



Board of Trustees Planning Retreat Orientation Meeting

Weber State University Hurst Center for Lifelong Learning

Dr. Ezekiel R. and Edna Wattis Dumke Legacy Hall

[Zoom](#) | ID: 919 2837 6269 | Password: 173629

Monday, August 14, 2023 | 9:00 AM to 4:00 PM

AGENDA

1. **Call to Order and Welcome (9:00 a.m.)** *Trustee Kearston Cutrubus, Outgoing Chair*
2. **Recognition of Outgoing Trustees (9:05)** *Brad Mortensen, President*
3. **Swearing-In of New Trustees (9:15 a.m.)**
Stephanie Hollist, General Counsel and Board Secretary
4. **New Trustee Introductions (9:20 a.m.)** *Outgoing Chair Cutrubus*
5. **Action: Nomination Committee Report/Election of 2023-25 Board Officers (9:28 a.m.)**
Trustee Don Salazar, Nomination Committee Chair
6. **Information: Structure and Responsibilities Overview (9:35 a.m.)** *Incoming Chair*
 - a. **Utah System of Higher Education**
Geoff Landward, Deputy Commissioner of Higher Education
 - i. [Duties and Responsibilities](#)
 - ii. [USHE Strategic Plan](#)
 - b. [Weber State University Board of Trustees](#) *President Mortensen*
 - i. **Statutory Responsibilities**
 - ii. **USHE Delegated Authority**
 - iii. **Trustee Bylaws**
 - iv. **Trustee Committee Charters**
 - v. **Trustee Assignments: Standing Committee, College Liaison, and Other**
 - c. **Weber State University Overview, Organization, and Shared Governance**
President Mortensen

BREAK (10:30 a.m. – 10:40 a.m.)

7. Identification of Any Potential or Perceived Conflicts of Interest* (10:40 a.m.)
Incoming Chair
8. Action: (10:45 a.m.) *Incoming Chair*
- a. Minutes
 - i. [May 16, 2023 Board of Trustees Meeting](#)
 - ii. [May 23, 2023 Board of Trustees Executive Committee Meeting](#)
 - iii. [August 3, 2023 Board of Trustees Executive Committee Meeting](#)
 - b. [Trustee Bylaws Amendments](#)
 - c. [2023-24 Trustee Committee Charters Amendments](#)
 - d. [2023-24 Trustee Assignments](#): Standing Committee, College Liaison, and Other
 - e. [2023-24 Trustee Board Meeting Schedule](#)
9. Action: Monitoring of Strategic Plan - [Weber State Amplified: A 5-year Plan for Growth - Year Two Metrics and Achievements](#) (11:10 a.m.)
- a. [Overview](#) *President Mortensen*
 - b. Enrollment Targets *Jessica Oyler, VP of Student Access & Success*
 - c. Goals & Desired Outcomes Year Two Reports
 - i. Equity, Diversity & Inclusion
Adrienne Andrews, VP of Equity, Diversity, & Inclusion
 - ii. Retention & Completion *VP Oyler and Vice Provost Eric Amsel*
 - iii. Personal Connections & Academic Excellence
Vice Provost Brenda Kowalewski
 - iv. Community Anchor Mission
Vice Provost Kowalewski
Steve Nabor, Sr. Associate VP of Financial Services, CFO, Econ. Dev.
James Taylor, Executive Director of Innovation and Commercialization
 - v. Marketing & Branding *Betsy Mennell, VP of University Advancement*

LUNCH (12:15 p.m. - 12:45 p.m.)

