution are, to the extent of such conflict, hereby repealed.

Section 505. Captions. The table of contents and captions or headings herein are for convenience of reference only and in no way define, limit or describe the scope or intent of any provisions or sections of this Series 2016 Supplemental Resolution.

Section 506. Effective Date. This Series 2016 Supplemental Resolution shall take effect immediately upon its adoption and approval.

(Signature page follows.)

ADOPTED AND APPROVED this 20th day of May, 2016.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

By _____
Chair

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Loreen Olney, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the May 20, 2016 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on _____, 2016, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, pursuant to their subscription to the Utah Public Notice Website (<http://pmn.utah.gov>), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2015-2016 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in November 2014; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents pursuant to its subscription to the Utah Public Notice Website (<http://pmn.utah.gov>); and

(a) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of

how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 20th day of May, 2016.

(SEAL)

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

Notice of Annual Meeting Schedule

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE BONDS

Principal amount not to exceed:	\$20,500,000 (providing a net project amount of not to exceed \$20,000,000)
Interest rate not to exceed:	5.5%
Discount from par not to exceed: (underwriters and original issue discount)	2.0%
Final maturity not to exceed: May be non-callable or callable at the option of University as determined at the time of sale	31 years from the date thereof

May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah Valley University – Non-State Funded Athletic Dome Project Approval

Issue

Utah Valley University (UVU) is requesting Regents' approval to proceed with a \$1.5 million non-state funded project to enclose an athletic field located on the Vineyard Campus.

Background

UVU proposes to enclose one of the intercollegiate athletic fields at the Vineyard Campus with a 60,000 square foot fabric air structure dome. The structure will be designed and constructed by a specialized designer/ manufacturer/ installer and cost approximately \$1.5 million, which will be financed with Western Athletic Conference (WAC) affiliation funds. The operation and maintenance (O&M) costs, estimated to be between \$70,000 and \$104,000, will be paid by athletic teams that use the facility. No state appropriated funds will be used in the design, construction, or operation of the proposed project.

Regent policy R710, *Capital Facilities* requires the Regents review and approve non-state funds construction or remodeling projects which cost more than \$1,000,000. Building Board approval will also be required since state statute (63A-5-104) classifies this as a "capital development" project due to the fact it will enclose previously open space.

Additional information about the project is provided in the attached documents and UVU representatives will be present at the Board meeting to respond to Regent questions.

Commissioner's Recommendation

The Commissioner recommends the Board approve the proposed project and authorize UVU to move forward with the Utah State Building Board for final approval.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

UVU Sports Field Cover

Presentation to the Board of Regents



Purpose:

We seek Board approval to install an air supported structure to provide year-round training and game space for our students and student-athletes.

Background:

During 2013 four soccer fields were constructed at the UVU Vineyard property to support our growing need for sports fields. The turf fields on campus were being used by so many groups that the sod was beginning to die. Student-athletes do not have a space large enough on campus to stay conditioned during the winter months. Year round use of the fields has been requested by all user groups. The cover will allow us to maximize our \$5,000,000 investment in the fields.

Remedy:

A study of suitable structures to over the field was undertaken by the UVU Facilities Department. Due limitations in funding and improvements in material technology and control systems, an air supported structure became the solution to providing the cover over the field.

Traditional construction first costs for a building of the size needed to cover 60,000 SF would be \$15,000,000. Other types of buildings including tensile structures and metal framed structures had first costs in the \$6M to \$12M range. These construction costs far exceeded our budget.

Operating and maintenance costs were also explored to justify the air supported structure. Industry and local engineering reviews have informed us that the operating costs of the structure will be in the range of \$70,000 to \$104,000 per year. The structure is expected to have a usable life of 25 years. This equals a life cycle cost of \$3.4M. The initial cost of the structure is \$1.5M; making our total investment only \$4.9M, well below the initial cost of the next available structure type.

Recommendation:

We recommend that the Board approve our request and permit us to install an air supported structure to cover one of the fields of our turf complex at Vineyard.

UVU Sports Field Cover

UVU Vineyard Turf Fields

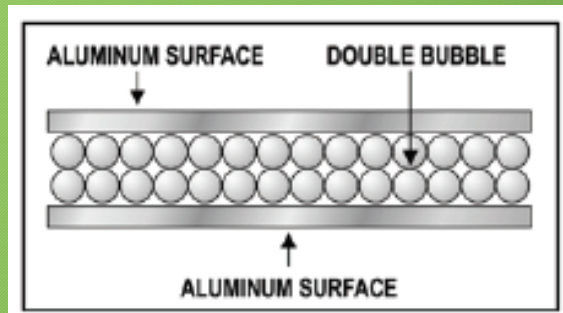


Four Soccer Fields with Multiple Game Lines
In Use for Past Three Years, Cost \$ 5M
Year-round Use Needed by All User Groups
One Field to be Covered

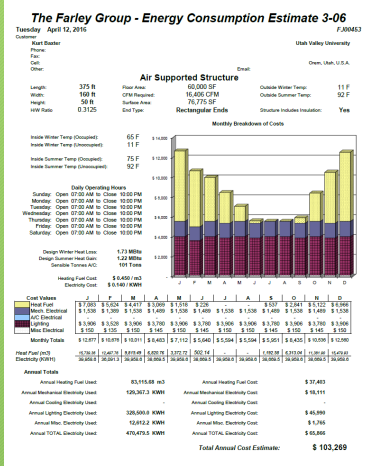
Air Supported Structure



Insulated to R-10



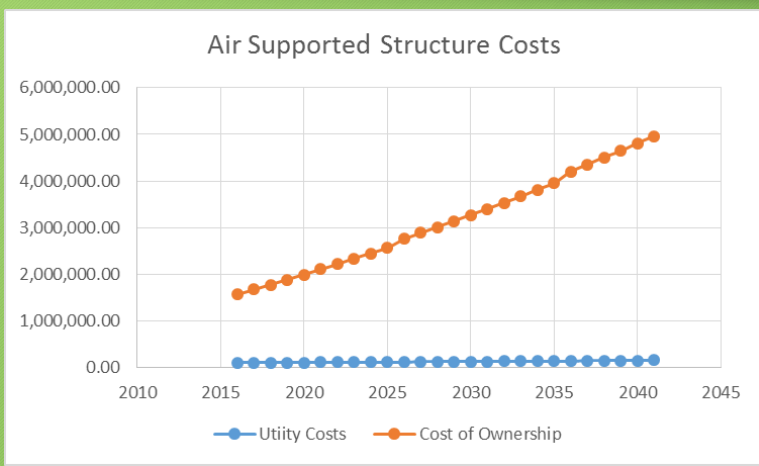
Operating Costs \$104,000 annually



Colvin Engineers Analysis

- Use LED Lighting
- Minimal Cooling
- \$68,840 annual cost

Cost of Ownership 25 years \$5 Million



Warranty and Life Span

- Five year fabrication warranty
- Fabric warranties of up to 20 years

Life Span from 18 to 25 years

- Shorter construction schedules than conventional buildings



Other Users

- College of Staten Island, NY
- Thiel College, PA
- Royal Military College, ONT
- Oakland University, MI
- Roosevelt Island Tennis, NY
- Chicago Fire Soccer Club, IL
- Bidder has over 900 in use



Other Types of Structures



Costs of other Buildings: Initial Costs & O+M

Fabric Tensile Structures: $\$6,000,000 + 3,400,000 = \$9,400,000$

Metal Buildings: $\$12,000,000 + 3,900,000 = \$15,500,000^*$

Brick and Mortar: $\$15,000,000 + 3,900,000 = \$18,500,000^*$

* Reroof Cost

The Farley Group - Energy Consumption Estimate 3-06

Tuesday April 12, 2016

FJ00453

Customer
Kurt Baxter
Phone:
Fax:
Cell:
Other:

Utah Valley University

Orem, Utah, U.S.A.

Email:

Air Supported Structure

Length:	375 ft	Floor Area:	60,000 SF	Outside Winter Temp:	11 F
Width:	160 ft	CFM Required:	16,406 CFM	Outside Summer Temp:	92 F
Height:	50 ft	Surface Area:	76,775 SF	Structure Includes Insulation:	Yes
H/W Ratio:	0.3125	End Type:	Rectangular Ends		

Monthly Breakdown of Costs

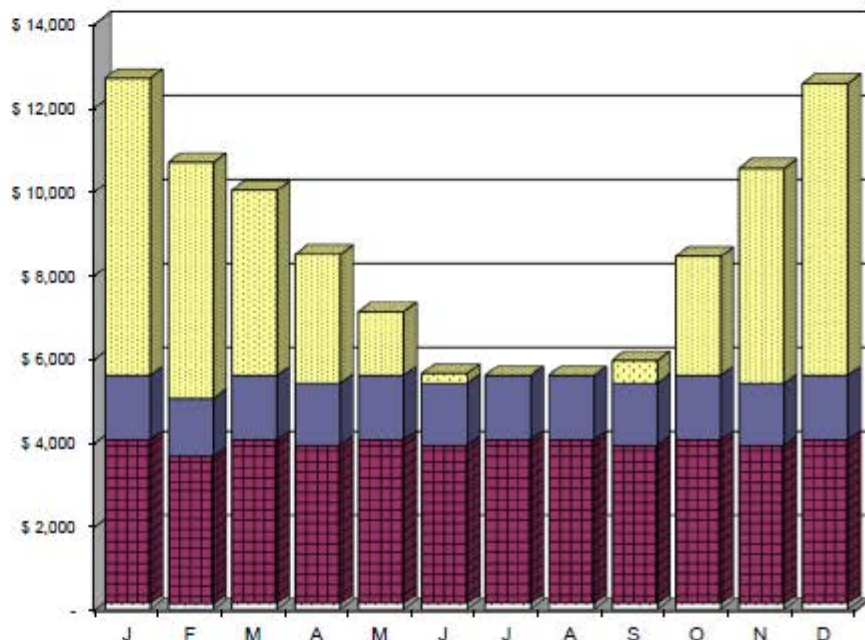
Inside Winter Temp (Occupied): 65 F
 Inside Winter Temp (Unoccupied): 11 F
 Inside Summer Temp (Occupied): 75 F
 Inside Summer Temp (Unoccupied): 92 F

Daily Operating Hours

Sunday: Open 07:00 AM to Close 10:00 PM
 Monday: Open 07:00 AM to Close 10:00 PM
 Tuesday: Open 07:00 AM to Close 10:00 PM
 Wednesday: Open 07:00 AM to Close 10:00 PM
 Thursday: Open 07:00 AM to Close 10:00 PM
 Friday: Open 07:00 AM to Close 10:00 PM
 Saturday: Open 07:00 AM to Close 10:00 PM

Design Winter Heat Loss: 1.73 MBtu
 Design Summer Heat Gain: 1.22 MBtu
 Sensible Tonnes A/C: 101 Tons

Heating Fuel Cost: \$ 0.450 / m3
 Electricity Cost: \$ 0.140 / KWH



Cost Values	J	F	M	A	M	J	J	A	S	O	N	D
Heat Fuel	\$ 7,083	\$ 5,624	\$ 4,417	\$ 3,069	\$ 1,518	\$ 226	-	-	\$ 537	\$ 2,841	\$ 5,122	\$ 6,966
Mech. Electrical	\$ 1,538	\$ 1,389	\$ 1,538	\$ 1,489	\$ 1,538	\$ 1,489	\$ 1,538	\$ 1,538	\$ 1,489	\$ 1,538	\$ 1,489	\$ 1,538
A/C Electrical	-	-	-	-	-	-	-	-	-	-	-	-
Lighting	\$ 3,906	\$ 3,528	\$ 3,906	\$ 3,780	\$ 3,906	\$ 3,780	\$ 3,906	\$ 3,906	\$ 3,780	\$ 3,906	\$ 3,780	\$ 3,906
Misc Electrical	\$ 150	\$ 135	\$ 150	\$ 145	\$ 150	\$ 145	\$ 150	\$ 150	\$ 145	\$ 150	\$ 145	\$ 150
Monthly Totals	\$ 12,677	\$ 10,676	\$ 10,011	\$ 8,483	\$ 7,112	\$ 5,640	\$ 5,594	\$ 5,594	\$ 5,951	\$ 8,435	\$ 10,536	\$ 12,560
Heat Fuel (m3)	15,739.30	12,497.76	9,815.49	6,820.76	3,372.72	502.14	-	-	1,192.58	6,313.04	11,381.00	15,479.03
Electricity (KWH)	39,958.6	36,091.3	39,958.6	38,669.5	39,958.6	38,669.5	39,958.6	39,958.6	38,669.5	39,958.6	38,669.5	39,958.6

Annual Totals

Annual Heating Fuel Used:	83,115.68 m3	Annual Heating Fuel Cost:	\$ 37,403
Annual Mechanical Electricity Used:	129,367.3 KWH	Annual Mechanical Electricity Cost:	\$ 18,111
Annual Cooling Electricity Used:	-	Annual Cooling Electricity Cost:	-
Annual Lighting Electricity Used:	328,500.0 KWH	Annual Lighting Electricity Cost:	\$ 45,990
Annual Misc. Electricity Used:	12,612.2 KWH	Annual Misc. Electricity Cost:	\$ 1,765
Annual TOTAL Electricity Used:	470,479.5 KWH	Annual TOTAL Electricity Cost:	\$ 65,866

Total Annual Cost Estimate: \$ 103,269

May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Revision of Policy R512, *Determination of Resident Status*

Issue

During the 2016 session the Legislature passed HB 254, which directs institutions to grant in-state tuition rates to military service members and their immediate family who are domiciled in Utah but are stationed outside of Utah. Regent policy R512, *Determination of Resident Status* is being updated to reflect the statutory change to comply with the modifications to the residency law. There are no other substantive changes being made at this time.

Background

Utah code and Regent policy provide several residency exceptions for members of the military. For instance, active duty service members who are not residents of Utah but are stationed in Utah may qualify for in-state tuition rates. Likewise, military veterans also qualify for in-state tuition rates regardless of their residency status. However, prior to HB 254, some Utah military members who were residents of Utah but stationed outside of Utah did not qualify for in-state tuition rates. The Legislature passed HB 254 to address that void in the law.

Under HB 254, Utah military service members, including their immediate family, who have established permanent domicile in Utah but are stationed outside of Utah because of a military assignment may qualify for in-state tuition rates. Those who wish to qualify for in-state tuition rates under this new law must provide evidence of their Utah domicile to the institution. For example, applicants may submit evidence of their permanent residence in Utah, their tax filings in Utah, their Utah drivers license, or their Utah vehicle registration. If the institution is satisfied that the applicants are domiciled in Utah, it shall grant in-state tuition rates to the applicant even if they are stationed outside of Utah on a long-term basis due to their military assignment.

Commissioner's Recommendation

The Commissioner recommends the Regents approve R512 as amended, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/GTL
Attachment

R512-1. Purpose: To define “resident” student for purposes of tuition in the Utah System of Higher Education (USHE).

R512-2. References

- 2.1. Utah Code Ann. §53B-8-102, Definition of Resident Student
- 2.2. Utah Code Ann. §23-13-2, Definition of Domicile
- 2.3. Utah Code Ann. §31A-29-103, Definition of Domicile
- 2.4. Utah Code Ann. §41-1a-202, Definition of Domicile
- 2.5. Utah Code Ann. §53B-8-101 et seq., Tuition Waivers & Scholarships
- 2.6. Policy and Procedure R510, Tuition and Fee Policy
- 2.7. Policy and Procedure R513, Tuition Waivers & Reductions

R512-3. Definitions

3.1. **“Continuous Utah residency status for one full year”** means the student has resided in Utah for 12 continuous months prior to the term for which resident student status is being sought.

3.2. **“Domicile”** shall be defined consistent with general Utah law defining domicile, and, for purposes of determining resident student status, shall be determined by the student’s:

- (1) bodily presence, and
- (2) concurrent intent to reside permanently in that location.

All persons have a domicile somewhere. A person can have only one domicile. A domicile of choice is a domicile chosen by a person to replace his or her former domicile. To acquire a domicile of choice in a place, a person must intend to make that place his or her home for the time at least. A domicile, once established, continues until it is superseded by a new domicile. Also, once established, a domicile is not lost by an absence from it for months or even years, for the purpose of business or the like, if during such absence there exists an intent to resume residence in the place of domicile following the completion of the purpose of the absence.

3.3. **“Immediate family member”** means the spouse or ~~unmarried~~ dependent child of the individual requesting resident student status.

3.4. **“Military servicemember”** means an individual who is serving on active duty in the United States Armed Forces within the state of Utah; or an individual who is a member of a reserve component of the

¹ Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5, 1995, January 12, 2001, October 19, 2001, July 12, 2002, April 16, 2004, December 9, 2004, April 22, 2005, April 21, 2006, June 8, 2007, May 30, 2008, May 29, 2009, May 20, 2011, May 18, 2012, May 16, 2014, November 14, 2014 and May 15, 2015.

United State Armed Forces assigned in Utah; or an individual who is a member of the Utah National Guard; or an individual who maintains domicile in Utah, as described in Subsection 6.1.6., but is assigned outside of Utah pursuant to federal permanent change of station orders.

- 3.5. **“Military veteran”** means an individual who:
 - 3.5.1. has served on active duty:
 - 3.5.1.1. in the United State Armed Forces for at least 180 consecutive days or was a member of a reserve component and has been separated or retired with an honorable or general discharge; or
 - 3.5.1.2. in the National Guard and has been separated or retired with an honorable or general discharge; or
 - 3.5.1.3. incurred an actual service related injury or disability in the line of duty regardless of whether that person completed 180 days of active duty.

3.6. **“Parent”** means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.

3.7. **“Eligible person”** means an individual entitled to benefits under Title 38 U. S. Code Chapter 30 Montgomery GI Bill- Active Duty Educational Assistance Program or Chapter 33 Post 9/11 Education Assistance Program.

3.8. **“Preponderance of the evidence”** means the existence of a fact is more probable than its nonexistence.

3.9. **“Resident student status”** means the condition of being a resident student for tuition purposes.

3.10. **“Substantial evidence”** means evidence that is more than a mere preponderance and is definite, clear, and convincing.

3.11. **“Utah residency”** means residing in Utah.

3.12. **“USHE institution”** means an institution within Utah’s system of higher education.

R512-4. Resident Student Status

4.1. **Establishing Resident Student Status.** A student will be granted resident student status after he or she

4.1.1. has acquired domicile in Utah; or

4.1.2. has satisfied one or more of the exceptions set forth in this policy.

4.2. **Policies for Determining Resident Student Status.**

- 4.2.1. **Policies for Students Enrolled in Credit-Bearing Degree Programs.** Each institution shall have the responsibility of determining resident student status according to the requirements of Utah Code Ann. §53B-8-102 and this policy. Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy, provided the criteria implemented by the institution is more strict.
- 4.2.2. **Policies for Students Enrolled in Non-Credit Programs.** Because most non-credit applied technology programs are short-term (require less than a year to complete), USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.
- 4.2.3. **Exception to Establishing Resident Student Status:** Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth here in 5.1.

4.3 **Rebuttable Presumption.** A student who has not previously acquired domicile in Utah and who enrolls at a USHE institution prior to residing in Utah for 12 continuous months will be presumed to not be domiciled in Utah and, therefore, will be classified as a nonresident student for tuition purposes. This presumption may be rebutted by substantial evidence.

4.4 **International Students:**

- 4.4.1. **Classification of International Students Who are in United States on Nonimmigrant Visas:** Students who are aliens and 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.
- 4.4.2. **Classification of International Students Who are in United States on Immigrant Visas:** Students who are aliens and who have been granted immigrant or permanent resident status in the U.S. shall be classified for purposes of resident status according to the same criteria applicable to citizens.
- 4.4.3. **International Students Who Have Obtained Asylum or Refugee Status:** An international student who has obtained asylum or refugee status under U.S. immigration law shall be classified for purposes of resident status according to the same criteria applicable to citizens.

4.5. **Marriage to Utah Resident:** A person who marries a Utah resident is eligible to be granted resident student status after he or she has acquired domicile in Utah.

4.6. **Burden of Proof:** The burden is on the student to prove that he or she is eligible for resident student status prior to the first day of classes for the term the student seeks to attend as a resident student.

Except as set forth in section 4.3 of this policy, the standard for establishing resident student status is by a preponderance of the evidence. The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The institution shall review all relevant evidence that is submitted by the student and shall make the residency determination based on the totality of the circumstances. The evidence submitted by the student shall include the evidence that is specifically required by the applicable section of this policy. In addition, a student may be required to file any or all of the following evidence within applicable timelines established by the institution.

- 4.6.1. A statement from the student describing employment and expected sources of support;
- 4.6.2. A statement from the student's employer;
- 4.6.3. Supporting statements from persons who might be familiar with the family situation;
- 4.6.4. Birth certificate;
- 4.6.5. Marriage certificate;
- 4.6.6. Documentation of eligibility for state social or rehabilitation services;
- 4.6.7. Documentation of immigration status and placement as political refugee;
- 4.6.8. Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

4.7. Receipt of State Social Services Benefits: A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a USHE institution is immediately eligible to apply for resident student status. The state aid must, at a minimum, cover the full cost of resident tuition. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent residing in Utah during the time the individual received government aid shall count towards any applicable waiting period for Utah residency for tuition purposes upon termination of the government aid.

4.8. Reciprocity: The determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless:

- 4.8.1. the student obtained resident student status under false pretenses, or
- 4.8.2. the facts existing at the time of the granting of resident student status have significantly changed.

4.9. Reclassification by the Institution: If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

4.10. Procedures for Determining Resident Student Status: If a student desires to be granted resident student status, he or she must comply with the following procedures:

- 4.10.1. **Application Deadline:** Students must meet institutional application deadlines for each term. Institutions may establish a policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.
- 4.10.2. **Initial Classification:** Each institution shall initially classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.
- 4.10.3. **Application for Reclassification:** Every student classified as a nonresident shall retain that status until he or she is officially reclassified to resident status.
- 4.10.4. **Refund:** A decision favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.
- 4.10.5. **Hearings:** Each institution shall be responsible for providing a process for students who have been denied resident student status to be heard. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed:
- 4.10.5.1. Procedures for a hearing shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.
- 4.10.5.2. The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.
- 4.10.5.3. The student appealing the decision shall have the responsibility of providing evidence that proves that he or she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.
- 4.10.5.4. Both the student and the administration's representative are entitled to representation by counsel.
- 4.10.5.5. Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.

4.10.5.6. It is not required that formal rules of evidence be followed; administrative hearing rules may be used.

4.10.5.7. Decisions of the hearing officer or hearing committee must be in writing and must give reasons for the decision.

4.11. **Declaration of Financial Independence:** In addition to submitting objective evidence of domicile, a person seeking resident student status must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the most recently filed federal tax returns of any person who is not a resident of Utah. Institutional residency officers shall require such documentation at the time of initial application for resident student status.

4.12. **Penalties for Giving Incorrect or Misleading Information:** A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.

4.13. **Waivers of Nonresident Tuition—Nonresident Students Exempt from Nonresident Portion of Tuition:** The following students who attend a USHE institution may receive a waiver of nonresident tuition under Regents' Policy R513; however, these students may not use time spent in Utah as a student on any of these programs toward any waiting period that may be required for resident tuition status. For more information on all tuition waivers, please see Regents' Policy R513.

4.13.1. **Western Undergraduate Exchange (WUE) Students:** A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his/her home state. (See Regents' Policy R513-8 for further details regarding WUE.)

4.13.2. **Western Regional Graduate Program (WRGP):** A student attending a USHE institution under the Western Regional Graduate Program is considered to be domiciled in his/her home state.

4.13.3. **Professional Student Exchange Program/WICHE Students:** A student attending a USHE institution under the Professional Student Exchange Program/WICHE Program is considered to be domiciled in his/her home state. (See Regents' Policy R513-8 for further details regarding WICHE.)

4.13.4. **Exemption for Alumni Legacy Scholarships:** The students attending a USHE institution under this scholarship are considered to be domiciled in his/her home state. (See Regents' Policy R513-17 for further details regarding Alumni Legacy Scholarships.)

4.13.5. **Dixie State University's Good Neighbor Students:** The students attending DSU under this scholarship are considered to be domiciled in his/her home state. (See Regents' Policy R513-4.2. for further details regarding Good Neighbor Students.)

R512.5. **"Student Who Has Come to Utah For the Purpose of Attending an Institution of Higher Education" Exception to Establishing Resident Student Status.**

5.1. **General Rule:** A student who has come to Utah for the purpose of attending an institution of higher education may be granted resident student status if, prior to the first day of classes of the term the student seeks to attend as a resident student, the student has:

- 5.1.1. maintained continuous Utah residency status for one full year;
- 5.1.2. submitted a written declaration that the student has relinquished residency in any other state;
- 5.1.3. submitted objective evidence that the student has taken overt steps to establish permanent residency in Utah and that the student does not maintain a residence elsewhere; and
- 5.1.4. submitted a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah (see section 4.12 above).

5.2 **Evidence Required:** Students applying for resident student status under this section are expected to submit as much objective evidence as possible, including, but not limited to, providing evidence of, or explanation of the lack of evidence of, each of the following:

- 5.2.1. A Utah high school transcript issued in the past year confirming attendance at a Utah high school in the previous 12 months;
- 5.2.2. A Utah voter registration dated a reasonable period (generally meaning within the past 90 days) prior to the first day of class of the term for which the student is seeking resident status;
- 5.2.3. A Utah driver license or identification card with an original date of issue or renewal date several months prior to the first day of class of the term for which the student is seeking resident status;
- 5.2.4. A Utah vehicle registration dated a reasonable period (generally meaning within the past 90 days) prior to the first day of class of the term for which the student is seeking resident status;
- 5.2.5. Evidence of employment in Utah for a reasonable period (generally meaning within the past 90 days) prior to the first day of class of the term for which the student is seeking resident status;
- 5.2.6. Proof of payment of Utah resident income tax for the previous year;
- 5.2.7. A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to the first day of class of the term for which the student is seeking resident status ; and
- 5.2.8. Utility bills showing the student's name and Utah address for at least 12 months prior to the first day of class of the term for which the student is seeking resident status resident student status.

5.3. **Absence from state:** A student will not jeopardize his or her status under this section solely by absence from the state for a period of less than 30 total days during the 12-month period. See *Frame v. Residency Appeals Committee*, 675 P2d. 1157 (Utah 1983). If a student leaves the state for the purpose of satisfying the requirements for institutional internships, institutional courses, study abroad programs, or athletic training, required by the institution the student will not be deemed to be absent from the state for purposes of this section for the period of time that he or she can establish that these purposes were being met. Once a student has been granted resident student status, any future absence from the state will not negatively affect his or her resident student status.

Example: A student who comes to a Utah school on an athletic scholarship and who, during his or her first 12 months in Utah, is required to attend a training camp out of state, will be able to count the time out of state at the training camp as part of the 12-month waiting period that is requisite to being granted resident tuition status.

Example: After being granted resident student status, a student may be absent from the state for purposes such as temporary employment, education, religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his or her absence from Utah.

R512.6. "Military Service" Exception to Establishing Resident Student Status.

6.1. A USHE institution shall grant resident student status for tuition purposes to:

6.1.1. a military servicemember, if the military servicemember provides:

6.1.1.1. the military servicemember's current United States military identification card; and

6.1.1.2. a statement from the military servicemember's current commander, or equivalent, stating that the military servicemember is assigned ~~to~~ in Utah; or

6.1.1.3. evidence that the military servicemember is domiciled in Utah, as described in Subsection 6.1.6

6.1.2. a military servicemember's immediate family member, if the military servicemember's immediate family member provides ~~one of the following:~~

6.1.2.1. the military servicemember's current United States military identification card or the immediate family member's current United States military identification card; ~~or~~ and

6.1.2.2. ~~the immediate family member's current United States military identification card and~~ a statement from the military servicemember's current commander, or equivalent, stating that the military servicemember is assigned in Utah; or

6.1.2.3. the military servicemember's current United States military identification card or the immediate family member's current United States military identification card, and evidence that the military servicemember is domiciled in Utah, as described in Subsection 6.1.6.

6.1.3. a military veteran, regardless of whether the military veteran served in Utah, if the military veteran provides:

6.1.3.1. evidence of an honorable or general discharge;

6.1.3.2. a signed written declaration that the military veteran has relinquished residency in any other state and does not maintain a residence elsewhere;

6.1.3.3. objective evidence that the military veteran has demonstrated an intent to establish residency in Utah, which may include any one of the following:

6.1.3.3.1. a Utah voter registration card;

6.1.3.3.2. a Utah driver license or identification card;

6.1.3.3.3. a Utah vehicle registration;

6.1.3.3.4. evidence of employment in Utah;

6.1.3.3.5. a rental agreement showing the military veteran's name and Utah address; or

6.1.3.3.6. utility bills showing the military veteran's name and Utah address.

6.1.4. a military veteran's immediate family member, regardless of whether the military veteran served in Utah, if the military veteran's immediate family member provides:

6.1.4.1. evidence of the military veteran's honorable or general discharge within the last five years;

6.1.4.2. a signed written declaration that the military veteran's immediate family member has relinquished residency in any other state and does not maintain a residence elsewhere; and

6.1.4.3. objective evidence that the military veteran's immediate family member has demonstrated an intent to establish residency in Utah which may include any one of the items described in section 6.1.3.3. above.

6.1.5. an eligible person who provides:

6.1.5.1. evidence of eligibility under Title 38 U. S. Code Chapter 30 Montgomery GI Bill- Active Duty Educational Assistance Program or Chapter 33 Post 9/11 Education Assistance Program; and

6.1.5.2. a signed written declaration that the eligible person will utilize GI Bill benefits; and

6.1.5.3. objective evidence that the eligible person has demonstrated an intent to establish residency in Utah, which may include any one of the items described in section 6.1.3.3. above.

6.1.6. Evidence of domicile as described in sections 6.1.1.3 and 6.1.2.3 includes:

6.1.6.1. a current Utah voter registration card;

6.1.6.2. a valid Utah driver license or identification card;

6.1.6.3. a current Utah vehicle registration

6.1.6.4. a copy of a Utah income tax return, in the military servicemembers's or military servicemember's spouse's name, filed as a resident in accordance with Utah Code Section 59-10-502; or

6.1.6.5. proof that the military servicemember or military servicemember's spouse owns a home in Utah, including a property tax notice for property owned in Utah.

R512.7 "Membership of an American Indian Tribe" Exception to Establishing Resident Student Status.

7.1. Any American Indian who is enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah is entitled to be granted resident student status.

7.2. Any American Indian who is a member of a federally recognized or known Utah tribe and has graduated from a Utah high school is entitled to be granted resident student status.

7.3. A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.

R512.8 "Job Corps Student" Exception to Establishing Resident Student Status.

8.1. A Job Corps student is entitled to resident student status if the student:

8.1.1. is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and

8.1.2. submits verification that the student is a current Job Corps student.

8.2. Upon termination of the student's Job Corps enrollment/participation, the student shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Job Corps enrollments will count towards the time period set forth in section 4.3 of this policy.

R512.9 "Participation in Olympic Training Program" Exception to Establishing Resident Student Status.

9.1. A Student who is residing in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident student status for tuition purposes. The student shall certify his or her participation in the Olympic training program through a supporting letter from the United States Olympic Committee verifying eligibility.

9.2. Upon the termination of the Student's participation in such training program, the student shall be subject to the same residency standards applicable to other persons under this policy. The time spent

residing in Utah during the Olympic athlete training program in Utah counts toward the time period set forth in section 4.3 of this policy.

R512.10 “Parent Domiciled in Utah for at Least 12 Months” Exception to Establishing Resident Student Status.

10.1. A dependent student who has at least one parent who has been domiciled in Utah for least 12 months prior to the first day of class of the term for which the student is seeking resident status is eligible for resident student status. The student is responsible to submit the documentation identified in section 4.7 of this policy demonstrating that the parent has established domicile in Utah.

R512.11 “Full-time, Permanent Employment in Utah” as Basis for Rebutting Presumption of Nonresident Student.

11.1 A student who has come to Utah for full-time permanent employment, or who is an immediate family member of an individual who has come to Utah for full-time permanent employment, may rebut the presumption of a nonresident classification by providing substantial evidence that the reason for the move to Utah was, in good faith, based on an employer-requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah.

11.2. All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as:

- 11.2.1. the employee's employment and educational history;
- 11.2.2. the dates when Utah employment was first considered, offered, and accepted;
- 11.2.3. when the person moved to Utah;
- 11.2.4. the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;
- 11.2.5. whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah;
- 11.2.6. evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and
- 11.2.7. any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education.

R512.12 “Divorce, Death of Spouse and Long-Term Health Care Responsibilities of Family Members” as Basis for Rebutting Presumption of Nonresident Student.

12.1. A student who resides in Utah for reasons related to divorce, the death of a spouse, or long-term health care responsibilities for the student's spouse, parent, sibling, or child, may rebut the presumption of nonresident status by providing substantial evidence that the reason for the student's move to Utah was, in good faith, based on the long-term health care responsibilities.

including:

- 12.2. All relevant evidence concerning the motivation for the move shall be considered,
 - 12.2.1. the student's employment and educational history;
 - 12.2.2. the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;
 - 12.2.3. when the student moved to Utah;
 - 12.2.4. the dates when the student applied for admission, was admitted, and was enrolled as a postsecondary student;
 - 12.2.5. whether the student applied for admission to a USHE institution sooner than four (4) months from the date of moving to Utah;
 - 12.2.6. evidence that the student is an independent person who is
 - 13.2.6.1. at least 24 years of age; or
 - 13.2.6.2. not claimed as a dependent on someone else's tax returns; and
 - 12.2.7. any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an USHE institution.

May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Revision to Policy R513, *Tuition Waivers and Reductions*

Issue

USHE institutions and the Utah National Guard wish to maximize the number of guard members who can receive a tuition waiver in a given year by allowing both full and partial waivers to be awarded. Though Regent policy R513, *Tuition Waivers and Reductions* section 3.2 directs USHE institutions to identify and set aside tuition waivers specifically for use by the Utah National Guard each year, current policy language does not explicitly allow for partial tuition waivers. Additionally, institutions are requesting discretion to allow National Guard tuition waiver recipients to use the waivers for self-supporting courses, such as on-line courses.

Background

Utah code caps the amount of resident tuition waivers institutions may grant at 10 percent of total tuition in the absence of waivers that would have been collected. The law requires the institutions set aside 2.5 percent of the 10 percent to be used for members of the Utah National Guard. Regent policy R513 directs institutions to grant *full* tuition waivers to National Guard members up to the statutory cap of 2.5 percent. In some cases, the number of National Guard waiver applicants exceed the number of full tuition waivers available for a particular institution. The National Guard, the institutions, and the Commissioner's office have worked together and recommended to modify R513-3.2 to allow for partial waivers. The proposed language now eliminates the requirement that institutions grant full tuition waivers and, instead, gives the institutions authority to grant partial waivers in order to maximize the number of National Guard tuition waiver recipients.

Additionally, new language has been added to give institutions the discretion to apply the National Guard tuition waivers to self-sustaining courses, such as online courses. Institutions will have the discretion to set criteria for when the use of waivers for self-sustaining courses is allowed, if at all.

Lastly, the policy requests that the National Guard to submit its list of waiver applicants to the institutions no later than 60 days prior to the start of the next term to ensure timely processing.

Commissioner's Recommendation

The Commissioner recommends the Regents approve R513 as amended, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/GTL
Attachment

R513-1. Purpose: To establish procedures for Utah System of Higher Education (USHE) institutions to administer tuition waiver and reduction programs.

R513-2. References

- 2.1. Utah Code [§53B-8-101](#), Waiver of Tuition—Resident—National Guard—Nonresident—Critical Occupations—Summer School—Graduate Students
- 2.2. Utah Code [§53B-8-103](#), Partial Waivers Pursuant to Reciprocal Agreements
- 2.3. Utah Code [§53B-8-104](#), Nonresident Partial Tuition Scholarships—Border Waivers
- 2.4. Utah Code [§53B-8-104.5](#), Nonresident Tuition Scholarships
- 2.5. Utah Code [§53B-8-106](#), Resident Tuition Scholarships—Requirements—Rules
- 2.6. Western Interstate Commission for Higher Education Western Undergraduate Exchange Bulletin
- 2.7. Utah Code [Title 53B, Chapter 9](#), Higher Education for Senior Citizens
- 2.8. Utah Code [Title 53B, Chapter 8c](#), Police Officer's and Firefighter's Survivor Tuition Waiver
- 2.9. Utah Code [Title 53B, Chapter 8d](#), Tuition Waivers for Wards of the State
- 2.10. Utah Code [Title 53B, Chapter 8e](#), Tuition Waivers for Purple Heart Recipients
- 2.11.
- 2.12. Utah Code [§53A-15-101.5](#), Concurrent Enrollment Instruction in Mandarin Chinese
- 2.13. Policy and Procedures [R510](#), Tuition and Fees
- 2.14. Policy and Procedures [R512](#), Determination of Resident Status
- 2.15. Utah Code [§53B-8-107](#), Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action
- 2.16. Utah Code [§53B-8-103.5](#), Alumni Legacy Nonresident Scholarships
- 2.17. Utah Code [§53B-8-102](#), Definition of Resident Student

R513-3. Waiver of Tuition: Resident, National Guard, Nonresident, Critical Occupations, Summer School, Graduate Students: Pursuant to [§53B-8-101](#)

¹ Approved October 19, 2001, amended November 8, 2002, March 14, 2003, April 16, 2004, March 10, 2006, June 9, 2006 and June 8, 2007. Revisions approved by the Board of Regents on May 29, 2009, November 18, 2011, March 29, 2013 and May 15, 2015.

3.1. Resident Students: The president of each institution may waive all or part of the tuition in behalf of meritorious or impecunious resident students to an amount not exceeding 10 percent of the total amount of tuition which, in the absence of the waivers, would have been collected from all Utah resident students at the institution.

3.2. National Guard Set Aside: Of the amount waived for resident students under 3.1, 2.5 percent of the total amount shall be set aside by institutions for waivers reserved for members of the Utah National Guard.

3.2.1. Each institution shall report the total waiver set aside amount for the upcoming academic year to the Utah National Guard Administration by April 15 of each year.

3.2.2. To ensure timely processing, the Utah National Guard Administration will provide to the institutions a prioritized list of qualified candidates for tuition waivers ~~by June 1 of each year~~ no later than 60 calendar days prior to the start of an academic term. Candidates for Utah National Guard tuition waivers ~~will must~~ be full-time students, ~~and will receive full waivers of resident tuition, up to the 2.5 percent National Guard set aside amount of the total tuition waiver funding at each institution.~~ To ensure the highest number of candidates receive a tuition waiver, institutions may adjust the waiver amount between partial and full amounts.

3.2.3. An institution may, at its discretion and within its established criteria, allow recipients to use tuition waivers toward self-supported courses.

3.2.4. Any National Guard tuition waivers set aside but not claimed ~~60~~ 30 days prior to the beginning of the term may be used for other qualified students.

3.3. Waivers for Nonresident Undergraduate, Graduate, or Summer School Students: The president of each institution may waive all or part of the nonresident portion of tuition for meritorious nonresident undergraduate and graduate students.

3.3.1. In determining which students are meritorious for purposes of granting a tuition waiver under 3.3, a president shall consider students who are performing above the average at the institution, including having an admissions index higher than the average for the institution, if an admission index is used.

3.3.2. A president may continue to waive the nonresident portion of tuition for a student described in 3.3 for as long as the student is enrolled at the institution.

3.3.3. In addition to waiving the nonresident portion of tuition for a meritorious nonresident undergraduate student under 3.3, a president may waive the resident portion of tuition after the meritorious nonresident undergraduate student completes a year of full-time study at the institution.

3.3.4. A president may waive all or part of the nonresident portion of tuition for nonresident summer school students.

3.4. Partial Tuition Waivers for Critical Occupations: Upon recommendation of the Board of Regents, a president shall grant additional full or partial tuition waivers to encourage students to enroll for instruction in specifically identified occupations critical to the state for which trained personnel are in short supply.

3.5. Annual Budget Requests: The board shall submit annual budget appropriation requests for each institution which include requests for funds sufficient in amount to equal the estimated loss of dedicated credits that would be realized if all of the tuition waivers authorized by 3.3 and 3.4 were granted.

R513-4. Partial Waivers Pursuant to Reciprocal Agreements: Pursuant to [§53B-8-103](#)

4.1. Partial Waiver of Nonresident Differential: The Board may grant a full or partial waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to reciprocal agreements with other states. In making the determination, the Board considers the potential of the waiver to: (A) enhance educational opportunities for Utah residents; (B) promote mutually beneficial cooperation and development of Utah communities and nearby communities in neighboring states; (C) contribute to the quality of educational programs; and (D) assist in maintaining the cost effectiveness of auxiliary operations in Utah institutions of higher education.