10. Trustee Training (12:45 p.m.)
- a. [Open Meetings Act / Records](#) *GC Hollist*
 - b. [Ethics](#) *GC Hollist*
 - c. [2023-24 Conflict of Interest Disclosures](#) *GC Hollist*

- d. [Discrimination and Harassment](#) GC Hollist
- e. **Nasdaq Boardvantage** Sherri Cox, Executive Assistant
- f. [Weber.edu Email Accounts](#) Bret Ellis, VP of Information Technology
Heidi Munk, IT Special Project and Process Manager
- g. [Media Relations](#) Bryan Magaña, Director of Public Relations

11. Information: University Overview (1:45 p.m.)

- a. **Higher Education Landscape ([Reference Articles](#))** President Mortensen
- b. [Amplify Weber State: The Campaign for Weber State](#) VP Mennell
- c. [Weber State Student Success Playbook Report](#) Ravi Krovi, Provost & Sr. VP of Academic Affairs
VP Oyler

BREAK (2:30 p.m. – 2:40 p.m.)

12. Action: 2023-24 Trustee Meeting Special Discussion Topics Selections (2:45 p.m.)

Incoming Chair

- a. **Student Access & Success** VP Oyler
 - i. Restructuring to Streamline Student Services
 - ii. Diving into Student Financial Aid and Scholarship Data
 - iii. Enrollment Update - Strategically Planning for the Future
 - iv. Student Mental Health
 - v. High School Dual Enrollment
- b. **Academic Affairs** Provost Krovi
 - i. Aligning programs with workforce demand
 - ii. Adult learner needs and experiences
 - iii. Chief Data Officer Strategy
- c. **University Advancement** VP Mennell
 - i. Marketing Plan
- d. **Administrative Services** Norm Tarbox, Sr. VP of Administrative Services
 - i. NCAA Portal / Name Image & Likeness
 - ii. Where the HEERF Funding Went
 - iii. Growing WSU's Future Leaders

- iv. Decentralization in Higher Education
- e. **Equity, Diversity, & Inclusion** VP Andrews
 - i. eHSI Update
 - ii. Cultural Centers and Belonging
 - iii. Programming and Engagement
- f. **Information Technology** VP Ellis
 - i. Information Security Awareness
- g. **Title IX / Discrimination / Harassment** GC Hollist
- h. **Other** President Mortensen
- 13. **Upcoming Events** President Mortensen
- 14. **Announcements / Observations / Questions (3:30 p.m.)** Incoming Chair
- 15. **Closed Meeting Session****

A Closed Meeting may be held to discuss any one of the matters allowed by Utah Code § 52-4-205, including (1) discussion of the character, professional competence, or physical or mental health of an individual; (2) strategy sessions to discuss pending or reasonably imminent litigation; (3) strategy sessions to discuss the purchase, exchange, lease, or sale of real property, including water rights or shares; (4) discussion regarding deployment of security personnel, devices, or systems; or (5) investigative proceedings regarding allegations of criminal misconduct.
- 16. **Adjourn (4:00 p.m.)** Incoming Chair

**When a board member has a potential or perceived conflict of interest, they should alert the chair at the beginning of the meeting that they will need a moment to recuse themselves from board business and identify the point in the agenda when they would need to be excused. The board member will be excused at the appropriate time while the board proceeds with the action. The board member will be alerted when they may rejoin the proceedings.*

*** If held. If a closed meeting is not held, the board will adjourn after the prior agenda item. If a closed meeting is held, the board will go into the closed meeting from the open meeting, but unless there is further business to conduct after the closed meeting, the board will adjourn the meeting without going back into open session.*



**SUMMARY: Responsibilities and Authority of
USHE Governing and Administrative Officers**

The Utah System of Higher Education comprises 16 institutions, all with unique missions, but who are also working towards common goals and a unified vision. To ensure the system is efficient, effective, and delivers world-class instruction and research, the Board of Higher Education and institutional boards of trustees must align responsibility and authority. The Utah Legislature and the Board of Higher Education have established the following responsibilities and authorities for the Board, the boards of trustees, presidents, and the commissioner.