4.2. Dixie State University Good Neighbor Waiver: Dixie State University may offer a good neighbor full waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to the reciprocal agreements with other states or to a resident of a county that has a portion of the county located within 70 miles of the main campus of Dixie State University. A student who attends Dixie State University under a good neighbor tuition waiver shall pay a surcharge per credit hour in addition to the regular resident tuition and fees of Dixie State University. The surcharge per credit hour shall be based on a percentage of the approved resident tuition per credit hour each academic year. The percentage assessed as a surcharge per credit hour shall be set by the State Board of Regents. Dixie State University may restrict the number of good neighbor tuition waivers awarded. A student who attends Dixie State University on a good neighbor tuition waiver may not count the time during which the waiver is received towards establishing resident student status in Utah.

4.3. Reciprocal Agreements with Other States: Consistent with its determinations made pursuant to section 4.1, the board may enter into agreements with other states to provide for a full or partial reciprocal waiver of the nonresident tuition differential charged to undergraduate students. An agreement shall provide for the numbers and identifying criteria of undergraduate students, and shall specify the institutions of higher education that will be affected by the agreement.

4.4. Policy Guidelines: Each Utah institution affected by tuition waivers authorized by this part shall establish policy guidelines for evaluating applicants for such waivers.

4.5. Report and Financial Analysis: A report and financial analysis of any waivers of tuition authorized under this part shall be submitted annually to the general session of the Legislature as part of the budget recommendations of the board for the USHE.

R513-5. "Border Waiver" Nonresident Partial Tuition Scholarships: Pursuant to [§53B-8-104](#)

5.1. Border Waivers: An institution may grant a scholarship for partial waiver of the nonresident portion of total tuition charged by public institutions of higher education to nonresident undergraduate students, subject to the limitations provided in this part, if the institution determines that the scholarship will (a) promote mutually beneficial cooperation between Utah communities and nearby communities in states adjacent to Utah; (b) contribute to the quality and desirable cultural diversity of educational programs in the institution; (c) assist in maintaining an adequate level of service and related cost effectiveness of auxiliary

operations in the institution; and (d) promote enrollment of nonresident students with high academic aptitudes.

5.2. Policy Guidelines: The institution shall establish policy for the administration of any "border waiver" partial tuition scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional policy shall include the following provisions:

5.2.1. The amount of the approved scholarship may not be more than ½ of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

5.2.2. a "border waiver" nonresident partial tuition scholarship may be awarded initially only to a nonresident undergraduate student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours, whose legal domicile is within approximately 100 highway miles of the USHE institution at which the recipient wishes to enroll, or within such distance or such designated eligible communities or regions as the Board may establish for each institution;

5.2.3. the total number of "border waiver" nonresident partial tuition scholarships granted by the institution may not exceed a total of 600 such scholarships in effect at any one time as provided in the table below; and

5.2.4. the institution shall determine eligibility for "border waiver" nonresident partial tuition scholarships on the basis of program availability at the institution and on a competitive basis, using quantifiable measurements such as grade point averages and results of test scores.

Institution	Number of Scholarships
University of Utah	30
Utah State University	290
Weber State University	35
Southern Utah University	74
Dixie State University	157
Utah Valley University	10
Snow College	0
Salt Lake Community College	4
USHE Total	600

5.3. Annual Report: The Board submits an annual report and financial analysis of the effects of offering nonresident partial tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the USHE.

R513-6. Nonresident Tuition Scholarships: Pursuant to §53B-8-104.5

6.1. Nonresident Tuition Scholarships: In addition to the "border waiver" scholarships authorized under Section 53B-8-104, USHE presidents are authorized to grant scholarships for a waiver of the nonresident portion of total tuition charged to nonresident students when the scholarships will:

6.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations; and

6.1.2. promote enrollment of nonresident students with high academic aptitudes.

6.2. **Policy Guidelines:** Nonresident tuition scholarships may be awarded at the institutions with the following provisions:

6.2.1. the amount of the approved scholarship may be up to 100 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.2. 675 of the approved scholarships may be at a level of more than 50 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.3. a nonresident scholarship may be awarded initially only to a nonresident student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours; and

6.2.4. a nonresident student who receives a scholarship of greater than 50 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction may not be counted against the funded target for the institution attended.

6.3. **Annual Number of Nonresident Tuition Scholarships:** Each academic year the president of the following institutions may award nonresident tuition scholarships as set forth below, not to exceed a total of 900 such scholarships in effect at any one time:

Institution	Differential Tuition Scholarships (up to 100%)	Differential Tuition Scholarships (up to 50%)	Total
University of Utah	24	14	38
Utah State University	330	112	442
Weber State University	55	15	70
Southern Utah University	96	25	121
Snow College	2	7	9
Dixie State University	161	44	205
Utah Valley University	0	0	0
Salt Lake Community College	7	8	15
USHE Total	675	225	900

6.3.1. Institutions shall determine award eligibility on a meritorious basis, considering measures such as grade point averages and test scores.

6.3.2. In determining eligibility for these scholarships, institutions may consider the impact of maintaining critical enrollment levels in academic programs.

6.3.3. Institutions shall report to the Office of the Commissioner by June 30 each year regarding their intention to use the number of scholarships allocated in 6.3. (Some of these scholarships may be made available to qualified Job Corps students). The Office of the Commissioner may reallocate unused scholarships to other institutions.

6.4. Annual Report: The board submits an annual report and financial analysis of the effects of offering nonresident tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the USHE.

R513-7. Higher Education for Senior Citizens: Pursuant to [Title 53B, Chapter 9](#)

7.1. Senior Citizens Audit Waivers: Utah residents age 62 and over shall be permitted to enroll on a space available audit basis in classes for which they are qualified, in any USHE institution, without regular tuition charges, but subject to payment of the following:

7.1.1. A minimum administrative fee shall be charged, for the institution's cost of registration, record keeping, and report preparation. The fee shall be at least \$10 per semester of registration.

7.1.2. Where applicable, specific course fees also shall be charged.

7.2. Senior Citizens Must Pay Full Tuition to Obtain Credit: No credit shall be awarded to a senior citizen for a course taken pursuant to the senior citizens waiver in 6.1. To receive credit a senior citizen must pay regular tuition.

R513-8. Western Undergraduate Exchange: Pursuant to [§53B-8-103](#)

8.1. Authorization to Participate: USHE institutions are authorized to participate in the WICHE Western Undergraduate Exchange (WUE) Program. This program allows students in 15 participating states to enroll in selected programs at a participating institution outside the student's home state at 150 percent of regular resident tuition.

8.2. WUE Eligible Programs: Each USHE institution shall identify instructional programs in which a WUE student may participate. Institutions shall accept WUE students only in identified WUE eligible programs.

8.3. Time as WUE Student does not Count toward Residency Requirements: The period of time enrolled as a WUE student may not count toward the continuous 12 months requirement for residency for tuition purposes.

8.4. Repay Tuition Differential to Enroll in Restricted Program: An institution may require a WUE student who changes his or her enrollment to a restricted program to repay the difference in tuition that accumulated between the WUE tuition and nonresident tuition during his or her enrollment as a WUE student.

8.5. Institutions WUE Participation Rate: The State Board of Regents may establish the number of waivers an institution may provide to students in the WUE program.

8.6. Reports of Participation: Reports and recommendations regarding participation in the WUE program shall be provided to the Board upon request.

R513-9. Police Officer's and Firefighter's Survivor Tuition Waiver: Pursuant to [Title 53B, Chapter 8c](#)

9.1. Definitions: As used in this part:

9.1.1. **"Child"** means an individual who (a) is a natural or adopted child of a deceased peace officer or deceased firefighter; and (b) was under the age of 25 at the time of the peace officer's or firefighter's death.

9.1.2. **"Department"** means the Department of Public Safety.

9.1.3. **"Killed"** means that the peace officer's or firefighter's death is the direct and proximate result of a traumatic injury incurred in the line of duty.

9.1.4. **"Line of Duty"** means an action that a peace officer or firefighter is obligated or authorized to perform by rule, regulation, condition of employment or service, or law, including a social, ceremonial, or athletic function that the peace officer or firefighter is assigned to or compensated for by the public agency being served.

9.1.5. **"Occupational Disease"** means a disease that routinely constitutes a special hazard in, or is commonly regarded as concomitant of, the peace officer's or firefighter's occupation.

9.1.6. **"Traumatic Injury"** means a wound or the condition of the body caused by external force, including an injury inflicted by bullet, explosive, sharp instrument, blunt object, or other physical blow, fire, smoke, chemical, electricity, climatic condition, infectious disease, radiation, or bacteria, but excluding an occupational disease.

9.1.7. **"Tuition"** means tuition at the rate charged for residents of the state.

9.1.8. **"Utah Firefighter" or "Firefighter"** means a member, including volunteer members and members paid on call, of a fire department or other organization that provides fire suppression and other fire related services, of a political subdivision who is responsible for or is in a capacity that includes responsibility for the extinguishment of fires. This does not include a person whose job description, duties, or responsibilities do not include direct involvement in fire suppression.

9.1.9. **"Utah Peace Officer" or "Peace Officer"** means an employee of a law enforcement agency that is part of or administered by the state or any of its political subdivisions, and whose duties consist primarily of the prevention and detection of crime and the enforcement of criminal statutes or ordinances of this state or any of its political subdivisions.

9.2. **Tuition Waivers for Surviving Spouses and Children:** Subject to the limitations in 9.3, 9.4 and 9.5 below, a USHE institution shall waive tuition for each child and surviving spouse of a Utah peace officer or Utah firefighter who has been killed or is killed in the line of duty if the individual meets the following requirements:

9.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

9.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

9.2.3. applies to the Department for a waiver of tuition under this chapter and provides evidence satisfactory to the Department that (a) the applicant is the surviving spouse or child of a peace officer or firefighter who was killed in the line of duty; (b) the course or courses for which the applicant is seeking a tuition waiver meet the requirements of 9.3; and (c) the applicant meets the other requirements of this part;

9.2.4. for a child of a peace officer or firefighter killed in the line of duty, applies under section 9.2.3 for the first time before the age of 25;

9.2.5. is certified by the financial aid officer at the institution as needing the tuition waiver in order to meet recognized educational expenses, with the understanding that if the applicant's family income, excluding any income from death benefits attributable to the peace officer's or firefighter's death, is below 400 percent of the poverty level under federal poverty guidelines, then the income from any death benefits accruing to the applicant as a result of the death may not be counted as family income in determining financial need under this 9.2.5;

9.2.6. maintains satisfactory academic progress, as defined by the institution, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

9.2.7. has not achieved a bachelor's degree and has received tuition reimbursement under this chapter for less than 124 semester credits or 180 quarter credits at an institution of higher education.

9.3. Limited Term for Waiver: A child or surviving spouse of a peace officer or firefighter who was killed in the line of duty is eligible for a tuition waiver under this section of not more than nine semesters or the equivalent number of quarters.

9.4. Waiver Only If Tuition Not Otherwise Covered: Tuition shall be waived only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, or any other source of tuition coverage available for a waiver.

9.5. Waiver for Required Courses Only: An institution shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the child or surviving spouse is enrolled.

9.6. Prior Approval by Department: Upon receiving an application under Utah Code 53B-8c-103(1)(c), the Department shall determine whether the applicant and the courses for which tuition waiver is sought meet the requirements of Section 53B-8c-103 and, if so, shall approve the application and notify the higher education institution that the application has been approved.

9.7. Department Cooperation: The institutions shall cooperate with the Department in developing efficient procedures for the implementation of this program and shall use the forms and applications provided by the Department.

9.8. Annual Reports: The institutions shall provide information to the Department for the Department's annual report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at each institution and the total amounts paid under this chapter for the fiscal year. The institutions shall provide reports to the Board as part of the annual budget process.

9.9. Annual Appropriation: The statute provides that the Legislature may annually appropriate the funds necessary to implement this program, including moneys to offset the tuition waivers at each institution.

R513-10. Tuition Waivers for Wards of the State: Pursuant to [Title 53B, Chapter 8d](#)

10.1. Definitions: As used in this part:

10.1.1. "Division" means the Division of Child and Family Services.

10.1.2. "Long-term Foster Care" means an individual who remains in the custody of the Division, whether or not the individual resides with licensed foster parents or in independent living arrangements under the supervision of the Division.

10.1.3. "State Institution of Higher Education" means those institutions designated in Section 53B-1-102 and any public institution that offers postsecondary education in consideration of the payment of tuition or fees for the attainment of educational or vocational objectives leading to a degree or certificate, including business schools, technical schools, applied technology centers, trade schools, and institutions offering related apprenticeship programs.

10.1.4. "Tuition" means tuition at the rate for residents of the state.

10.1.5. "Ward of the State" means an individual (a) who is at least 17 years of age and not older than 26 years of age; (b) who had a permanency goal in the individual's treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; and (c) for whom the custody of the Division was not terminated as a result of adoption.

10.2. Tuition Waivers for Wards of the State: Subject to the limitations in 10.3, 10.4, and 10.5, a state institution of higher education shall waive tuition for each ward of the state applicant who meets the following requirements:

10.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

10.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

10.2.3. provides the institution with documentation from the Division that the Division has verified: (a) applicant is at least 17 years of age and not older than 26 years of age; (b) applicant had a permanency goal in the Division treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; (c) applicant's custody was not terminated as a result of adoption; (d) applicant was in the custody of the Division for an aggregate period of not less than 24 months; (e) applicant applied for the first time under this program before the age of 22; and (f) applicant has not achieved a bachelors degree, and has received tuition reimbursement under this program for less than 124 semester credits (or 180 quarter credits) and for not more than nine semesters at an institution of higher education.

10.2.4. verifies that the course or courses for which the applicant is seeking a tuition waiver meet the requirements of 10.3;

10.2.5. is certified by the financial aid officer at the higher education institution as needing the tuition waiver in order to meet recognized educational expenses;

10.2.6. maintains satisfactory academic progress, as defined by the institution of higher education, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

10.3. Limited Term of Waiver: A ward of the state is eligible for a tuition waiver under this section for not more than nine semesters.

10.4. Waiver Only if Tuition Not Otherwise Covered: Tuition shall be waived (a) after the individual has applied for financial assistance, including scholarships and Pell Grants; and (b) only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, Pell Grant, or any other source of tuition coverage available for a waiver.

10.5. Waiver for Required Courses Only: An institution of higher education shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the student is enrolled.

10.6. Reimbursement of Waivers by Division: The institutions shall seek reimbursement from the Division for any tuition waived under this chapter.

10.7. Report to Legislature: As part of the annual budget process, the Board shall report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at the institution and the total amounts reimbursed by the Division under this program for the fiscal year.

R513-11. Tuition Exemption for Teachers: Pursuant to [§53A-6-104](#)

11.1. "Educator" Defined: An educator is a person currently employed in the Utah public school system who is a licensed educator in good standing or has been issued a letter of authorization permitting such employment under [Utah Code 53A-6-104](#), the Board Licensure section of the Educator Licensure and Professional Practices Act.

11.2. Tuition Waivers for Teachers: An educator who enrolls in a course of study determined by the State Board of Education to satisfy the professional development requirements of [§53A-6-104\(2\)\(b\)\(i\)](#) is exempt from the tuition charges for a class taken as part of that course of study provided that the following conditions are met:

11.2.1. Master's and Doctoral Degree Candidates: Because of the extensive involvement of faculty members in committees, mentoring, and counseling of master's and doctoral degree candidates, the concept of surplus space does not apply and such educators are not eligible for the exemption from tuition under this section.

11.2.2. Administrative Semester Registration Fee: The institution may charge an educator an administrative semester registration fee not to exceed \$100 per semester to cover the actual increased costs associated with registration, verification of educator status, identification of eligible courses, certification of space availability, and record keeping.

11.2.3. Surplus Space Enrollment: The educator may be enrolled on the basis of surplus space as determined by the institution under these rules and guidelines as follows:

11.2.3.1. If a principal or substantial reason for the institution to offer the class is to serve educators, then no educator enrolled in that class can be considered to be enrolled on the basis of surplus space, and therefore cannot be eligible for this exemption from tuition charges;

11.2.3.2. If the class meets the requirements of 53A-6-104(2)(b)(i) but does not have as a principal or substantial purpose to serve educators, then the institution shall define the optimum class size of the class in accordance with regular procedures and normal teaching loads in that space within the institution's approved budget. The number of surplus space enrollments available to educators is determined by subtracting from the optimum class size the number of tuition paying students enrolled in the class. The surplus space enrollments may then be filled by educators on a first come first served basis. However, in order to maintain the optimum class size, educators exempt from tuition may be bumped (last in, first out) by regular tuition paying students who later register for the class.

R513-12. Tuition Reimbursement for Sequential Mandarin Chinese Course: Pursuant to [53A-15-101.5](#)

12.1. **Extended Sequential Study for Difficult Languages:** Difficult languages require extended sequences of study to acquire proficiency in listening, speaking, reading, and writing.

12.2. **Mandarin Chinese Program:** The Board and the State Board of Education, in consultation with the Utah Education Network, may develop and implement a concurrent enrollment course of study in Mandarin Chinese. The course shall be taught over EDNET to high school juniors and seniors in the state's public education system.

12.3. **Tuition Reimbursement:** Students who successfully complete the concurrent enrollment course in Mandarin Chinese offered under the part shall receive tuition reimbursement for a sequential Mandarin Chinese course they successfully complete with a "B" grade or above at an institution within the USHE.

R513-13. Exemption for Certain Students with Utah High School Graduation: Pursuant to [§53B-8-106](#). A student, other than a non-immigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student:

13.1. attended high school in Utah for three or more years;

13.2. graduated from a high school in this state or received the equivalent of a high school diploma in Utah; and

13.3. registers as an entering student at a USHE institution not earlier than the fall of the 2002-03 academic year.

13.4. **Affidavit:** In addition to the requirements of R513-13, a student without lawful immigration status shall file an affidavit with the USHE institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

13.5. For the purposes of this section, "entering student" means a student whose first matriculation in any institution of higher education is in a public institution of higher education within the Utah System of Higher Education.

R513-14 Exemption of Nonresident Tuition for Certain Foreign Nationals: Pursuant to [§53B-8-102](#). A student shall be exempt from paying the nonresident portion of total tuition if the student

14.1. is a foreign national legally admitted to the United States;

14.2. attended a Utah high school in Utah for three or more years; and

14.3. graduated from a Utah high school or received the equivalent of a high school diploma in Utah.

R513-15 Waiver of Tuition for Purple Heart Recipients: Pursuant to [§53B-8e-101](#). USHE institutions shall waive undergraduate tuition for each Purple Heart recipient who is admitted as a full-time, part-time, or summer school student in an undergraduate program of study leading to a degree or certificate, provided that the student is a resident of the state as determined under Section 53B-8-102, and that the student submits verification from the Division of Veterans Affairs that the student has earned a Purple Heart award as a result of military service.

R513-16 Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action: Pursuant to [§53B-8-107](#)

16.1. Tuition Waiver: USHE institutions shall waive undergraduate tuition for surviving dependents of a Utah resident, as defined in Utah Code §53B-8-107, who, as a member of the armed forces of the United States, including the Utah National Guard or a reserve component, was killed or died of wounds or injuries received while serving on federal active duty, under orders of competent authority and not as a result of the member's own misconduct.

16.1.1. The dependent must be accepted by the institution as a student in accordance with the institution's admission guidelines.

16.1.2. The dependent must be a resident student as defined by Utah Code §53B-8-102 and Regent Policy R512.

16.1.3. The dependent may not be excluded from the waiver if the dependent has previously taken courses at, or has been awarded credit by, a USHE institution.

16.2. Certification by Adjutant General or Designee: The adjutant general, after consultation with federal authorities if necessary, shall certify to the institution that the dependent is a surviving dependent eligible for the waiver. The adjutant general may delegate this responsibility to the Utah Department of Veterans Affairs.

16.3. Definition of "Dependent": For purposes of this policy, the term "dependent" shall include a surviving spouse.

16.4. Limitations on Waiver: The waiver is subject to the following limitations:

16.4.1. The waiver is not applicable if the dependent has already completed an undergraduate degree.

16.4.2. The waiver is applicable for undergraduate study only.

16.4.3. The dependent may only utilize the waiver for courses that are applicable toward the degree or certificate requirement of the program in which the dependent is enrolled.

16.4.4. The waiver is not applicable to fees, books, or housing expenses, and tuition shall be waived only to the extent that tuition is not covered by scholarships, Pell Grants, statutory benefit, or any other form of non-loan tuition coverage.

R513-17. Alumni Legacy Nonresident Scholarships: Pursuant to [§53B-8-103.5](#)

17.1. Alumni Legacy Nonresident Scholarships: In addition to other nonresident tuition scholarships, USHE presidents may also waive an amount up to the full nonresident portion of tuition for alumni legacy nonresident scholarships when the scholarship will:

17.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations in institutions of higher education; and

17.1.2. promote enrollment of nonresident students with high academic aptitudes;

17.1.3. recognize the legacy of past graduates and promote a continued connection to their alma mater.