UTAH BOARD OF HIGHER EDUCATION	
STATUTORY AUTHORITY	STATUTORY RESPONSIBILITY
53B-4-102(1)(a)	The Board of Higher Education is the governing board for the institutions of higher education, which controls, oversees, and regulates the Utah System of Higher Education in a manner consistent with the purpose of this title and the specific powers and responsibilities granted to the board
53B-4-102(2)(a)	Establish and promote a state-level vision and goals for higher education that emphasize data-driven retrospective and prospective system priorities, including: • Quality • Affordability • Access and equity • Completion • Workforce alignment and preparation for high-quality jobs • Economic growth
53B-4-102(2)(b)	Establish system policies and practices that advance the vision and goals
53B-4-102(2)(c)	Establish metrics to demonstrate and monitor: • Performance related to the goals and • Performance on measures of operational efficiency
53B-4-102(2)(d)	Collect and analyze data, including economic data, demographic data, and data related to the metrics
53B-4-102(2)(e)	Govern data quality and collection across institutions
53B-4-102(2)(f)	Establish, approve, and oversee each institution's mission and role in accordance with Section 53B-16-101
53B-16-101(3)	The board shall further clarify each institution of higher education's primary role by clarifying: • The level of program that the institution of higher education generally offers, in accordance with Subsection 53B-16-102(3) • Broad fields that are within the institution of higher education's mission; and • Any special characteristics of the institution of higher education, such as being a land grant university
53B-4-102(2)(g)	Assess an institution's performance in accomplishing the institution's mission and role
53B-4-102(2)(h)	Participate in the establishment and review of programs of instruction in accordance with Section 53B-16-102
53B-4-102(2)(i)	Perform duties related to an institution of higher education president, including: • Appointing an institution of higher education president in accordance with Sections 53B-2-102 and 53B-2a-107 • Through the commissioner and the board's executive committee ○ Providing support and guidance to an institution of higher education president

	○ Evaluating an institution of higher education president based on institution performance and progress toward system-wide priorities ○ Setting terms of employment, including performance-based compensation, through an employment contract or another method of establishing employment; and establishing, through a public process, a statewide succession plan to develop potential institution presidents from within the system
53B-4-102(2)(j)	Create and implement a strategic finance plan for higher education, including by: • Establishing comprehensive budget and finance priorities for academic education and technical education • Allocating statewide resources to institutions • Setting tuition for each institution • Administering state financial aid programs • Administering performance funding in accordance with Chapter 7, Part 7, Performance Funding • Developing a strategic capital facility plan and prioritization process in accordance with Sections 53B-2a-117 and 53B-2a-118 (commonly referred to as SB 102)
53B-4-102(2)(k)	Create a seamless articulated education system for Utah students that responds to changing demographics and workforce, including by: • Providing for statewide prior learning assessment, in accordance with Section 53B-16-110 • Establishing and maintaining clear pathways for articulation and transfer, in accordance with Section 53B-16-105 • Establishing degree program requirement guidelines, including credit hour limits • Aligning general education requirements across degree-granting institutions • Coordinating and incentivizing collaboration and partnerships between institutions in delivering programs • Coordinating distance delivery of programs • Coordinating work-based learning • Emphasizing the system priorities and metrics
53B-4-102(2)(l)	Coordinate with the public education system: • Regarding public education programs that provide postsecondary credit or certificates • To ensure that an institution of higher education providing technical education serves secondary students in the public education system
53B-4-102(2)(m)	Delegate to an institution's board of trustees certain duties related to institution governance, including: • Guidance and support for the institution president • Effective administration • The institution's responsibility for contributing to progress toward achieving system-wide goals • Other responsibilities determined by the Board
53B-4-102(2)(n)	Delegate to an institution of higher education president management of the institution of higher education
53B-4-102(2)(o)	Consult with an institution of higher education board of trustees or institution of higher education president before acting on matters pertaining to the institution of higher education
53B-4-102(2)(p)	Maximize efficiency throughout the Utah system of higher education by identifying and establishing shared administrative services, beginning with: • Commercialization • Services for compliance with Title IX • Information technology services • Human resources, payroll, and benefits administration
53B-4-102(2)(q)	Develop strategies for providing higher education, including career and technical education, in rural areas
53B-4-102(2)(r)	Manage and facilitate a process for initiating, prioritizing, and implementing education reform initiatives beginning with common applications and direct admissions
53B-4-102(2)(s)	Provide ongoing quality review of programs
53B-16-101(6)(c)	The board shall conduct: • At least once every seven years, at least one review of each program of instruction at each institution; and

	Annually, a qualitative and quantitative review of academic disciplines across the system, including enrollment, graduation rates, and workforce placement, ensuring that the board conducts a review of all disciplines within the system at least once every seven years.
53B-16-105(5)(a)	Identify technical education programs with common names, descriptions, lengths, and objectives, and within technical education programs, common course names, descriptions, length, and objectives allowing for customization of electives to meet regional industry demand The commissioner shall appoint committees of faculty members from technical education committees to recommend aligned programs and courses that will satisfy graduation requirements.
53B-4-102(2)(t)	Before each annual legislative general session, provide to the Higher Education Appropriations Subcommittee a prioritization of all projects and proposals for which the board or an institution of higher education seeks an appropriation.

BOARDS OF TRUSTEES & THE BOARD OF HIGHER EDUCATION			
STATUTORY GUIDANCE	RESPONSIBILITIES	DELEGATED AUTHORITIES	
		Delegated to Institutional Board of Trustees	Board of Higher Education
Guidance and support for the institution president--	Appointment of a President	Trustees may conduct the first phase of a search and submit finalists to the Board of Higher Education if authorized.	The Board appoints president from among the finalists who serves at the pleasure of the Board. Board sets and adjusts presidential salaries by policy. Board may remove a president.
	Evaluation of Presidents	Trustees establish Key Performance Indicators for presidents and annually evaluate a president's performance based on those KSI except the year a president is subject to a comprehensive evaluation.	Board sets evaluation criteria and procedures for comprehensive evaluations. Board takes appropriate action based on presidential performance and recommendations, using identified benchmarks. Board conducts comprehensive evaluation every four years or if otherwise needed.
The institution's responsibility for contributing to progress toward achieving system-wide goals	Institutional Master Planning, Strategic Planning and Goals	Trustees approve a strategic plan for the institution that is aligned with: state attainment goals, workforce needs, and the institution of higher education's role, mission, and distinctiveness. Trustees set performance metrics in consultation with the Board of Higher Education. Trustees monitor the institution's progress toward achieving the strategic	Board sets and assesses system-wide performance on statewide goals and system performance metrics. Board requires institutions to provide a five-year capital plan, which the Board must approve. Institutions provide ongoing financial reporting.

		plan and report to the Board of Higher Education institutional progress. Trustees approve institutional master plan and associated changes. The trustees submit master plans and changes to the Commissioner's office.	
Effective Administration—In general, the Board of Higher Education will establish general parameters and reporting requirements and delegate day-to-day oversight to trustees and presidents.	Institutional Missions & Roles	Trustees approve institutional missions that align with the institution's role as established in statute and by the Board	Except as institutional roles are specifically assigned by the Legislature, the Board shall establish and define the roles of the institutions of higher education. The Board shall maintain institutional role integrity. Board adopts the institutional mission into policy.
	Institutional Policies/System Policies	Trustees approve institutional policies needed for the effective administration of the institution, ensuring they maintain parameters set by the Board of Higher Education.	The Board establish system policies and practices that advance the vision and goals
	Tuition and Fees	Institutions present tuition and fee needs to trustees; trustees are responsible to verify data supporting requests for increases in tuition or fees. Trustees, based on their assessment of the institution's request and underlying data, recommend tuition and fees increases to the Board.	Board establishes criteria trustees will use in evaluating tuition and fee requests. Board sets criteria and process trustees follow to conduct due diligence for tuition and fee requests. The Commissioner's office assesses whether the trustees have properly assessed the institution's request. Board reviews and may approve trustees' recommendations.
	Budget and Finance Oversight	Trustees establish and oversee internal accounting and operating controls, monitor use of discretionary funds, establish institutional debt policy, and oversee all auxiliary enterprises.	Board sets system parameters in policy and requires necessary reporting on budget and finance. The Board may intervene if institutions exceed parameters or policy.
	Facilities	Trustees may approve construction projects for new facilities less than \$500,000 and remodels or improvements of existing facilities less than \$3,500,000. Trustees may approved non-state funded projects that do not exceed \$5,000,000 Trustees may approve property acquisition that does not exceed \$1,500,000. Disposal may not exceed \$1,000,000	Board sets system parameters in policy and requires necessary reporting on facilities. Board must approve capital projects that exceed threshold amounts.