17.2. Policy Guidelines: The institution shall establish institutional procedures for the administration of any Alumni Legacy Nonresident Scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional procedures shall include the following criteria and provision:

17.2.1. enroll at an institution within the USHE for the first time; and

17.2.2. have at least one parent or grandparent who graduated with an associate's degree or higher from the same institution in which the student is enrolling.

17.2.3. A student who attends an institution within the USHE on an Alumni Legacy Nonresident Scholarship may not count the time during which the scholarship is received towards establishing resident student status in Utah.

R513-18. Exemption of Nonresident Tuition as Athletic Scholarships: Pursuant to [§53B-8-102](#). In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and this policy (R513), each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.

R513-19. When Verification of Lawful Presence is Not Required. As provided by Utah Code Ann. §63G-12-402, verification of lawful presence in the United States is not required of a student who is a graduate of a high school located in Utah and (1) is exempt from paying the nonresident portion of total tuition under Utah Code Ann. §53B-8-106; or (2) applies for, and may be awarded, a privately funded scholarship that is administered by a USHE institution.

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines

Issue

As part of the annual Capital Development Prioritization (CDP) process, regent policy R741, *Capital Development Prioritization* requires the Regents to establish and adopt priority guidelines which help to outline the most pressing and critical needs related to facility requests.

Background

The Regents Capital Facilities Subcommittee met in early April to review the outcomes and lessons learned from last year's CDP process and to review and establish recommended priority guidelines for this year. The Subcommittee recommends adopting the same priority guidelines as last year, due to the tremendous support that USHE institutions received from the Legislature which funded four of the seven prioritized capital development projects advanced last session. The recommended priority guidelines for 2017-18 follow in the attachment.

The Regents' CDP process consists of two parts: a quantitative analysis and a qualitative review by Regents regarding how well a project addresses the priority guidelines and the Regents' priorities beyond what is captured in the quantitative analysis.

The CDP quantitative analysis evaluates how well an institution's proposed project addresses the following categories:

- Space needs analysis
- Non-appropriated funding
- Institutional priorities
- Facility condition
- Major infrastructure needs

Priority guidelines highlight the Regents' most pressing and critical needs related to capital development and provide guidance to institutions prior to the beginning of the annual CDP process. As part of the qualitative review, Regents award points to proposed projects on how well the projects meet the predetermined Regents' priority guidelines.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed guidelines for use by the Regents and institutions during the upcoming CDP cycle.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

Capital Development Priority Guidelines for FY 2018

Step 4 – Prioritization of Projects for Funding Consideration - the Regents have a category of Regents Priority Points that they may use on a discretionary basis to address what are determined to be the most pressing and critical USHE needs. The proposed guidelines for prioritization of projects for FY 2018 funding consideration are as follows:

Guideline Based Points **0-10 Points**

Critical Programmatic and Infrastructure Needs		10 Points
<ul style="list-style-type: none"> • Imminent threats to daily operations and program delivery • Extraordinary economic development/competitive opportunities • Enhancement of critical programs (science, engineering, technology, etc.) • Facilities needs to achieve strategic plan 2025 goals 		
High Priority Issues		
<ul style="list-style-type: none"> • Strategic planning & emerging time-sensitive opportunities <li style="padding-left: 20px;">Branch and satellite campus development <li style="padding-left: 20px;">Significant changes in role and mission <li style="padding-left: 20px;">Mergers and partnerships • Operational and programmatic efficiency <li style="padding-left: 20px;">Sustainability (energy conservation and efficiency) <li style="padding-left: 20px;">Operational efficiency (optimization of O&M costs) <li style="padding-left: 20px;">Innovative and cost effective delivery of academic programs <li style="padding-left: 20px;">Improved space utilization <li style="padding-left: 20px;">Eliminate functional obsolescence of equipment and space 	}	5-8 Points
Fulfills a Non-Critical Need		3 Points
<ul style="list-style-type: none"> Core programmatic enhancement Strengthen program deficiencies 		
Project Does Not Qualify for Regents' Priority Points		0 Points

Discretionary Points **0-15 Points**

These points are designed to position institutions to further develop and enhance their assigned missions and roles (see R741.3.4.1). It also is the intent of the Regents to give appropriate consideration to projects that respond straightforwardly in helping to achieve the goals and recommendations of the *HigherEdUtah 2020 Plan*. Consideration will also be given, where deemed to be appropriate, to projects with prior approved Legislative planning funding.

Total Regents Priority Points **25 Points**

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2016-17 Performance Based Funding Amendments and Allocation

Issue

The Board of Regents received an appropriation of \$5 million one-time funds from the 2016 Legislature to support USHE performance funding initiatives. In addition there are two recommended changes to the performance funding model for FY 2017: a legislative change in the definition of the institutional efficiency metric and a change in the data source used to identify graduate research expenditures.

Background

During the 2015 legislative session, the Legislature passed Senate Bill 232 *Higher Education Performance Funding* and appropriated \$9 million (\$2 million on-going and \$7 million one-time) to implement Performance Based Funding at USHE institutions. The Legislature charged the Board of Regents to develop a funding model that focused on the following five performance metrics:

- Degrees and certificates granted
- Services provided to traditionally underserved populations
- Responsiveness to workforce needs
- Institutional efficiency (graduation efficiency)
- Graduate research for research universities

Last year, the Commissioner and his staff worked collaboratively with co-chairs Senator Urquhart and Representative Grover, USHE presidents, and institutional representatives to develop a performance funding model that met the requirements and intent of S.B. 232. The model developed was approved by the Regents at the July 2015 board meeting. Regents approved the detailed descriptions of the performance metrics, methodology, and proposed implementation guidelines and approved the allocation of the \$9 million to USHE institutions.

The USHE performance funding model begins by identifying the possible funds that an institution could earn by using the institution's share of USHE graduates and state tax funding, weighted equally (50/50). This amount is then divided among the performance metrics for each institution, establishing a target amount that an institution could earn for each metric. Each institution's performance is then measured as an output using a five-year rolling average comparison in order to earn the available funds.

The USHE performance model requires that institutions demonstrate progress in the performance metrics in order to receive 100 percent of their earned allocation. Progress is defined as the outputs improving by one percent or greater (compared to the previous five-year rolling average). If institutions stay the same for a particular measure (defined as within a band of +/- 1 percent), or decrease in their 5-year rolling average, they will be awarded 95 percent of the amount earned. Funds not awarded through the performance funding model were redistributed to institutions on a one-time basis in proportion to their success in meeting identified metrics.

Regents recognized that as the system gains further experience with the implementation of the model, additional improvements to the metrics and/or methodology may be made and asked that changes come back to the Board for approval. There are two proposed changes to the performance funding model for FY2017: a legislative change in the definition of the institutional efficiency metric and a change in the data source used for the graduate research expenditures.

The first change is as a result of legislative intent language passed in House Bill 2 that changed the definition of the institutional efficiency metric (graduation rates) from 150 percent graduation rate for first-time full-time students to awards per FTE, beginning July 1, 2016. This change removes peer comparisons in the institutional efficiency metric, graduate research metric, and safe harbor condition, replacing them with five year rolling averages as currently used in the other three metrics. The second change recommended is to change the data source used for graduate research expenditures to Integrated Postsecondary Education Data System (IPEDS) similar to other performance metrics for consistency in data sources for all performance metrics.

The 2017 Performance Funding model is attached. The attachment has three pieces:

- Proposed Performance Funding Model Description Document
- Performance Funding Detail by Institution
- One-Time Reallocation of Unearned Funds and Total Earned Funds

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the following recommendations regarding the Performance Based Funding Model:

1. Approve the changes outlined in the Performance Funding Model Document;
2. Approve the following fund allocation for fiscal year 2016-17;

<u>University of Utah:</u>	<u>\$1,387,306</u>
<u>Utah State University:</u>	<u>\$1,072,945</u>
<u>Weber State University:</u>	<u>\$ 651,510</u>
<u>Southern Utah University:</u>	<u>\$ 220,916</u>
<u>Snow College:</u>	<u>\$ 139,173</u>
<u>Dixie State University:</u>	<u>\$ 243,446</u>
<u>Utah Valley University:</u>	<u>\$ 718,993</u>
<u>Salt Lake Community College:</u>	<u>\$ 565,711</u>
<u>Total:</u>	<u>\$5,000,000</u>

3. Direct institutions to use the performance based funding to enhance the performance of the institution including in the areas of total number of graduates, graduates in high market-demand areas, service to underserved populations, and improving retention and graduation rates; and
4. Report back to the Board at the July 2016 Board meeting highlighting planned uses of these funds.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

Performance Funding Allocation to Institutions

Funds are allocated to each institution based on a 50/50 weighting of:

1. Percentage share of total ongoing USHE state appropriations from the most recent fiscal year (2017).
2. Percentage share of total USHE degrees and certificates awarded for the most recent academic year that data is available (2014-15).

For FY 2017, the Legislature appropriated \$5 million to Performance Funding (all one-time). As funds are earned and distributed for 2016-17.

The following table provides the breakdown by institution if 100% of the funding were earned (as defined above) as well as individual allocations based on the agreed-upon metric weightings identified with the Higher Education Appropriations Subcommittee (HEAC) Co-Chairs.

Institution	% of Total Appropriation	Total Allocation	Completions	Underserved	Market	Efficiency	Research
Metric Weighting			25%	10%	10%	40%	15%
UU	27.90%	\$1,395,200	\$348,800	\$139,520	\$139,520	\$558,080	\$209,280
USU	21.33%	\$1,066,500	\$266,625	\$106,650	\$106,650	\$426,600	\$159,975
Metric Weighting			25%	15%	10%	50%	
WSU	12.69%	\$634,300	\$158,575	\$95,145	\$63,430	\$317,150	
SUU	4.53%	\$226,400	\$56,600	\$33,960	\$22,640	\$113,200	
SNOW	2.71%	\$135,600	\$33,900	\$20,340	\$13,560	\$67,800	
DSU	4.99%	\$249,400	\$62,350	\$37,410	\$24,940	\$124,700	
UVU	14.00%	\$700,000	\$175,000	\$105,000	\$70,000	\$350,000	
SLCC	11.85%	\$592,600	\$148,150	\$88,890	\$59,260	\$296,300	
Total	100.00%	\$5,000,000	\$1,250,000	\$626,915	\$500,000	\$2,253,830	\$369,255

Metric Definitions

SB 232, passed in 2015, defines the performance outcomes on which USHE institutions will be measured. Data will be taken from a 5-year period that culminates with the most recent academic year (2014-15). Working with the Co-Chairs of the HEAC, below are the definitions associated with each metric outlined in SB 232. **Changes to the Efficiency Metric were outlined in the 2016 Legislative session.**

Metric	Definition
Completion	<ul style="list-style-type: none"> Total certificates, associate, bachelor's, master's, and doctorate awards as reported to the Integrated Postsecondary Education Data System (IPEDS). Awards are weighted according to weights reviewed by HEAC (http://le.utah.gov/interim/2015/pdf/00001151.pdf). This includes transfer students reported in the IPEDS Graduation Rate Survey for two-year institutions.
Underserved Students	<ul style="list-style-type: none"> Total number of students receiving Pell grant assistance according to the IPEDS Financial Aid Survey (1:1 value for all students). Note: USHE is exploring additional data to be collected from institutions to improve this definition by focusing on first-generation students served.
Market Demand	<ul style="list-style-type: none"> Assign classification of instructional program (CIP) codes to the corresponding top 10 "5-star" occupations requiring a college degree or certificate (as defined by the Utah Department of Workforce Services) & STEM degrees. "5 Star" Degree areas by CIP: <ul style="list-style-type: none"> 01) AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCE 03) NATURAL RESOURCES AND CONSERVATION 11) COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES 14) ENGINEERING 15) ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS 26) BIOLOGICAL AND BIOMEDICAL SCIENCES 27) MATHEMATICS AND STATISTICS 41) SCIENCE TECHNOLOGIES/TECHNICIANS 51) HEALTH PROFESSIONS AND RELATED PROGRAMS 13) EDUCATION. 46) CONSTRUCTION TRADES. 52) BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES
Graduation Efficiency	<ul style="list-style-type: none"> Awards per FTE Students Awards: Total awards granted as reported to the IPEDS completions survey (first major only). <ul style="list-style-type: none"> o In the case of multiple degrees (e.g. associate, bachelor's) in the same year, both degrees are counted. o Double majors with the same degree (BS Business, BS Economics) are only counted once. FTE: Total 12 Month FTE as reported on the IPEDS 12 Month Enrollment Report Five year averages were computed for this metric Institutions are compared to previous 5 year average and the percentage of the previous 5-year average was multiplied by the available allocation for the potential award amount. <ul style="list-style-type: none"> o An institution must<u>would need</u> be at a 101% of the previous 5-year average to receive full funding.
Research (University of Utah, Utah State University only)	<ul style="list-style-type: none"> Data for this metric was replaced with <i>Total Research Expenditures</i>, as reported on the IPEDS Finance survey. Comparison groups were dropped from the analysis and a five year average for each institution was computed. Five year average comparison is the same method as used in the other metrics Dollar value was recalibrated for similar results as were observed in the 2016 allocation Change was necessitated by need for yearly data

Below is an explanation of terms used on the attached institution funding detail for FY17 for the following metrics:

COMPLETION, UNDERSERVED STUDENTS, MARKET DEMAND, RESEARCH

Dollar Multiplier

Ties the weighted performance metrics (Completion, Underserved Students, Market Demand, and Research) to corresponding funding allocations. **The dollar multipliers have been updated**

proportionally based on amounts appropriated by the Legislature for Performance Funding. This was done by dividing 5,000,000 / 9,000,000 \approx .55, then $.55 * \$25 = 13.89$. The dollar amount was then adjusted to \$13.75 based on comparisons to 2016 data and the value that would have yielded similar distributions of awards (percentage of allocation) if the 2016 funding amount had been at \$5,000,000. This adjustment was based on the primary allocation/ earned amounts and not the awarded amounts after the reallocated funds were applied.

Available Allocation

The funds available for a specific metric based on the current appropriation, distributed according to each metric's weighting.

Earned Units

Completion, Underserved Students, Market Demand, Research

The five-year historical average of the summed units earned in a specific metric, weighted according to the agreed-upon weighting rubric (e.g. four units per four-year degree awarded, one unit per certificate awarded).

Research

The total research expenditures dollars (x1000) for each of the research colleges (see Metrics above).

Potential Award

The total dollars an institution could conceivably earn within a specific metric. This often exceeds the dollars available based on funding, as it is based solely on the dollar multiplier and weighted units regardless of actual funding.

Earned Award

The amount of **actual** funds earned by an institution, within a specific metric, based on its performance and corresponding funded portion of that metric. The funded portion is the allocated amount of the institution's overall share of the total current appropriation to USHE, divided among the institution's metric weightings.

Percent Funded

The *Earned Award* as percentage of the *Available Allocation*.

Unearned Balance

The unearned funds within a specific metric become part of an overall one-time reallocation for each metric. The unearned funds are redistributed to all institutions based on each institution's portion of all funds awarded in each metric. For example, if an institution is awarded 50% of all funds awarded for the Completion metric, it would earn 50% of the overall unearned allocation for that metric.

Below is an explanation of terms used on the attached institution funding detail for FY16 for:

GRADUATION EFFICIENCY

Available Allocation

The funds available for a specific metric based on the current appropriation, distributed according to each metric's weighting.

Awards per FTE

A calculation based on the ratio of total awards granted as reported to the Integrated Postsecondary Education Data System (IPEDS Completions survey and the 12-Month Full-time Equivalent Students as reported on the IPEDS 12-Month Enrollment Survey.

Earned Award

The proportional amount of an institution's *Available Allocation* earned based a comparison to the previous 5 year average. *Formula: (current 5-yr rolling average / previous 5-year rolling average) * available allocation.* Note: the current 5-year average must be at least 101% of the previous five year average in order to receive full funding.

MEASURING YEAR-TO-YEAR OUTCOMES FOR COMPLETIONS, UNDERSERVED STUDENTS, AND MARKET DEMAND

FY16 - Baseline Year

If approved by the Board of Regents, FY16 will be used to define the appropriate benchmarks for the weighted units of each metric. FY16 Performance Funds will be allocated by August 31, 2015. The Dollar Multipliers are consistent across institutions for each metric to establish a baseline against which future progress will be measured.

Five-Year Rolling Average Measures Year-to-Year Progress

Each year beginning in 2015-16, a new five-year historical average for each metric will be used and then measured against the previous year's five-year historical average to determine outcomes in each metric. This rolling average (adding the most recent year's data and dropping the oldest year) is the output measure that determines the *Earned Award* for each metric.

FY17 and Beyond:

To anticipate the normal variability in outcome measures beyond any institution's control, a control band of +/- 1% of an institution's five-year rolling average for each metric is established to mitigate the effects of such short-run variations. Increases and decreases will be calculated using the percentage decrease from the previous year's earned units, with funding awarded using the *Dollar Multiplier* of the current year.

To encourage year-to-year progress beyond current efforts, an institution must increase its five-year rolling average of *Earned Units* by one percent (1%) or more annually. If the *Earned*

Units of the most recent year are within the control band or less than the previous year's Earned Units, the Actual Award for that metric will be reduced by 5%. It is expected that with experience in implementing this model additional modifications may be made over time to fulfill the goals of SB 232.

Example:

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	5 Year Average
1st five year rolling average	5,500	5,555	5,611	5,667	5,723		5,611
2nd five year rolling average		5,555	5,611	5,667	5,723	5,781	5,667
Percent change of the 5 year rolling averages = (5,667-5,611) / 5,611 =							1%

SAFE HARBOR

[Intent language adopted by the Legislature in 2016SB-232](#) specified that efficiency measure (graduation rates) would be replaced with certificates/degrees per full-time equivalent student and performance measures are now only based institutional progress by comparing 5 year rolling averages.

Additionally, the research metric for the University of Utah and Utah State University are also now based on a five year rolling averages of research expenditure and not peer rankings. These changes have eliminated all measures that utilized lists of comparable institutions.

Since comparable institutions are no longer used in performance metrics, the Safe Harbor measures based on peer comparisons have also been discontinued.

ATTACHMENTS:

- Weighting and Unit matrix approved by the Higher Education Appropriations Subcommittee for purposes of defining the *Potential Award* and measuring the *Earned Award* for the Completion, Underserved Students, and Market Demand metrics (with minor modifications agreed to by the Subcommittee Chairs).
- Proposed second year (FY17) Performance Funding allocation and award detail for each USHE institution.