		Trustees may approve capital Leases of less than \$250,000 a year (\$500,000 a year for the U of U). U of U trustees may approve all U of U Hospital/Health Sciences capital projects. Trustees review and may approve requests to submit to the Board for all other capital facilities.	
	Audit	Trustees form the institution's internal audit committee, sets internal audit priorities, review internal audits and report audit findings at least annually to the Board of Higher Education.	Board audit committee identifies areas of risk within the system and prioritizes system audits accordingly.
	Academic Programs	Trustees approve new programs that fit within the institution's mission and role and meet Board of Higher Education criteria, subject to board review for pathway articulation.	The board shall establish criteria for whether an institution of higher education may approve a new program of instruction, including criteria related to whether: - the program of instruction meets identified workforce needs; - the institution of higher education is maximizing collaboration with other institutions of higher education to provide for efficiency in offering the program of instruction; - the new program of instruction is within the institution of higher education's mission and role; and - the new program of instruction meets other criteria determined by the board.
	Technical Education Programs	Trustees over technical colleges or institutions with a technical college role approve technical education programs that meet Board of Higher Education criteria.	Board of Higher Education establishes institutional missions and roles and criteria for new programming such as workforce demand. Institutions report all new programs to the Board.
	Program Review		The board shall conduct a periodic review of all new programs of instruction no later than two years after the first cohort to begin the program of instruction completes the program of instruction. The board may conduct a periodic review of any program of instruction at an institution of higher education. The board shall conduct at least once every seven years, at least one review of each program of

			instruction at each institution; and annually, a qualitative and quantitative review of academic disciplines across the system, including enrollment, graduation rates, and workforce placement, ensuring that the board conducts a review of all disciplines within the system at least once every seven years.
	Academic Degree Approval	Trustees review, consider and approve new institutional degree requests (certificates, associate, bachelor's, master's and doctoral), minors and emphases added to approved programs that conform to the institution's role and mission.	The Board of education may consider and approve new degree requests (certificates, associate, bachelors, masters, and doctoral) minors, and emphases added to approved programs that fall outside of the institution's role and mission.
	Research and Training Grants	Trustees approve research and training grant funding on behalf of the Board of Higher Education.	Institutions report grants annually to the Board. Institutions report highlights most impactful research.
	Community Relations/Advancement	Trustees facilitate communication between the institution and the community; assist in planning, implementing, and executing fund raising and development projects; and perpetuate and strengthen alumni and community identification with the institution's tradition and goals.	
	Honorary Degrees	Trustees approve recipients for honorary degrees or recognitions.	

INSTITUTIONAL PRESIDENTS	
ROLE	AUTHORITY
Leadership	An institution of higher education president develops and implements the institution's vision, mission and goals, and manages progress toward achieving institutional aims. The president of each institution of higher education may exercise grants of power and authority to ensure the effective and efficient administration and operation of the institution of higher education. The president also guides the contributions of their institution to the vision, mission and goals of the Utah system of higher education. The president is responsible to lead as part of a larger alliance of institutions whose presidents share a central mission to provide world-class, affordable higher education within the system of higher education. Presidents collaborate with and support each other, the commissioner and the Board for the benefit of all students and Utah.