Performance Funding Detail by Institution
Recalibrated amounts

Research Universities						
	Completion	Underserved Students	Market Demand	Research	Efficiency	Total
<i>Weighting</i>	25%	10%	10%	15%	40%	100%
<i>Dollar Multiplier</i>	\$13.75	\$13.75	\$13.75	\$1.75		
University of Utah						
Available Allocation (27.90%)	\$ 348,800	\$ 139,520	\$ 139,520	\$ 209,280	\$ 558,080	\$1,395,200
Earned Units (5-Yr Average)	26,904	7,487	11,801.0	269,756	101.03%	
Potential Award	\$ 369,930	\$ 102,946	\$ 162,264	\$ 472,073	\$ 563,849	
1% Progress Measure (increase/decrease)	2.81%	5.02%	4.68%	1.81%	1.03%	
Actual Award within Available Allocation	\$ 348,800	\$ 102,946	\$ 139,520	\$ 209,280	\$ 558,080	\$1,358,626
<i>Percent (%) Funded</i>	100.0%	73.8%	100.0%	100.0%	100.0%	97.4%
Balance	\$ 0	\$ 36,574	\$ 0	\$ 0	\$ 0	\$ 36,574
Utah State University						
Available Allocation (21.33%)	\$ 266,625	\$ 106,650	\$ 106,650	\$ 159,975	\$ 426,600	\$1,066,500
Earned Units (5-Yr Average)	18,160	8,929	9,457.0	136,727	102.71%	
Potential Award	\$ 249,700	\$ 122,774	\$ 130,034	\$ 239,272	\$ 438,144	
1% Progress Measure (increase/decrease)	3.64%	3.53%	4.26%	4.26%	2.71%	
Actual Award within Available Allocation	\$ 249,700	\$ 106,650	\$ 106,650	\$ 159,975	\$ 426,600	\$1,049,575
<i>Percent (%) Funded</i>	93.7%	100.0%	100.0%	100.0%	100.0%	98.4%
Balance	\$ 16,925	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,925

Performance Funding Detail by Institution
Recalibrated amounts

Regional Universities					
	Completion	Underserved Students	Market Demand	Efficiency	Total
<i>Weighting</i>	25%	15%	10%	50%	
<i>Dollar Multiplier</i>	\$13.75	\$13.75	\$13.75		
Weber State University					
Available Allocation (12.69%)	\$ 158,575	\$ 95,145	\$ 63,430	\$ 317,150	\$ 634,300
Earned Units (5-Yr Average)	13,760	7,187	8,353.0	103.20%	
Potential Award	\$ 189,200	\$ 98,821	\$ 114,854	\$ 327,297	
1% Progress Measure (increase/decrease)	4.47%	4.77%	4.68%	3.20%	
Actual Award within Available Allocation	\$ 158,575	\$ 95,145	\$ 63,430	\$ 317,150	\$ 634,300
Percent (%) Funded	100.0%	100.0%	100.0%	100.0%	100.0%
Balance	\$ 0	\$ 0	\$ 0	\$ 0	\$
Southern Utah University					
Available Allocation (4.53%)	\$ 56,600	\$ 33,960	\$ 22,640	\$ 113,200	\$ 226,400
Earned Units (5-Yr Average)	5,224	2,872	2,725.0	100.29%	
Potential Award	\$ 71,830	\$ 39,490	\$ 37,469	\$ 113,530	
1% Progress Measure (increase/decrease)	-0.51%	0.50%	-2.06%	0.29%	
Actual Award within Available Allocation	\$ 53,770	\$ 32,262	\$ 21,508	\$ 107,540	\$ 215,080
Percent (%) Funded	95.0%	95.0%	95.0%	95.0%	95.0%
Balance	\$ 2,830	\$ 1,698	\$ 1,132	\$ 5,660	\$ 11,320

Performance Funding Detail by Institution
Recalibrated amounts

	Completion	Underserved Students	Market Demand	Efficiency	Total
Dixie State University					
Available Allocation (4.99%)	\$ 62,350	\$ 37,410	\$ 24,940	\$ 124,700	\$ 249,400
Earned Units (5-Yr Average)	4,608	3,883	1,879.0	95.77%	
Potential Award	\$ 63,360	\$ 53,391	\$ 25,836	\$ 119,425	
1% Progress Measure (increase/decrease)	3.84%	3.72%	-1.88%	-4.23%	
Actual Award within Available Allocation	\$ 62,350	\$ 37,410	\$ 23,693	\$ 113,454	\$ 236,907
Percent (%) Funded	100.0%	100.0%	95.0%	91.0%	95.0%
Balance	\$ 0	\$ 0	\$ 1,247	\$ 11,246	\$ 12,493
Utah Valley University					
Available Allocation (14.00%)	\$ 175,000	\$ 105,000	\$ 70,000	\$ 350,000	\$ 700,000
Earned Units (5-Yr Average)	14,738	12,385	6,373	102.56%	
Potential Award	\$ 202,648	\$ 170,294	\$ 87,629	\$ 358,947	
1% Progress Measure (increase/decrease)	6.51%	3.15%	6.22%	2.56%	
Actual Award within Available Allocation	\$ 175,000	\$ 105,000	\$ 70,000	\$ 350,000	\$ 700,000
Percent (%) Funded	100.0%	100.0%	100.0%	100.0%	100.0%
Balance	\$ 0	\$ 0	\$ 0	\$ 0	\$

Performance Funding Detail by Institution
Recalibrated amounts

Community Colleges						
	Completion	Underserved Students	Market Demand		Efficiency	Total
<i>Weighting</i>	25%	15%	10%		50%	
<i>Dollar Multiplier</i>	\$13.75	\$13.75	\$13.75			
Snow College						
Available Allocation (2.71%)	\$ 33,900	\$ 20,340	\$ 13,560		\$ 67,800	\$ 135,600
Earned Units (5-Yr Average)	2,798	1,472	989		101.50%	
Potential Award	\$ 38,473	\$ 20,240	\$ 13,599		\$ 68,820	
1% Progress Measure (increase/decrease)	4.93%	5.61%	2.21%		1.50%	
Actual Award within Available Allocation	\$ 33,900	\$ 20,240	\$ 13,560		\$ 67,800	\$ 135,500
Percent (%) Funded	100.0%	99.5%	100.0%		100.0%	99.9%
Balance	\$ 0	\$ 100	\$ 0		\$ 0	\$ 100
Salt Lake Community						
Available Allocation (11.85%)	\$ 148,150	\$ 88,890	\$ 59,260		\$ 296,300	\$ 592,600
Earned Units (5-Yr Average)	11,414	8,776	3,330		98.61%	
Potential Award	\$ 156,943	\$ 120,670	\$ 45,788		\$ 292,170	
1% Progress Measure (increase/decrease)	-0.85%	3.12%	-2.00%		-1.39%	
Actual Award within Available Allocation	\$ 140,743	\$ 88,890	\$ 43,498		\$ 277,561	\$ 550,692
Percent (%) Funded	95.0%	100.0%	73.4%		93.7%	92.9%
Balance	\$ 7,408	\$ 0	\$ 15,762		\$ 18,739	\$ 41,908
Remaining Balances (to be reallocated based on performance)						
	Completion	Underserved Students	Market Demand	Research	Efficiency	Total
	27,163	38,372	18,140.9	0	35,645	\$ 119,320

Percent of Total Funded Applied to Unallocated	<i>Underserved</i>						<i>Total</i>	<i>% of Total</i>
	<i>Completion</i>	<i>Students</i>	<i>Market Demand</i>	<i>Efficiency</i>	<i>Research</i>			
5-year Average Unallocated	\$ 27,163	\$ 38,372	\$ 18,141	\$ 35,645	\$ -	\$ 119,320		
University of Utah	7,748	6,712	5,253	8,968	-	28,680	24.04%	
Utah State University	5,547	6,953	4,015	6,855	-	23,370	19.59%	
Weber State University	3,522	6,203	2,388	5,096	-	17,210	14.42%	
Southern Utah University	1,194	2,103	810	1,728	-	5,836	4.89%	
Dixie State University	1,385	2,439	892	1,823	-	6,539	5.48%	
Utah Valley University	3,887	6,846	2,635	5,624	-	18,993	15.92%	
Snow College	753	1,320	511	1,090	-	3,673	3.08%	
Salt Lake Community College	3,126	5,795	1,638	4,460	-	15,020	12.59%	
Total	\$ 27,163	\$ 38,372	\$ 18,141	\$ 35,645	\$ -	\$ 119,320	100.00%	

TOTAL ALLOCATION

Funded and Redistribution of Unallocated	<i>Underserved</i>						<i>Total</i>	<i>% of Total</i>
	<i>Completion</i>	<i>Students</i>	<i>Market Demand</i>	<i>Efficiency</i>	<i>Research</i>			
5-year Average								
University of Utah	356,548	109,658	144,773	567,048	209,280	1,387,307	27.75%	
Utah State University	255,247	113,603	110,665	433,455	159,975	1,072,945	21.46%	
Weber State University	162,097	101,348	65,818	322,246	-	651,510	13.03%	
Southern Utah University	54,964	34,365	22,318	109,268	-	220,916	4.42%	
Dixie State University	63,735	39,849	24,585	115,277	-	243,446	4.87%	
Utah Valley University	178,887	111,846	72,635	355,624	-	718,993	14.38%	
Snow College	34,653	21,560	14,071	68,890	-	139,173	2.78%	
Salt Lake Community College	143,869	94,685	45,136	282,022	-	565,712	11.31%	
Total	\$ 1,250,000	\$ 626,915	\$ 500,000	\$ 2,253,830	\$ 369,255	\$ 5,000,000	100.00%	

**USHE FY 2017 PERFORMANCE FUNDING
DISTRIBUTION 50% DEGREES AND 50% APPROPRIATIONS**

Institution	2014-15 Degrees &	% of Degrees & Awards	50% \$2,500,000	FY 2017 On-going Appropriated Tax	% of On- going	50% \$ 2,500,000
UU	8,183	24.95%	\$ 623,761	\$ 252,294,900	30.86%	\$ 771,488
USU	6,082	18.54%	\$ 463,609	\$ 197,171,600	24.12%	\$ 602,927
WSU	5,086	15.51%	\$ 387,688	\$ 80,640,100	9.86%	\$ 246,588
SUU	1,545	4.71%	\$ 117,770	\$ 35,533,100	4.35%	\$ 108,656
SNOW	856	2.61%	\$ 65,250	\$ 22,996,900	2.81%	\$ 70,322
DSU	1,941	5.92%	\$ 147,956	\$ 33,170,500	4.06%	\$ 101,431
UVU	5,082	15.50%	\$ 387,383	\$ 102,229,600	12.50%	\$ 312,606
SLCC	4,022	12.26%	\$ 306,583	\$ 93,522,800	11.44%	\$ 285,982
Total	32,797	100.0%	\$2,500,000	\$ 817,559,500	100.0%	\$ 2,500,000

¹ 2014-15 Degrees & Awards from 2016 Data Book.

² FY 2017 on-going appropriated tax funds (all line items except UU SOM MD).

One-time Performance	% of Total
\$ 1,395,200	27.90%
\$ 1,066,500	21.33%
\$ 634,300	12.69%
\$ 226,400	4.53%
\$ 135,600	2.71%
\$ 249,400	4.99%
\$ 700,000	14.00%
\$ 592,600	11.85%
\$5,000,000	100.0%

May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Enrollment Forecasts

Issue

Annually, USHE institutions are asked to update their respective 10-year enrollment forecast estimates for Regent review and approval. These estimates are prepared to help inform Regents and state-level policymakers about future enrollment levels at USHE institutions; assist in identifying capital development needs; and develop mid to long-range operation plans.

Background

In order to recognize the distinct missions and goals, USHE institutions have each developed a unique projection model to estimate future enrollments. The models are based on state and institutional data sets that include (but are not limited to) variables such as: Utah population by age, high school enrollments, and unemployment estimates. The models use estimation methods such as regression equations and trend analysis to estimate future enrollments. Using this process, the 2014-15 Annualized FTE projections were within 1.3% of the observed data and all system projections were within a 5% margin of error.

Institution's enrollment projection models are evaluated annually in an open forum/ peer review format comprised of Institutional Research professionals from each of the eight USHE institutions. This year's forum and discussion was held on April 11, 2016. The data presented in each of these models was accepted as valid for each of the eight USHE institutions.

Current projections estimate that the USHE System will grow to approximately 227,000 students (156,000 FTE) by the fall 2025 semester, with an annualized enrollment of 164,000 full-time equivalent students for the 2025-26 academic year. This represents a projected System fall end-of-term headcount growth rate of approximately 2.6% and annualized FTE growth rate of approximately 2.3% over the next 10 years.

Attachments include the Utah System of Higher Education enrollment projections thru the 2025-26 academic year. The projections estimate fall semester end-of-term headcount, and full-time equivalent (FTE) students, as well as annualized FTE (based on end-of-term enrollments) for each of the system institutions. The attached tables display these projections on an institution-by-institution basis.

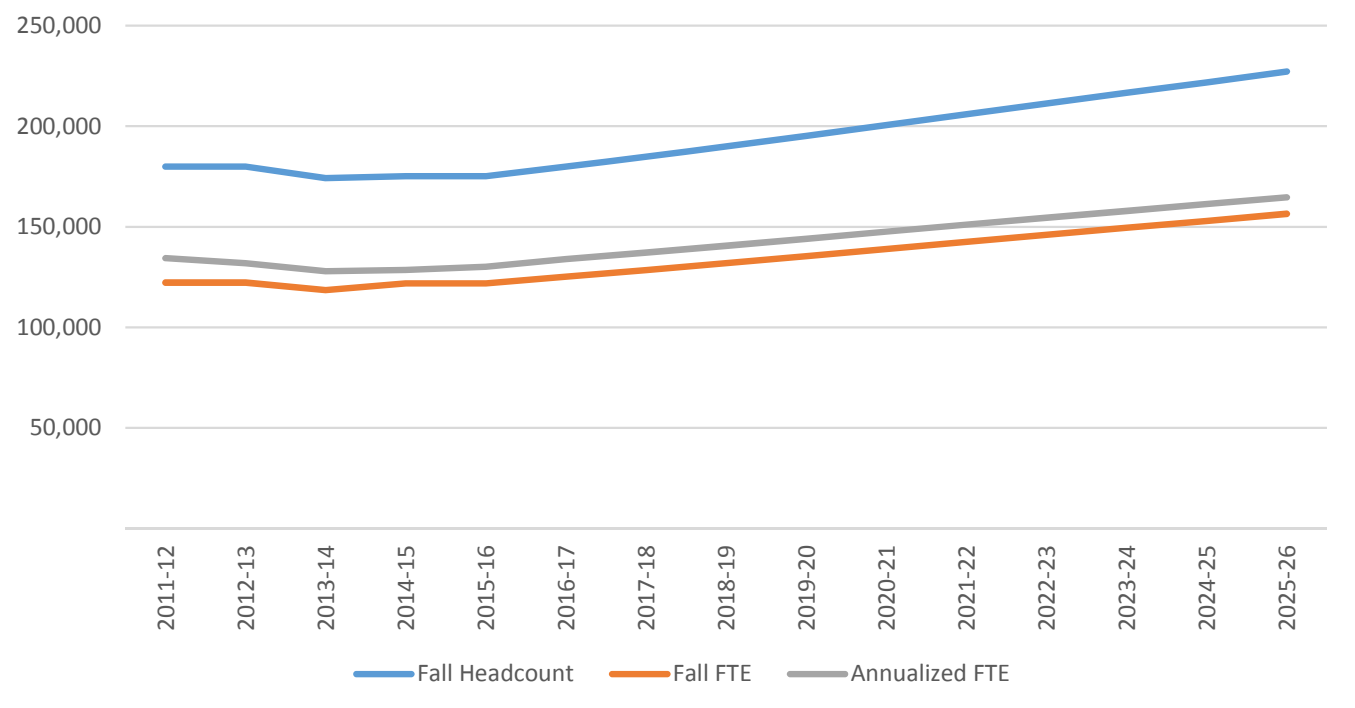
Commissioner's Recommendation

The Commissioner recommends the Regents approve the 10-year enrollment projections for higher education in the State of Utah.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachments

USHE Projections - System Totals



Enrollment Projections

Utah System of Higher Education

System Total Projections - Proposed to Board of Regents, May 2016

Institution	Fall (End of Term) Headcount											Growth Rate
	Actual 2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
University of Utah	32,155	32,410	32,945	33,758	34,450	35,215	35,844	36,389	36,849	37,307	37,808	
Annual Growth	0.47%	0.8%	1.7%	2.5%	2.0%	2.2%	1.8%	1.5%	1.3%	1.2%	1.3%	1.6%
Utah State University*	29,319	29,563	30,184	30,818	31,465	32,126	32,800	33,489	34,192	34,910	35,644	
Annual Growth	2.13%	0.8%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.0%
Weber State University	26,252	27,830	28,815	29,832	30,881	31,962	33,074	34,218	35,394	36,601	37,841	
Annual Growth	- 2.46%	6.0%	3.5%	3.5%	3.5%	3.5%	3.5%	3.5%	3.4%	3.4%	3.4%	3.7%
Southern Utah University	9,145	9,557	9,836	10,127	10,428	10,741	11,066	11,404	11,755	12,120	12,499	
Annual Growth	11.52%	4.5%	2.9%	3.0%	3.0%	3.0%	3.0%	3.1%	3.1%	3.1%	3.1%	3.2%
Snow College	5,107	5,288	5,493	5,727	5,993	6,293	6,633	7,017	7,449	7,936	8,484	
Annual Growth	6.29%	3.5%	3.9%	4.3%	4.6%	5.0%	5.4%	5.8%	6.2%	6.5%	6.9%	5.2%
Dixie State University	8,464	8,912	9,181	9,392	9,556	9,802	9,958	10,154	10,322	10,547	10,759	
Annual Growth	1.46%	5.3%	3.0%	2.3%	1.7%	2.6%	1.6%	2.0%	1.7%	2.2%	2.0%	2.4%
Utah Valley University	33,565	34,964	36,245	37,577	38,960	40,398	41,802	43,057	44,241	45,372	46,494	
Annual Growth	6.26%	4.2%	3.7%	3.7%	3.7%	3.7%	3.5%	3.0%	2.7%	2.6%	2.5%	3.3%
Salt Lake Community College	31,131	31,364	31,994	32,690	33,404	34,118	34,825	35,525	36,224	36,925	37,623	
Annual Growth	- 6.94%	0.7%	2.0%	2.2%	2.2%	2.1%	2.1%	2.0%	2.0%	1.9%	1.9%	1.9%
USHE Totals	175,138	179,888	184,693	189,921	195,137	200,654	206,002	211,253	216,426	221,719	227,151	
Annual Growth	0.65%	2.7%	2.7%	2.8%	2.7%	2.8%	2.7%	2.5%	2.4%	2.4%	2.5%	2.6%

Enrollment Projections

Utah System of Higher Education

System Total Projections - Proposed to Board of Regents, May 2016

Institution	Fall Semester (End-of-Term) Full Time Equivalent											Growth Rate
	Actual 2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
University of Utah	27,187	27,466	27,924	28,618	29,209	29,863	30,397	30,859	31,249	31,607	32,000	
Annual Growth	0.64%	1.0%	1.7%	2.5%	2.1%	2.2%	1.8%	1.5%	1.3%	1.1%	1.2%	1.6%
Utah State University*	22,415	22,912	23,393	23,884	24,386	24,898	25,421	25,955	26,500	27,056	27,625	
Annual Growth	5.30%	2.2%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%
Weber State University	16,108	16,676	17,148	17,635	18,138	18,657	19,193	19,744	20,311	20,893	21,492	
Annual Growth	- 0.15%	3.5%	2.8%	2.8%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%
Southern Utah University	7,025	7,196	7,371	7,552	7,739	7,931	8,129	8,334	8,545	8,762	8,987	
Annual Growth	11.91%	2.4%	2.4%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.6%	2.5%
Snow College	3,982	4,170	4,385	4,630	4,908	5,223	5,579	5,982	6,438	6,953	7,535	
Annual Growth	5.43%	4.7%	5.2%	5.6%	6.0%	6.4%	6.8%	7.2%	7.6%	8.0%	8.4%	6.6%
Dixie State University	6,377	6,684	6,886	7,044	7,167	7,352	7,469	7,616	7,742	7,910	8,069	
Annual Growth	0.94%	4.8%	3.0%	2.3%	1.7%	2.6%	1.6%	2.0%	1.7%	2.2%	2.0%	2.4%
Utah Valley University	22,693	23,815	24,712	25,644	26,614	27,622	28,583	29,446	30,237	30,957	31,618	
Annual Growth	6.03%	4.9%	3.8%	3.8%	3.8%	3.8%	3.5%	3.0%	2.7%	2.4%	2.1%	3.4%
Salt Lake Community College	16,045	16,210	16,502	16,825	17,156	17,487	17,815	18,140	18,464	18,789	19,113	
Annual Growth	- 5.11%	1.0%	1.8%	2.0%	2.0%	1.9%	1.9%	1.8%	1.8%	1.8%	1.7%	1.8%
USHE Totals	121,831	125,129	128,321	131,833	135,317	139,033	142,585	146,075	149,485	152,928	156,438	
Annual Growth	2.28%	2.7%	2.6%	2.7%	2.6%	2.7%	2.6%	2.4%	2.3%	2.3%	2.3%	2.5%

Enrollment Projections

Utah System of Higher Education

System Total Projections - Proposed to Board of Regents, May 2016

Institution	Annualized FTE - Academic Year												Growth Rate
	Actuals 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
University of Utah	30,038	30,162	30,388	30,862	31,592	32,208	32,891	33,479	33,988	34,418	34,812	35,244	
Annual Growth	- 0.5%	0.4%	0.7%	1.6%	2.4%	1.9%	2.1%	1.8%	1.5%	1.3%	1.1%	1.2%	1.5%
Utah State University*	22,604	23,802	24,492	25,080	25,606	26,144	26,693	27,254	27,826	28,410	29,007	29,616	
Annual Growth	2.4%	5.3%	2.9%	2.4%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.1%	2.5%
Weber State University	17,279	16,646	16,875	17,101	17,323	17,542	17,756	17,967	18,174	18,378	18,578	18,774	
Annual Growth	1.9%	- 3.7%	1.4%	1.3%	1.3%	1.3%	1.2%	1.2%	1.2%	1.1%	1.1%	1.1%	0.8%
Southern Utah University	7,012	7,698	7,889	8,086	8,290	8,501	8,718	8,944	9,176	9,417	9,667	9,925	
Annual Growth	1.6%	9.8%	2.5%	2.5%	2.5%	2.5%	2.6%	2.6%	2.6%	2.6%	2.6%	2.7%	3.2%
Snow College	3,625	3,688	3,895	4,130	4,396	4,698	5,040	5,426	5,862	6,355	6,911	7,539	
Annual Growth	8.1%	1.7%	5.6%	6.0%	6.5%	6.9%	7.3%	7.7%	8.0%	8.4%	8.8%	9.1%	6.9%
Dixie State University	6,356	6,389	6,773	6,978	7,138	7,263	7,450	7,568	7,717	7,845	8,016	8,177	
Annual Growth	1.7%	0.5%	6.0%	3.0%	2.3%	1.7%	2.6%	1.6%	2.0%	1.7%	2.2%	2.0%	2.3%
Utah Valley University	22,734	24,218	25,524	26,459	27,431	28,441	29,491	30,515	31,432	32,296	33,122	33,941	
Annual Growth	2.5%	6.5%	5.4%	3.7%	3.7%	3.7%	3.7%	3.5%	3.0%	2.7%	2.6%	2.5%	3.7%
Salt Lake Community College	18,905	17,501	18,078	18,414	18,784	19,164	19,544	19,921	20,294	20,666	21,039	21,411	
Annual Growth	- 5.2%	- 7.4%	3.3%	1.9%	2.0%	2.0%	2.0%	1.9%	1.9%	1.8%	1.8%	1.8%	1.1%
USHE Totals	128,552	130,103	133,914	137,109	140,561	143,960	147,583	151,073	154,470	157,785	161,151	164,626	
Annual Growth	0.6%	1.2%	2.9%	2.4%	2.5%	2.4%	2.5%	2.4%	2.2%	2.1%	2.1%	2.2%	2.3%

* Utah State projection data does not include enrollments at USUE-DWS campus

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Series 2016 Auxiliary System and Student Building Fee Revenue Refunding Bonds

Issue

Regents have asked institutions to provide a summary report to the Board highlighting the final details of authorized revenue bond transactions. On April 1, 2016, the Board authorized Southern Utah University (SUU) to proceed with the sale of revenue bonds to advance refund its remaining Series 2008 Auxiliary System and Student Building Fee bonds.

Background

SUU engaged in a successful competitive bond sale on April 27, 2016. The bond transaction will close on May 11, 2016. The bond sale conformed to the Regent approved sale parameters. A brief summary of the final results is shown below.

Final Par Amount of the Bonds	\$8,420,000
True Interest Cost (TIC)	2.44%
Net Present Value Savings	\$1,135,676
Net Present Value Savings	12.825%
Maturity Date	17.03 years

Additional details about the bond issue may be found in the attached bid results of the competitive sale and financing summary – which shows final pricing results in red.

Commissioner's Recommendation

This is an information item and no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

Southern Utah University
Auxiliary Fee and Student Building Fee Revenue Refunding Bonds, Series 2016
Final Summary Sheet

Proposed Issue: Auxiliary System and Student Building Fee Revenue Refunding Bonds, Series 2016

Total Approximate Issue Size: \$8,000,000 (\$8,420,000 final par amount. Please see the following page for a summary of the bid results)

Use of Funds: To generate debt service savings by refunding the previously issued Series 2008 Auxiliary System and Student Building Fee Revenue Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2016 Bonds:

Principal Amount: Not to exceed \$9,800,000 (\$8,420,000)

Interest Rate: Not to exceed 5.0% (max coupon of 5% and TIC of 2.44%)

Maturity Date: Not to exceed 18 years (17.03 years)

Aggregate Discount: Not to exceed 2% (premium bid of 105.653%)

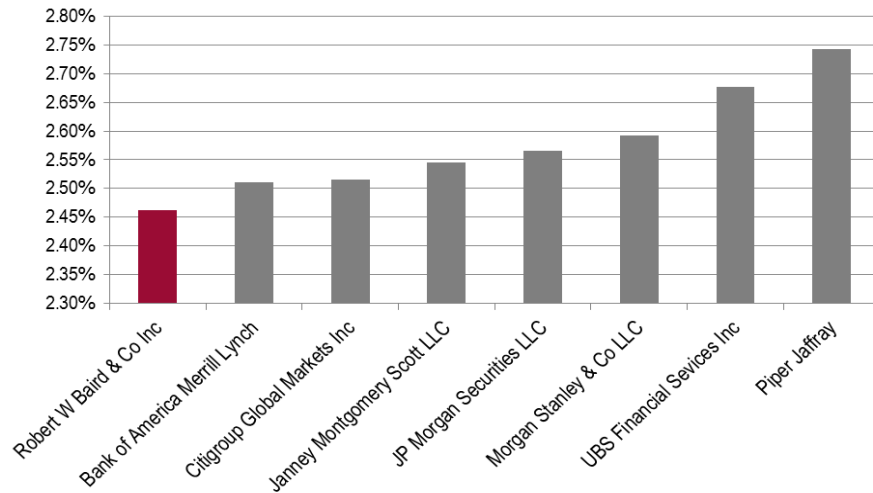
Underwriter's Discount: Not to exceed 2% (1.231%)

Bond Rating: AA from S&P (AA rating confirmed)

Source of Repayment: Auxiliary System and Student Building Fee Revenues

Timetable Considerations: The Series 2008 Bonds are “callable” and can be paid off beginning May 1, 2018. In advance of that date, the Series 2008 bonds can be called using a one-time advanced refunding. Provided that the Regents grant authorization at their April 1, 2016 meeting, and that the savings generated by issuing the Series 2016 Bonds continues to exceed the level of 6% of debt service (final NPV savings were 12.825%) the University anticipates selling bonds via a competitive sale on April 21, and closing the transaction on May 4. Total cash flow savings related to the refinancing are \$2,299,948, and total NPV savings are \$1,135,676.41.

Utah State Board of Regents (Southern Utah University)
 Summary of Competitive Sale Bid Results
 Wednesday, April 27, 2016



Bid Comparison

Par Amount: \$8,420,000 S&P Rating: "AA"
 Dated Date: Wednesday, May 11, 2016 Final Maturity Date: May 1, 2033
 Delivery Date: Wednesday, May 11, 2016

Underwriters	TIC Bid	Difference from Winning Bid	NPV Savings %	NPV Savings \$	Difference from Winning Bid
Robert W Baird & Co Inc	2.462%	-	12.825%	1,135,676	-
Bank of America Merrill Lynch	2.510%	0.048%	12.312%	1,090,202	45,474
Citigroup Global Markets Inc	2.515%	0.053%	12.260%	1,085,667	50,009
Janney Montgomery Scott LLC	2.546%	0.084%	11.931%	1,056,447	79,229
JP Morgan Securities LLC	2.565%	0.103%	11.730%	1,038,679	96,997
Morgan Stanley & Co LLC	2.592%	0.130%	11.447%	1,013,668	122,008
UBS Financial Services Inc	2.677%	0.215%	10.556%	934,715	200,961
Piper Jaffray	2.744%	0.282%	9.858%	872,960	262,716

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Capital Improvement Update for 2016-17

Issue

The State Building Board met on April 6, 2016 and allocated \$61,680,416 to USHE institutions for capital improvement projects in FY 2017. This represents 58 percent of the total \$106.8 million allocated by the Building Board for capital improvements this year. The Building Board also allocated an additional \$11 million to support statewide projects and critical needs.

Background

Capital improvement projects are also known as alterations, repairs, and improvements (AR&I). These projects help maintain existing facilities by repairing and replacing old and failing components, systems, and equipment. Typical projects include utility upgrades, correction of code violations, roofing repairs, structural improvement, hazardous materials abatement, and remodeling of nonfunctional space.

Utah statute defines capital improvements as projects costing less than \$2.5 million and requires the state legislature to fund capital improvement projects at 1.1 percent of the replacement value of state facilities. Revenue shortfalls following the recession of 2008 slowly eroded capital improvement funding to a low in FY 2011 of \$50.7 million (0.6 percent of replacement value). Since that time the Utah state legislature has made a concerted effort to restore capital improvement funding to the 1.1 percent level. This year marks the third straight year of funding at the 1.1 percent level and total funding of \$117.8 million marks the highest amount ever funded for capital improvements. A five-year summary of capital improvement funding has been included.

By statute the state legislature delegates authority to the State Building Board to allocate capital improvement funds to specific agency and institutional projects. Institutions request projects each year based on each institution's inventory of needed capital improvements. Despite high levels of funding over the last several years, institutions continue to have greater need than available funding. For FY 2017 USHE institutions requested \$108.2 million of capital improvement projects and received funding for \$61.7 million. It should also be noted that annual project requests are those hoped to be funded in a given year and do not include all of the capital improvement needs at an institution. An additional attachment identifies by USHE institution the requested and approved capital improvement projects for next year.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

Five-Year Capital Improvement Funding History

Agencies / Institutions	FY 2013	%	FY 2014	%	FY 2015	%	FY 2016	%	FY 2017	%
University of Utah	20,586,000	31%	21,450,000	26%	27,423,700	29%	28,960,402	28%	26,688,800	25%
Utah State University	6,552,000	10%	8,717,000	11%	8,690,000	9%	11,255,000	11%	12,365,000	12%
Weber State University	2,775,500	4%	3,917,000	5%	4,066,500	4%	4,394,000	4%	4,875,500	5%
Southern Utah University	2,010,000	3%	2,638,000	3%	2,393,500	3%	3,001,830	3%	3,547,387	3%
Snow College	1,448,000	2%	1,750,000	2%	1,907,295	2%	2,235,065	2%	2,651,368	2%
Dixie State University	1,659,500	2%	1,707,000	2%	2,009,137	2%	1,954,409	2%	2,646,000	2%
Utah Valley University	2,645,000	4%	3,820,000	5%	3,867,000	4%	4,010,961	4%	4,000,000	4%
Salt Lake Community College	2,861,000	4%	3,861,000	5%	4,383,566	5%	4,354,648	4%	4,906,361	5%
Total USHE	\$40,537,000	60%	\$47,860,000	58%	\$54,740,698	59%	\$60,166,315	58%	\$61,680,416	58%
UCAT	3,340,401	5%	3,701,000	4%	4,074,250	4%	5,609,668	5%	5,922,462	6%
Alcoholic Beverage Control	\$ 844,977	1%	\$ 588,000	1%	\$ 593,693	1%	\$ 459,049	0%	\$ 1,090,451	1%
Capitol Preservation Board	1,432,000	2%	3,249,000	4%	1,703,490	2%	1,617,550	2%	2,416,129	2%
Corrections	3,137,869	5%	3,073,000	4%	3,351,404	4%	3,757,918	4%	3,625,835	3%
Courts	2,715,000	4%	3,158,000	4%	3,103,602	3%	3,982,057	4%	4,527,120	4%
DFCM	2,147,571	3%	4,903,000	6%	4,844,668	5%	5,619,440	5%	5,632,305	5%
Fairpark	357,820	1%	619,000	1%	3,503,315	4%	1,737,839	2%	1,355,637	1%
Health	903,423	1%	1,204,000	1%	931,842	1%	1,131,779	1%	943,493	1%
Human Services	3,878,151	6%	3,783,000	5%	3,889,311	4%	5,279,033	5%	4,316,205	4%
National Guard	2,127,000	3%	2,553,000	3%	2,596,500	3%	2,800,610	3%	2,610,000	2%
Natural Resources	780,580	1%	2,629,000	3%	3,337,000	4%	5,963,715	6%	5,255,533	5%
Public Ed/Rehab/Deaf & Blind	600,000	1%	844,000	1%	1,409,000	2%	1,828,700	2%	1,621,000	2%
Transportation	1,637,525	2%	2,009,000	2%	1,695,000	2%	1,128,428	1%	2,054,634	2%
Workforces Services	360,525	1%	775,000	1%	820,783	1%	970,107	1%	1,085,838	1%
Other State Agencies	2,277,258	3%	1,752,000	2%	2,939,414	3%	2,324,732	2%	2,634,042	2%
Total State Agencies	\$23,199,699	35%	\$31,139,000	38%	\$34,719,022	37%	\$38,600,957	37%	\$39,168,222	37%
Subtotal	\$67,077,100	100%	\$82,700,000	100%	\$93,533,970	100%	\$104,376,940	100%	\$106,771,100	100%
High Priority Projects	\$ 0		\$ 0		\$ 1,570,230		\$ 1,500,000		\$ 5,822,000	
Statewide Funding	4,662,000		5,000,000		5,139,400		5,669,960		5,232,000	
Grand Total	\$71,739,100		\$87,700,000		\$100,243,600		\$111,546,900		\$117,825,100	

USHE Capital Improvement Requests and Allocations 2016-17

	Institution Request	Building Brd. Allocation
University of Utah		
Infrastructure Bond Debt Service	\$1,500,000	\$1,500,000
Replace Science Area Chiller Plant	2,500,000	2,500,000
Social & Behavioral Science - Upgrade Structure at Plaza & 9th Levels	2,076,700	2,235,900
Bldg 587 Heating & Cooling System Replacement	1,675,000	1,675,000
HSEB Fire Sprinkler Pipe Replacement	300,000	478,700
Fletcher Physics Bldg Chiller System Upgrade	2,003,500	2,003,500
Chemistry - Safety & Security Upgrades	2,481,000	771,200
Social & Behavioral Science - Replace Chiller	585,600	585,600
HEDCO - Fire Sprinkler System	433,500	433,500
Marriott Library HVAC Controls Upgrade	1,600,000	2,362,700
Eyring Chemistry Southwest Tower Fumehood Upgrade	1,910,400	2,250,500
Business Loop Road and Circulation Improvements	1,792,200	1,854,000
Study & Design Funds	250,000	200,000
Student Services 4th Level Plaza	560,500	560,500
South Biology Lab Space	1,478,000	1,648,500
Merrill Engineering Bldg. Freight Elevator Upgrade	198,700	198,700
ADA Accessible Path South Side of Tunnel	385,000	385,000
North Chemistry 3rd Floor Lab System Upgrade	2,500,000	2,500,000
Film & Media Arts Reroof	358,700	358,700
Campus Fire Alarm Reporting System Upgrade	500,000	200,000
Chemistry Bldg Envelope Investigation	150,000	
HTW Plant - Boiler #3 Demolition and Seismic Bracing	2,433,000	1,986,800
Campus Site Lighting Upgrade - Lower Campus	1,000,000	
Circulation Improvements - Humanities Area	933,100	
Public Safety Building Reroof	79,100	
Eye Wash Stations	492,000	
Secondary Water System for Landscape Irrigation - Lower Campus	2,489,700	
Portable Boiler and Chiller	561,000	
Utility Meters	355,000	
Fine Arts West Bldg. Electrical Upgrade	300,000	
Social & Behavioral Science - Upgrade Structure at Levels 3&4	2,225,000	
Merrill Engineering HVAC Upgrade	2,195,000	
Biology Bldg. - Emergency Voice Alarm	250,500	
Storm Water Retention/Drainage Systems	1,807,000	
Architecture & Arts Complex Pipe Replacement	499,400	
Historical Buildings Stair Replacement	431,000	
Culinary Water Line Replacement	500,000	
Wasatch Drive Rebuild	1,950,500	
Total University of Utah	\$43,740,100	\$26,688,800

	Institution Request	Building Brd. Allocation
Utah State University		
Fine Arts Center Upgrades	\$2,500,000	\$2,500,000
Price Campus: Geary Theatre Upgrade	2,500,000	2,500,000
North Core Utilities Replacement and Tunnel Expansion	2,500,000	2,500,000
FAV Photo Lab Safety Ventilation	400,000	400,000
Medium Voltage Upgrade	1,500,000	1,325,000
Planning and Design Fund	100,000	100,000
Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement	150,000	150,000
Old Main Reroof	800,000	800,000
East Stadium Restroom Facility Reroof	55,000	55,000
Campus Concrete Replacement	500,000	325,000
Hydro Lab Landscape	100,000	100,000
Campus Classroom Upgrades	300,000	300,000
University Inn to Widstoe Steam Line	850,000	850,000
Campus-Wide Bike Racks & Site Furnishings	50,000	50,000
Campus-Wide Electronic Access Control	60,000	60,000
BNR Roadway Replacement	350,000	350,000
Campus Sign System	50,000	
OM Masonry Restoration	500,000	
NFS Mechanical System	1,025,000	
Parking Lot Paving	725,000	
Champ Drive / Old Main Hill Sewer Line & MH Replacement	950,000	
Southeast Campus Sidewalks	350,000	
HPER Swimming Pool	200,000	
Price Campus Fire Lane Improvements	500,000	
Blanding Campus: Fire Sprinkling Systems	300,000	
South Farm Paving, Fire Hydrants and utilities	250,000	
Site & Safety Lighting	350,000	
Water Lab Front Bridge	50,000	
Geology Greenhouse	350,000	
Education Atrium	350,000	
Stairs Replacement North of Aggie Terrace Parking	250,000	
Irrigation Controls Upgrade	175,000	
New Sidewalk 800 East	750,000	
Eccles Business Building Window Replacement	950,000	
HPER Dance Studio Floor	75,000	
Campus Fume Hood Upgrades	500,000	
Elevator Upgrades	610,000	
Concrete Panel Replacement @ FAC	450,000	
NR Handrail Upgrade to Current Code	45,000	
Fire Alarm System Upgrade	200,000	
Total Utah State University	\$22,670,000	\$12,365,000

	Institution Request	Building Brd. Allocation
Weber State University		
Wattis Building Fire Line and Fire Sprinkling	\$300,000	\$300,000
Fire Panel Replacements	22,500	22,500
Phase V: Medium Voltage Critical Need	200,000	200,000
Phase VI: Tunnel Repairs	249,000	249,000
Chilled Water Plant - Systems Protection	400,000	400,000
W4 Groundsource Install and Parking Lot Repair	1,250,000	1,250,000
Wattis Business Infrastructure Repairs&Replacement	1,000,000	1,000,000
Browning Center Roof Replacement (Phase 2 of 2)	681,000	682,000
Asphalt Maintenance (Cut/Patch/Slurry) (A3, A5, W5, W10, A11, DEC Northeast)	217,000	217,000
Science Lab South ADA Access Paving	100,000	100,000
Engineering Tech - Roof Replacement	771,080	
Parking Lot Renovations (A7)	255,000	
Education Building Upgrade Restrooms	245,000	
Student Services Parapet Caps & Windows - Safety Issue	300,000	
McKay Education Building Roof	300,000	
Rekey Remaining Buildings to ASSA System	230,000	
Swenson Gym/Stromberg Plaza Roof Replacement	300,000	300,000
Phase VI: High Voltage Substation and Building Switching Upgrades	249,000	
Phase VII: Steam Tunnel Repairs	249,000	
Engineering Tech. Galvanized Piping Replacement, Restroom Repairs, and HVAC Mechanical and Control Upgrades, Fire Sprinkler Installation	1,250,000	
Parking Lot Renovations (S4)	160,000	155,000
Asphalt Maintenance (Cut, Patch and Seal) (CE Davis, Mial Services, Printing Services, Annex 12, A4, A6, R4, D11, A12, A13, W1, W2, W3, W9)	363,000	
Waterproofing Leaking Window Systems Davis D2	45,186	
Elevator Replacement or Upgrade (Engineering Technology and Allied Health North)	91,738	
Practice Field Replacement	400,000	
Landscape and Irrigation in the Areas Surrounding the Browning Center and Visual Arts.	250,000	
Browning Center Hyrdraulic Lift Replacement Study	20,000	
Boiler Replacement- Groundsource Conversion	906,477	
Swenson Gym Pool Deck Replacement	200,000	
Phase VII: High Voltage Substation and Building Switching Upgrades	400,000	
Phase VIII: Steam Tunnel Repairs	400,000	
Tech. Ed. Building Galvanized Piping Replacement, Restroom upgrades, and HVAC Mechanical and Control Upgrades, Fire Sprinkler Installation.	1,250,000	
Total Weber State University	\$13,054,981	\$4,875,500

	Institution Request	Building Brd. Allocation
Southern Utah University		
PE, Library, GC SSSC, Alumni: Fire Alarm Panel Upgrades	\$155,000	\$155,000
ADA Concrete Replacement	180,000	180,000
Sharwan Smith Center: Roof Replacement	800,000	461,387
Heat Plant: Boiler #3 Replacement	1,500,000	1,750,000
Campus Storm drainage study	40,000	40,000
Parking Lot Repairs and Replacement	200,000	200,000
Electronic Access Control	170,000	170,000
Music Building: Chiller replacement	130,000	130,000
Campus wide: Transformer Upgrade Phase 2	150,000	
Hunter Conference Center: ADA Path and Pedestrian safety	410,000	
General Classroom: Elevator modernization	120,000	
Utility Metering - Phase II	200,000	
Hunter Conference Center: Upgrade from pneumatic controls to DDC	190,000	
Observatory: Pave road and parking lot for ADA accommodations	275,000	
Radio Repeaters for Emergency Management	45,000	
Mechanical System Upgrade: Eccles Coliseum	200,000	
Randall Jones: Chiller replacement	165,000	
Sharwan Smith Student Center: Chiller replacement	185,000	
Science Center: Data Cable Upgrade	170,000	
Science Center: Upgrade from pneumatic controls to DDC	400,000	
Mountain Center: Upgrade retaining wall, include pavilion	45,000	
Med. Voltage: Upgrade electric switch gear on east side of Heat Plant; replace SF6 switches in SSSC & Education	115,000	
Auditorium: Chiller replacement	135,000	
Water Conservation: Connect Irrigation to Cedar City Pressurized System	225,000	
Centrum Arena: Rigging and Pick Point Safety	250,000	
Bennion Building: Data Cable Upgrade	70,000	
Mountain Center Well	150,000	
Replace Electrical Switch boards: Business, Bennion & Technology buildings	175,000	
Physical Education Building Roof Replacement	461,000	461,000
Total Southern Utah University	\$7,311,000	\$3,547,387

Snow College		
Removal of lead paint on interior and exterior deck	\$360,000	\$408,000
Seal coat parking lots and re-stripe	500,000	597,325
Heat Plant/Steam and Condensate upgrades	500,000	598,712
High Tech parking lot and Main Gym lighting	98,000	119,746
New Ventilation and AC system	115,000	148,314
Exterior Fenestration Windows	179,442	216,200
Concrete Replacement	133,107	163,071
Master Plan	50,000	-
Utility Tunnel Improvements Phase 2	400,000	400,000
Total Snow College	\$2,335,549	\$2,651,368

	Institution Request	Building Brd. Allocation
Dixie State University		
DSU - McDonald Center Refurbish	\$350,000	\$350,000
DSU - 10" Irrigation Main	60,000	60,000
DSU - Performing Arts Building Exterior Repairs	180,000	180,000
DSU - Fire Alarm Upgrade (Multiple Buildings)	225,000	225,000
DSU - Exterior Lighting Project	115,000	115,000
DSU - Snow Math/Science Data Center Improvements	25,000	25,000
DSU-Fire Lane and Side Walk Repairs	90,000	90,000
DSU - Browning Learning Center Brick Repair and Landscape Change	75,000	75,000
DSU - Replace Outdated Transformers.	60,000	60,000
DSU - Replace Sewage Ejectors	25,000	25,000
DSU - 300 South, 400 South, 800 East Asphalt Resurface	175,000	175,000
DSU - Burns Arena and Cox Auditorium Re-Commissioning	40,000	40,000
DSU - Udvar Hazy Reroof	350,000	276,000
DSU- Math Science North Laboratories	300,000	300,000
DSU- South Admimn Bulding Refurbish	100,000	100,000
DSU- Mcdonald Center Mechanical System Upgrade	50,000	50,000
DSU - Energy Controls, Heat Plant, Eccles Fine Arts, Performing Arts Building	60,000	
DSU - Pedrestrian Walkway	30,000	
DSU - Graff Fine Arts Reroof	95,000	
DSU- Hansen Stadium Track Replacement	500,000	500,000
Total Dixie State University	\$2,905,000	\$2,646,000

Utah Valley University		
Campus Wide Removal of Sidewalk Pavers	\$300,000	\$100,000
Replace Chillers: Yorks Plant 1	375,000	375,000
Replacement of Main Electrical Service Gear, Plant 1	600,000	800,000
Replace Elevator Hoist, Ram, and Oil: Woodbury Bldg.	106,000	133,000
Replace Fan Coil Units in GT 609 and 338	207,000	207,000
Domestic Boiler Replacement, Plant 1	300,000	300,000
Replace Fan Coil Units in Hall of Flags and BA Building	200,000	200,000
Replace Boilers with Dual Fuel/ High Efficiency Units, Plant 2	400,000	400,000
Rebuild and repair skylights on the Woodbury Business Bldg.	100,000	100,000
Large valve replacements and Structureware Software	140,000	140,000
Replace single pane spandrel panels with insulated panels, Computer Science Bldg.	175,000	175,000
VAV and Reheat Valve Replacement Computer Science Building	210,000	210,000
Exterior Stair Replacement: Pope Science to Plaza Area.	110,000	110,000
Heat Dumping into Irrigation Ponds	160,000	
Replace Electric Transformers: Gunther Trades	150,000	150,000
Campus Wide Storm Water Improvements	300,000	300,000
Campus Wide Parking Lot Maintenance, Seal and Slurry Coat	300,000	300,000
Sod Removal, Low water landscaping: SE Campus Drive	400,000	

Total Utah Valley University	\$4,533,000	\$4,000,000
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	Institution Request	Building Brd. Allocation
Salt Lake Community College		
RRC- TB Emergency Generator Replacement	\$237,187	\$244,333
SCC - SCM ELECTRICAL PANEL UPGRADE PHASE III	203,000	150,000
SLCC ALL CAMPUSES - COMPLETE PROMIMITY LOCK INSTALLATION	500,000	500,000
RRC- BB Window Replacement Phase II	225,000	478,215
RRC- ATC Window & Door Replacement Phase II	400,000	425,000
LHM- N.E. Parking Lot & Loop Road Replacement	1,580,000	1,562,786
LHM - MCPC, CART, PESET, DORM & FR FIRE ALARM UPGRADE	189,000	195,714
JC- JDC Fire Alarm Replacement	30,128	36,206
RRC- TB Restroom Remodel	1,029,600	1,012,179
JC- HTC Roof Replacement	397,500	301,928
LHM- KGMC, MPDC Roof Replacement	569,025	
RRC- BB Interior Signage Replacement	25,000	
RRC TB Window Replacement	469,800	
SCC - BRICK & MASONRY REPAIR AT PARAPET WALLS & CORNERS Phase III	450,000	
SCC - MAIN CORRIDOR PAINTING & CABLE TRAY VALANCE REPLACEMENT	281,450	
SCC- HVAC VAV Pneumatics Upgrade Phase II	550,000	
RRC- Heating Plant Surge Tank	275,000	
RRC- BB Roof Replacement	483,750	
RRC- ATC HVAC & Mechanical Upgrades & Maintenance	951,253	
MBC- BLDG A&C Roof Replacement	739,172	
JC- Site Concrete Replacement	162,750	
RRC- CT Transformer, MDP & MCC Switchboard & Replacement	194,531	
RRC- TB MDP Panel Replacement	80,000	
SCC - AHU 16 PENTHOUSE Roof & Water Damage Repair	56,250	
SCC- SCM Packaged Unit Replacement	12,500	
SLCC Dumpster Enclosure Modifications	138,000	
SLCC ALL CAMPUSES - UPGRADE IRRIGATION CONTROLS	70,486	
RRC- CT Circular Wash Sinks Replacement	45,625	
SCC- SCM Basement Concrete Ramp Replacement	150,000	
SCC- SCM REPAIR & REPLACE PIPE INSULATION THROUGHOUT BASEMENT	42,000	
LHM- CART Loading Dock Modifications	11,000	
RRC- Heating Plant Boiler	585,000	
RRC- Heating Plant Controls Upgrade	55,000	
RRC- LIB Drinking Fountain Replacement	21,875	
RRC- Markosian Library Carpet Replacement	163,900	
SCC - CHILLER PLANT FREE COOLING SYSTEM	275,000	
Total Salt Lake Community College	\$11,649,782	\$4,906,361

UTAH SYSTEM OF HIGHER EDUCATION TOTALS	\$108,199,412	\$61,680,416
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May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Institutions' Health Plan Changes 2016-17

Issue

Annually, the Board of Regents receives a summary report regarding USHE institutional health benefit plans for the upcoming fiscal year.

Background

The attached report provides Regents with several key metrics for an institution's health benefit plans including:

- Number of plans available
- Annual costs for employer and employee
- Cost increases (total, employer, employee)
- Major plan design changes

The health benefits package is a critical component of the overall compensation package provided to institutional employees, and is subject to significant conversation and review at each institution. Several institutions' insurance plans will be experiencing design changes as outlined in the attached information.

Commissioner's Recommendation

The update of Health Plan changes is an informational item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS/JBV
Attachments

Summary of USHE Medical Benefit Changes | FY 2017

Institution and Medical Provider	Number of Plans	Annual Medical Employer/ Employee Costs	Premium Split	Cost % Increase Total	Cost % Increase for Employer	Cost % Increase for Employee	Information (e.g., Plan Design Changes)
UU University Health Care and Regence, Blue Cross/ Blue Shield partnership (self-insured)	5	<u>Advantage Single</u> \$6,108/\$624 <u>Two-Party</u> \$10,689/\$1,092 <u>Family</u> \$16,126/\$1,647	90/10	7.1%	7.3%	4.0%	<ul style="list-style-type: none"> Increased incentive to use University of Utah providers with payer-provider partnership UUHC office co-pay \$5; coinsurance 0% In network providers (non-UUHC) coinsurance increase from 15% to 20% Opened worksite employee clinic May 2016 Decreased number of plan options from 7 to 5 by combining UUHP and ValueCare 90/10 split represents all plans combined
USU Blue Cross/Blue Shield (self-insured)	3	<u>Blue Plan Single</u> \$4,661/\$908 <u>Two-Party</u> \$10,521/\$2,043 <u>Family</u> \$15,183/\$2,951	90/10	5.0%	0.0%	5.0%	<ul style="list-style-type: none"> 90/10 split represents all plans combined
WSU PEHP (not self-insured)	3	<u>Traditional Advantage/Summit Single</u> \$5,518/\$613 <u>Two-Party</u> \$11,376/\$1,264 <u>Family</u> \$15,187/\$1,687	90/10	7.3%	7.3%	7.3%	<ul style="list-style-type: none"> As part of the Affordable Care Act (ACA), when services are provided by an in-network provider, individual members cannot spend more than \$6,550 in out-of-pocket expenses for individual Traditional plans. The individual member cap goes up to \$6,850 when the coverage is double or family on Traditional plans
		<u>Preferred Single</u> \$5,518/\$2,551 <u>Two-Party</u> \$11,376/\$5,260 <u>Family</u> \$15,187/\$7,021	68/32	7.3%	7.3%	7.3%	<ul style="list-style-type: none"> Chiropractic services will no longer be covered for out-of-network providers. This is in an effort to help manage costs and quality for chiropractic services
	2	<u>HDHP (STAR) Summit/Advantage Single</u> \$4,723/\$0 <u>Two-Party</u> \$9,788/\$0 <u>Family</u> \$13,599/\$0	100/0	8.5%	8.5%	0.0%	<ul style="list-style-type: none"> As part of the Affordable Care Act (ACA), when services are provided by an in-network provider, individual members cannot spend more than \$6,550 in out-of-pocket expenses for individual Traditional plans. The individual member cap goes up to \$6,850 when the coverage is double or family on Traditional plans Chiropractic services will no longer be covered for out-of-network providers. This is in an effort to help manage costs and quality for chiropractic services

Summary of USHE Medical Benefit Changes | FY 2017

Institution and Medical Provider	Number of Plans	Annual Medical Employer/ Employee Costs	Premium Split	Cost % Increase Total	Cost % Increase for Employer	Cost % Increase for Employee	Information (e.g., Plan Design Changes)
SUU Educators Mutual (self-insured)	1	High Deductible <u>Single</u> \$4,692/\$528 <u>Family</u> \$13,608/\$1,512	90/10	0.0%	0.0%	0.0%	<ul style="list-style-type: none"> No changes
	1	Traditional <u>Single</u> \$4,656/\$1,320 <u>Two-Party</u> \$10,488/\$3,000 <u>Family</u> \$15,060/\$4,320	78/22	0.0%	0.0%	0.0%	<ul style="list-style-type: none"> No changes Traditional plan has been frozen to existing employees 10/15/2013 – 6/30/2015
SNOW PEHP (not self-insured)	3	Traditional Advantage/Summit <u>Single</u> \$5,517/\$613 <u>Two-Party</u> \$11,376/\$1,264 <u>Family</u> \$15,187/\$1,687	90/10	7.3%	7.3%	7.3%	<ul style="list-style-type: none"> No changes
DSU PEHP (not self-insured)	2	Traditional Advantage/Summit <u>Single</u> \$5,517/\$613 <u>Two-Party</u> \$11,376/\$1,264 <u>Family</u> \$15,187/\$1,687	90/10	7.3%	7.3%	7.3%	<ul style="list-style-type: none"> Adding STAR plan July 1, 2016
	1	Star HDHP <u>Single</u> \$4,723/\$0 <u>Two-Party</u> \$9,788/\$0 <u>Family</u> \$13,599/\$0	100/0	8.6%	8.6%	0.0%	

Summary of USHE Medical Benefit Changes | FY 2017

Institution and Medical Provider	Number of Plans	Annual Medical Employer/ Employee Costs	Premium Split	Cost % Increase Total	Cost % Increase for Employer	Cost % Increase for Employee	Information (e.g., Plan Design Changes)
UVU UMR UHC (self-insured)	4	Traditional <u>Single</u> \$5,185/\$576 <u>Two-Party</u> \$11,978/\$1,331 <u>Family</u> \$17,300/\$1,922	90/10	1.6%	1.6%	1.6%	<ul style="list-style-type: none"> Discontinued Teledoc service Added Autism Spectrum Disorder coverage Added 3-D mammogram coverage
SLCC Blue Cross/Blue Shield (self-insured)	2	Traditional ValueCare <u>Single</u> \$6,070/\$660 <u>Two-Party</u> \$13,674/\$1,476 <u>Family</u> \$19,128/\$2,040	90/10	2.0%	2.0%	2.0%	<ul style="list-style-type: none"> No changes

May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting April 1, 2016, Dixie State University, St. George, Utah (Attachment).

B. Grant Proposals

1. University of Utah – National Science Foundation; “Machine Learning Hardware”; \$2,898,380. Jeffrey Sean Walling, Principal Investigator.
2. University of Utah – US Department of Energy; “NEUP 2016 – Imaging Robotics”; \$2,800,000. Mark Andrew Minor, Principal Investigator.
3. University of Utah – DHHS national Institutes of Health; “2016 NIH Brain: Array”; \$2,692,229. Steven M Blair, Principal Investigator.
4. University of Utah – US Department of Energy; “Lithium from Geothermal Wells”; \$1,602,101. John David McClennan, Principal Investigator.
5. University of Utah – US Department of Defense; “Drug Dev for Corneal Damage”; \$1,499,783. Brittany Coats, Principal Investigator.
6. University of Utah – National Science Foundation; “SIMBA”; \$1,255,085. Feifei Li, Principal Investigator.
7. University of Utah – National Science Foundation; “Design of Metallix Foams”; \$1,227,526. Ashley Spear, Principal Investigator.
8. University of Utah – National Science Foundation; “Engineered Materials”; \$1,021,237. Bart Raeymaekers, Principal Investigator.
9. University of Utah – National Science Foundation; “Wearable Air Quality Monitorin”; \$1,000,000. Shadrach J Roundy, Principal Investigator.

10. University of Utah – DHHS National Institutes of Health; “RT-CGM in T1DM Older Adults”; \$3,749,766. Nancy Ann Allen, Principal Investigator.
11. University of Utah – NIH Inst Diabetes Digest Kidney Dis; “Pharmacist-led Diabetes”; \$1,860,596. Carrie McAdam Marx, Principal Investigator.
12. University of Utah – Washington University in St Louis; “Hall Subcontract GAC”; \$1,490,000. Thomas E Cheatham, Principal Investigator.
13. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Bariatric Surgery Psychology”; \$3,540,238. Timothy W Smith, Principal Investigator.
14. University of Utah – DHHS National Institutes of Health; “Post Conflict”; \$3,199,989. Kim Korinek, Principal Investigator.
15. University of Utah – NIH National Cancer Institutes; “Control of Regenerative Growth”; \$2,429,950. Bradley Cairns, Principal Investigator.
16. University of Utah – NIH National Heart Lung & Blood Inst; “Williams/Minich PHN Mar 2016”; \$2,294,600. Richard V Williams, Principal Investigator.
17. University of Utah – DHHS National Institutes of Health; “Neural Crest EMT Mechanisms”; \$1,862,500. Rodney A Stewart PhD, Principal Investigator.
18. University of Utah – DHHS National Institutes of Health; “Analysis of Sequence Variants”; \$1,862,500 Julie L Kadrmas, Principal Investigator.
19. University of Utah – US Department of Defense; “Towards Personalized Medicine”; \$1,799,966. Bryan E Welm, Principal Investigator.
20. University of Utah – Washington University in St Louis; “WUSTL Resistance Mechanisms”; \$1,719,710. Trudy Oliver, Principal Investigator.
21. University of Utah – NIH National Inst Dental Craniofacial Research; “The Use of Fibrin Hydrogels.” \$1,599,350. Olga Juliana Baker, Principal Investigator.
22. University of Utah – RTI International; “Transfusion of Prematures-Top.” \$1,297,475. Bradly Allen Yoder, Principal Investigator.
23. University of Utah – NIH National Heart Lung & Blood Inst; “LEE/DERE/HESS UG3/UH3 PMI 2016”; \$43,945,252. Vivian S Lee, Principal Investigator.

24. University of Utah – NIH National Inst of General medical Science; “P01 Wes Wundquist”; \$7,917,925. Wesley I Sundquist, Principal Investigator.
25. University of Utah – Patient Centered Outcomes Research Institute; “PCORI Rib Fracture”; \$7,260,306. Raminder Nirula, Principal Investigator.
26. University of Utah – NIH National Inst of General Medical Science; “Transforming Affordable Care”; \$5,215,000. Man Hung, Principal Investigator.
27. University of Utah – NIH National Eye Institute; “Retinal Circuitry”; \$5,024,339. Robert E Marc, Principal Investigator.
28. University of Utah – Intermountain Healthcare; “Varner IHC UG3 PMI Sub 2016”; \$4,279,953. Michael W Varner, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; “R01 Patel Feb 2016”; \$3,704,350. Amit N Patel, Principal Investigator.
30. University of Utah – DHHS National Institutes of Health; “High Dose Vitamin D”; \$3,597,672. Scott McNally, Principal Investigator.
31. University of Utah – NIH National Institute of Nursing Research; “NKOY R01 NINR Resub Mar 2016”; \$3,095,598. Flory Lumu Nkoy, Principal Investigator.
32. University of Utah – DHHS National Institutes of Health; “Myocardial Substrate”; \$3,081,718. Ravi Ranjan, Principal Investigator.
33. University of Utah – NIH National Institute on Drug Abuse; “Medication-assisted Treatment”; \$3,000,000. Jon-Kar, Zubieta, Principal Investigator.
34. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Interaction Between (PRO) Renin”; \$2,812,492. Tianxin Yan, Principal Investigator.
35. University of Utah – DHHS National Institutes of Health; “R01 Nerve Feb 2016”; \$2,750,449. Jayant Agarwal, Principal Investigator.
36. University of Utah- NIH National Heart Lung & Blood Inst; “Stress-rest Calf Muscle Pad”; \$2,702,053. Lei Zhang, Principal Investigator.
37. University of Utah – NIH National Institute of Nursing Research; “Promoting Caregiver Health”; \$2,600,760. Michael K Magill, Principal Investigator.

38. University of Utah – DHHS Agency for Healthcare Research & Quality; “Hit to Reduce Infections”; \$2,498,690. Benjamin S Brooke, Principal Investigator.
39. University of Utah – US Department of Defense; “Gait Feedback in Lea”; \$2,449,373. Erik Kubian, Principal Investigator.
40. University of Utah – NIH National Inst Arthritis Muscoskel Skin Dis; “Biomechanics of RTSA (2015)”; \$2,385,479. Heath Byron Henninger, Principal Investigator.
41. University of Utah – CDC National Inst Occupational Safety & Health; “Wheel”; \$2,288,849. Matthew S Thiese, Principal Investigator.
42. University of Utah – DHHS National Institutes of health; “R01 Bone Feb 2016”; \$2,223,999. Jayant Agarwal, Principal Investigator.
43. University of Utah – NIH National Eye Institute; “Endothelial Transmigration”; \$1,900,000. Mary Elizabeth Ruth Hartnett, Principal Investigator.
44. University of Utah – NIH National Eye Institute; “Retinal Mechanobiology”; \$1,899,584. David Krizaj, Principal Investigator.
45. University of Utah – DHHS National Institutes of Health; “R01 Resubmission Cazalla”; \$1,862,500. Demian Cazalla, Principal Investigator.
46. University of Utah – NIH National Eye Institute; “NEI Resubmission”; \$1,862,500. Jun Yang, Principal Investigator.
47. University of Utah – DHHS National Institutes of Health; “Genetic Studies of Diabetes”; \$1,862,500. Carl Sennrich Thummel, Principal Investigator.
48. University of Utah – NIH National Heart Lung & Blood Inst; “Inhaled Nicotine and Inflammation”; \$1,862,500. Lorise C Gahring, Principal Investigator.
49. University of Utah – US Department of Defense; “Prosthetics CDMRP”; \$1,789,505. Erik Kubiak, Principal Investigator.
50. University of Utah – University of Alabama at Birmingham; “Roles of Vascular Collagen”; \$1,764,804. Yan-Ting Shiu, Principal Investigator.
51. University of Utah – NIH National Inst Allergy & Infectious Disease; “NIH R01 Biofilm vs. Planktonic”; \$1,709,000. Dustin Lee Williams; \$1,709,000.

52. University of Utah – George Washington University; “Bruce Bray GWU Sub”; \$1,316,488. Bruce Earl Bray, Principal Investigator.
53. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “C Reno K99”; \$1,307,430. Simon J Fisher, Principal Investigator.
54. University of Utah – DHHS National Institutes of Health; “K99/R000 Paul Bonthuis”; \$1,299,759. Christopher T Gregg, Principal Investigator.
55. University of Utah – Northwestern University; “Casper NWU Sub Feb 2016”; \$1,219,227. Theron Charles Casper, Principal Investigator.
56. University of Utah – DHHS National Institutes of Health; “Neovessl Guidance Angiogenesis”; \$1,782,134. Jeffrey A Weiss, Principal Investigator.
57. University of Utah – DHHS National Institutes of Health; “#d \$d Measure of Atrial Fib”; \$1,349,734. Joshua E Cates, Principal Investigator.

C. Awards

1. University of Utah – AAA Foundation for Traffic Safety; “Business Plan for AAA”; \$3,863,906. David Lee Strayer, Principal Investigator.
2. University of Utah – PPD Inc; “ACE-CL-007”; \$4,063,473. Deborah Marie Stephens, Principal Investigator.
3. University of Utah – Progenity Inc; “Pro-104-Preeclampsia”; \$1,272,593. Anne Shaw Clark, Principal Investigator.
4. University of Utah – Biosense Webster; “DECAAF II”; \$1,200,000. Nassir R Marrouchne, Principal Investigator.
5. University of Utah – ISIS Pharmaceutical ALS Inc; “ISI 396443-CS11”; \$1,051,210. Nicholas E Johnson, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
 - University of Utah – Graduate Certificate in Business Law
 - University of Utah – Graduate Certificate in Criminal Law
 - University of Utah – Graduate Certificate in Global Medicine
 - University of Utah – Graduate Certificate in Intellectual Property
 - University of Utah – Graduate Certificate in International Law

- University of Utah – Graduate Certificate in Litigation and Dispute Resolution
 - University of Utah – Graduate Certificate in Public Interest Law and Policy
 - Weber State University – Certificate of Proficiency in Health Information Management (30 credit hour program by exception)
 - Weber State University – Minor in Architectural Engineering Technology
 - Weber State University – Minor in Supply Chain Management
 - Southern Utah University – Emphasis in Unmanned Aircraft Operator within the AAS in Professional Pilot
 - Dixie State University – Emphasis in Health Communication within the BS in Communication Studies
 - Dixie State University – Emphasis in Strategic Communication within the BS in Media Studies
 - Dixie State University – Minor in Economics
 - Dixie State University – Minor in Humanities
 - Dixie State University – Minor in Management
 - Dixie State University – Minor in Marketing
2. Program Restructure
- Utah State University – Master of Science in Psychology to Master of Education in Psychology as degree awarded en route to the EdS in Psychology with Specialization in School Psychology
 - Utah State University – Specialization in Professional Scientific Psychology to Specializations in Combined Clinical/Counseling Psychology and School Psychology within the PhD in Psychology
 - Utah Valley University – Emphasis in Leadership within the BA/BS in Integrated Studies
3. Program Restructure/Name Change
- Utah Valley University – BS in History Education to BS in History and Social Studies Education
4. Name Change
- Southern Utah University – Emphasis in Student Services within the Master of Public Administration (MPA) to Emphasis in Higher Education Administration within the MPA
 - Utah Valley University – Department of Basic Composition to Department of Literacies and Composition
 - Utah Valley University – Department of Engineering Graphics and Design Technology to Department of Engineering Design Technology
5. New Institute
- Dixie State University – Institute of Politics and Public Affairs

6. Discontinuation
 - Weber State University – Graduate Certificate in Health Information Management
 - Southern Utah University – Emphasis in Criminal Justice within the MPA
 - Southern Utah University – Emphasis in Nonprofit Management and Administration within the MPA
 - Dixie State University – Emphasis in Communication within the BA/BS in Integrated Studies
 - Utah Valley University – Emphasis in Geographic Information Systems (GIS) within the BS in Information Systems

7. Three-Year Review
 - University of Utah – MS in Geographic Information Science
 - University of Utah – PhD in Occupational & Environmental Health

8. Seven-Year Review
 - University of Utah – Department of Biomedical Informatics
 - University of Utah – Department of Communication
 - University of Utah – Department of Human Genetics

9. CORRECTION to April 1, 2016 General Consent Calendar Item:
 - The University of Utah –Master of Science in Nutrition to Master of Science in Nutrition and Integrated Physiology with new Emphases in Nutrition, and Integrated Physiology

To

 - The University of Utah –Master of Science in Nutrition to Master of Science in Nutrition and Integrative Physiology with new Emphases in Nutrition, and Integrative Physiology

David L. Buhler
Commissioner of Higher Education

STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
GARDNER CENTER
FRIDAY, APRIL 1, 2016

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New Century and Regents’ Scholarship Award Amounts for 2016-17	
Revision of Policy R312, <i>Configuration of the Utah System of Higher Education</i> <i>Institutional Missions and Roles</i> (UU mission changes)	
Revision of Policy R604, <i>New Century Scholarship and Policy R609, Regents’ Scholarship</i> Yearly Review (2nd Year) Southern Utah University – Associate of Applied Science in Aerospace/Aviation Technology	
Institutional Completion Update: Dixie State University	
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Utah State University – Property Acquisition	
USHE – Spring 2016 Third- Week Enrollment Report	
USHE – Fall 2015 End-of-Term Enrollment Report	
USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2015	
USHE – Debt Ratio Analysis	
Legislative Session Report and Budget Update	
USHE – Capital Facilities Update for 2016 – 2017	
USHE –Tuition Increases for 2016-17	
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STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
GARDNER CENTER
FRIDAY, APRIL 1, 2016

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jessellie B. Anderson
Nina R. Barnes
Bailey Bowthorpe
Leslie Castle
Wilford Clyde
Marlin K. Jensen
Patricia Jones
Robert S. Marquardt
Steve Moore
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Absent

Steven Lund

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Elizabeth Hitch, Associate Commissioner for Academic Affairs
Kimberly L. Henrie, Associate Commissioner for Finance & Facilities

Institutional Presidents Present

David W. Pershing, University of Utah
Noelle Cockett for Stan L. Albrecht, Utah State University
Scott L. Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College
Charles Wight, Weber State University

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

Chair Campbell called the meeting to order at 1:00 p.m. Chair Campbell excused the Regents who were absent and thanked those present, then turned the time over to President Williams for his State of the University.

State of the University

President Williams shared some of the great things going on at Dixie State University (DSU), summarizing the work by saying "We are building a university". He recognized new employees at DSU and then shared a few data points. DSU continues to grow with an increase in admissions, receiving over 14,000 applicants and almost 8000 completing the admissions process. President Williams stated he believes part of the growth is attributed to DSU being the most affordable institution in the state of Utah and competitive with national peers. DSU's goal is to have the highest quality of education while keeping the costs as affordable as possible. He then shared some of the highlights: recognizing Chris Gifford as the Utah Advisor of the year; Kathy Cieslewica received the Governor's Leadership in Arts Award; David Roos and Michael Olsen received the Alan E. Hall Innovation for Undergraduate Student Success Award; DSU employees holding the positions of President, President Elect and Secretary of UHESA; DSU was honored this year as being in the Top 50 Safest Colleges; student Krissia Beatty won the title of Miss Utah 2015; DECA students won 44.8% of the Gold, Silver and Bronze awards; received a \$1.25 million grant each from Stanford and Dixie Regional Medical Center for students to study Genomics and learn how to do research at Stanford; DSU named affiliate volunteer group of the year of Habitat for Humanity of Southwest Utah; former DSU student Christian Jensen won the 2015 DocUtah Raven award; Kris "Tanto" Paronto shared experiences from Benghazi; Dr. Erin O'Brien and Kelly Bringhurst received a \$160,000 grant for the Diverse Outdoor Leadership Institute; students donated over 1200 hours in Antigua; 40 DSU Dental Hygiene students participated in Give Kids A Smile Project; degrees and certificates have increased over the last 10 years to about 150 programs; Dr. Carole Grady received the Community Engagement Award, Student Organization-Nursing Student Association; DSU commended for the 5th straight year for exceptional pass rate by the National Board for Surgical Technology and Surgical Assisting; the new Dance program has 25 majors; the Music Department received accreditation by the National Association of Schools of Music; the Department of Education received their 7-year renewal without any citations; the Exercise Science Department started in January and has 35 students; they are moving forward with the partnership programs with the University of Utah; last year DSU won championships in baseball, softball, men's basketball and men's golf; DSU is the 3-time PacWest Community Engagement Winner, 3-time Winner of the NCAA Community Engagement Award; new on-campus housing is on-time and will be completed in August; the Burns Arena addition is now complete; the DSU 2020 Strategic Goals include Promote Student Success, Broaden and Enhance Academic Programs, Invest in Faculty and Staff, Enhance Support for Inclusion and Equity, Engage the Southern Utah Region and Establish Strong Brand and identity for the university; and lastly is all about the students.

Chair Campbell expressed his appreciation and thanked President Williams for his presentation. Chair Campbell turn to Vice-chair Davis to read resolutions.

Resolutions

Vice-chair Davis read the resolution for Senator Stephen H. Urquhart and moved to adopt the resolution, seconded by Regent Zenger and the motion passed.

Chair Campbell read the resolution for Regent Jefferson Moss, Vice-chair Davis moved to adopt, the motion was seconded by Regent Stoddard and the motion passed.

General Consent Calendar TAB Y

Chair Campbell asked for a motion to approve, **Regent Zenger motioned to approve and was seconded by Regent Simmons; the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes – Minutes of Board meetings January 22, 2016, University of Utah and February 9, 2016 (Executive Committee Meeting conference call).
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Reports of Board Committees

Academic and Student Affairs Committee

Regent Prince noted they considered four proposals for new programs and would like to combine them into one motion. They were impressed that all four programs fulfill a need in the state and commended the institutions for their work. He also noted these were approved unanimously in committee.

University of Utah – Bachelor of Arts/Bachelor of Science in Recreational Therapy (TAB A)

Utah State University – Associate of Science in Agricultural Science (TAB B)

Utah State University – Executive Master of Accounting (EMAcc) (TAB C)

Dixie State University – Associate of Applied Science in Surgical Technology (TAB D)

Regent Prince motioned to approve as outlined in TABs A, B, C, D, the motion was seconded by Regent Theurer and the motion carried.

New Century and Regents' Scholarship Award Amounts for 2016-17 (TAB E)

Regent Prince noted amounts proposed are, New Century received \$1250.00 per semester, Regents' base award \$1000.00 one-time, Regents' exemplary award \$1250.00 per semester, Regents' UESP Savings match of up to \$400.00 one-time. **This was unanimously approved in committee and moved to approve as outlined in TAB E, the motion was seconded by Regent Stoddard and the motion carried.**

Revision of Policy R604, Configuration of the Utah System of Higher Education Institutional Missions and Roles (UU mission changes) (TAB F)

Revision of Policy R604, New Century Scholarship and Policy R609, Regents' Scholarship (TAB G)

Regent Prince noted these two items are for revision of policies and were unanimously approved in committee and moved to approve, the motion was seconded by Regent Theurer and the motion carried.

Regent Prince noted the last three items were information only.

Yearly Review (2nd Year) Southern Utah University – Associate of Applied Science in Aerospace/Aviation Technology (TAB H)

Institutional Completion Update: Dixie State University (TAB I)

Report on Utah Higher Education Staff Association Completion Initiative: bff(Bring a Friend to Finish – Return, Learn and Earn) (TAB J)

Finance/Facilities Committee

Dixie State University – Campus Master Plan Approval (TAB K)

Bob Marquardt noted that most elements were covered by President Williams so he won't go into further detail. **Regent Marquardt motioned to approve as outlined in TAB K, the motion was seconded by Regent Barnes and the motion carried.**

Southern Utah University – Series 2016 Refunding Bond Issue (TAB L)

Regent Marquardt noted this will be a savings of about 1 million and was approved in committee. **Regent Marquardt moved to approve as outlined in TAB L, the motion was seconded by Regent Simmons and the motion carried.**

Southern Utah University – Property Exchange and Long-Term Lease for Student Housing (TAB M)

Regent Marquardt noted SUU would trade three parcels totaling about one acre for 2 parcels of about .2 acres each. The difference in the appraisal is \$38,000, SUU would pay the foundation \$38,000, resulting in a significant increase in housing. **Regent Marquardt moved to approve as outlined in TAB M, the motion was seconded by Regent Barnes and the motion carried.**

Southern Utah University – Request for approval to create the position of General Counsel (TAB N)

Regent Marquardt noted this is a part time position. **Regent Marquardt moved to approve as outlined in TAB N, the motion was seconded by Regent Anderson and the motion carried.**

University of Utah – Series 2016A General Revenue and Refunding Bond (TAB O)

Regent Marquardt noted this was an update report. This is information only and no action is necessary.

Utah State University – Property Acquisition (TAB P)

Regent Marquardt noted this was a purchase below the amount that would be required to have Regent approval; this is information only and no action is needed.

USHE – Spring 2016 Third-Week Enrollment Report (TAB Q)

Regent Marquardt noted an increase of 1,992 new students in the system, which is an increase of 1.33%. The most significant increases were at SUU and Snow and the only institution with a noticeable decrease is SLCC with a 6.65% decline; which is attributable primarily to the economy. This is an information item and no action is necessary.

USHE – Fall 2015 End-of-Term Enrollment Report (TAB R)

Regent Marquardt noted they looked at how the end of semester numbers compared to the third-week. There was an additional 4,368 students. This is information only and no action is necessary.

USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2015 (TAB S)

Regent Marquardt noted the total endowment investments throughout the system are \$1.3 billion. The foundation investments total \$3.9 million and other investments total \$2.4 million. This is information only and no action is necessary.

USHE – Debt Ratio Analysis (TAB T)

Regent Marquardt noted this has been particularly helpful over the last few years to see the overall debt the institutions are taking on. Below the viability standard of 1.0% were Snow and Dixie. Snow was because of booking retirement liabilities required by accounting standard; and Dixie fell due to some accounting transactions recorded related to student housing revenue bonds recorded at the end of the year, which is really just a timing issue. Snow is the institution that we should continue to watch, but they're all in good shape. This is information only and no action is necessary.

USHE – Capital Facilities Update for 2016-17 (TAB V)

This is information only and no action is necessary.

Regent Marquardt noted he would defer the remaining items to Commissioner Buhler and this was the end of his report.

Appointment of Board Treasurer (TAB Z)

Commissioner Buhler noted the board is required to appoint a Board Treasurer and his recommendation is to appoint Dr. Kimberly L. Henrie who is the new Associate Commissioner for Finance & Facilities as the Board Treasurer. **Regent Marquardt moved to approve, the motion was seconded by Regent Stoddard and the motion carried.**

Legislative Session Report and Budget Update (TAB U)

Commissioner Buhler reported each President had the opportunity to report to the Higher Education Sub-Committee efficiencies they had implemented and this gave the committee confidence where they did not feel like they needed to recommend any reallocations to the base budget. There were a number of big items for funding outside of higher education. 54% of the new state funding went to K-12. This year we tracked over 80 pieces of legislation, with 22 of particular interest. Of the 22, 12 were opposed by higher education. Of note, amendments were made to concurrent enrollment, capital facilities, USTAR, UESP, State Board of Education approval, and Interstate Reciprocity Agreement for Distance Ed. He noted other legislation passed included a joint resolution honoring UVU. Senator Urquhart's capital facilities ran into problems and didn't pass. There were several pieces that could have been detrimental if passed but did not and included; remove education funding from USHE budget, reduced requirements of Regents' Scholarship, Legislative mandate to award academic credit, prohibit state agencies & higher ed from interacting with legislators, unfunded right to sue for any allegations of free speech violations and gainful employment reporting for all academic program. Commissioner Buhler reviewed the increase in state tax revenues and historical increases. He noted the USHE priorities partially funded were Compensation at 2%, Health Insurance \$7,363,100, Market Demand Programs \$5,000,000, Performance Based Funding \$5,000,000 one-time and Regents' Scholarship \$8,800,000 one-time. USHE priorities not funded included Access and Affordability and Statewide Programs (enhanced cyber security). Other legislative funding included; UU & DSU Healthcare Partnership \$1,500,000, WSU Student Athlete Graduation Program

\$1,300,000, USU Water Conservation and Research \$950,000, UU Accelerated Foreign Language Courses \$300,000, USU Uintah Basin Air Quality Research \$1,200,000, SLCC Credit Education for Prisoners \$200,000, DSU Washington County Tech Pipeline \$150,000, and SUU K-16 Technology \$150,000. In Capital Development we had four projects funded. Next steps we will be working on include math/concurrent enrollment implementation, free speech/harassment/assault, and longitudinal data. Commissioner Buhler thanked the members of the Board of Regents for their support this session, the Presidents and noted how powerful it is to hear from them, institutional staff and the commissioner's staff for their efforts and legislative staff who work closely with us. Chair Campbell expressed his appreciation for the tireless work that took place during the legislative session. This is information only and no action is necessary.

USHE – Tuition Increases for 2016-17 (TAB W)

Commissioner Buhler noted part of the increase this year is to match the compensation increase we received from the legislature and the rest of the increase proposed is to meet critical needs at our institutions. The recommendation is a 3.5% 1st-tier increase. Each institution has the opportunity to recommend a 2nd-tier increase, and this year two institutions have requested this; 0.4% 2nd-tier increase at UU and 1.5% 2nd-tier increase at DSU. Institutions can also request differential tuition which may be used for specific programs. Commissioner Buhler expressed his appreciation to the Presidents for working diligently to keep costs down. **Regent Zenger motioned to approve as outlined in TAB W, the motion was seconded by Regent Barnes and the motion carried.**

USHE – Fee Increases for 2016-17 (TAB X)

Commissioner Buhler noted UVU has been making an effort to decrease fees. Most of the fee increases are less than tuition increases. **Regent Anderson motioned to approved as outlined in TAB X, the motion was seconded by Regent Simmons and the motion carried.**

Chair Campbell noted that this concluded the business part of the meeting and turned the time over to President Huftalin. President Huftalin announced the SLCC Bruins won the basketball championship. The most valuable player of the tournament is headed to UVU next year and the best three point shooter is going to UU.

It was moved by Regent Stoddard and seconded by Regent Davis to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals. The motion carried.

The Board of Regents met in Executive Session until 3:30 p.m.

Loreen Olney
Executive Secretary

Date Approved: May 20, 2016

May 11, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Regent Officer Elections

Issue

In accordance with Regent policy R120-3.2, *Bylaws of the State Board of Regents*, the Board of Regents shall elect a chair and vice-chair during the May/June meeting of the even years. The upcoming May 20, 2016 meeting is therefore the designated meeting in which the Board will elect a chair and vice-chair for two-year terms.

Background

Regent policy R120-3.2.1 states, "*The chair shall be elected by the State Board of Regents at the May/June meeting in each even numbered year and shall serve for a term of two years, or until his or her successor is elected and qualified. No State Board of Regents member shall be eligible to serve more than two terms as chair.*"

Similarly, R120-3.2.2 directs the Board to elect a vice-chair every two years on even numbered years during the May/June meeting.

The chair, under R120-3.6.1.1, has established a nominations committee, chaired by Regent Robert W. Prince and including Regents Teresa L. Theurer and Joyce P. Valdez. The committee members are responsible for contacting the Regents and seeking input regarding potential nominations for chair and vice-chair. The nominations committee will present its formal nominations to the Board of Regents during the May 20, 2016 meeting for a vote. The Board must have a quorum to elect officers. Regent policy prohibits proxy voting; only members who are present may vote.

Chair Campbell and Vice-chair Davis are completing their first term as chair and vice-chair respectively.

Commissioner's Recommendation

The Commissioner recommends the Regents hold elections for chair and vice-chair as directed by Regent policy R120-3.2.

David L. Buhler
Commissioner of Higher Education

DLB/GTL