External Relations	The president serves as the representative of their institution with key stakeholder communities, including but not limited to: • Alumni • Private, Foundation and Corporate Donors • State and Federal Legislators and Other Governmental Leaders • Community Members and Non-Profit Partners • Employers, Industry • K-12 Education The president is responsible for effective, high integrity stewardship of both relationships with and resources from external stakeholders.
Faculty and Staff	The president may: • Appoint a secretary, a treasurer, administrative officers, deans, faculty members, and other professional personnel, prescribe their duties, and determine their salaries • Appoint support personnel, prescribe their duties, and determine their salaries from the institution of higher education's position classification plan • Where applicable, provide for the constitution, government, and organization of the faculty and administration, and enact implementing rules, including the establishment of a prescribed of tenure • Enact rules for administration and operation of the institution which are consistent with the prescribed role established by the board, rules enacted by the board, or the laws of the state The president may exercise powers relating to the institution's employees, including but not limited to: • Furloughs • Reductions in force • Benefit adjustments • Program reductions or discontinuance • Early retirement incentives that provide cost savings to the institution of higher education • Other measures that may provide cost savings to the institution of higher education
Strategic Planning/Master Planning	Presidents develop and execute strategic plans that lead to their institutions achieving institutional and system-wide goals and performance metrics. Presidents develop and maintain an institutional master plans and five-year financial plans associated with the master plans. As part of the master planning process, presidents identify needed capital improvements or new facilities and submit requests and planning to the trustees for approval.
Finance and Budget	The president establishes priorities for fiscal resources in a manner that help the institution achieve institutional goals and objectives and system-wide goals and performance measures. The president oversees the institution's fiscal health, including setting budgetary priorities and requiring efficient and effective use of resources.
Student Success	The president establishes goals and initiatives that encourage student success and well-being, including areas of retention, graduation rates, affordability, safety and mental health, career and academic counseling, and workforce attachment. The president prioritizes, fosters and celebrates a vibrant, challenging and positive learning environment for the institution's students.

COMMISSIONER OF HIGHER EDUCATION	
ROLE	AUTHORITY
Leadership	The Commissioner develops and implements the system's vision, mission and goals, and manages progress toward achieving system aims. The Commissioner shall: • Develop system strategic plan. • Ensure that the policies, programs align with the strategic plan and are properly executed. • Furnish information about the Utah system of higher education and make recommendations regarding that information to the Board. • Provide state-level leadership in any activity affecting an institution of higher education. • Develop and provide comprehensive training for Board members and trustees. • Perform other duties assigned by the board in carrying out the board's duties and responsibilities.
Coordination and Support for Presidents	The Commissioner serves as chair of the council of presidents, the duties of which include coordinating of meeting agendas and Council recommendations to the Board, and facilitating communication and collaboration among the presidents. In consultation with the board's executive committee, evaluate and provide support and guidance to an institution of higher education president The Commissioner facilitates comprehensive presidential performance evaluations on behalf of the Board. The Commissioner may provide leadership, advice and consultation as may be sought by institutional Presidents or directed by the Board.
Audit	The Commissioner is empowered to require information and reports from the institutions. The Commissioner has the authority, after giving due notice to the president, to assign his or her staff to audit records of institutions or otherwise verify data. Such audits shall be in response to Board instructions or to verify compliance with Board policy or applicable law. The Board audit committee shall prioritize the Commissioner's audits.
System Policy	The Commissioner develops policy that addresses statewide issues impacting the system for the Board to consider and adopt. The Commissioner shall be responsible for interpreting Board policy. The president of any institution may appeal the Commissioner's interpretation of policy to the Board.
Communication	The Commissioner: • Supports the work of individual presidents and serves as a liaison between presidents and the Board. • Directs continuous communication between the colleges and universities, the Board, and the Office of the Commissioner, related to problems and issues of common interest to the Utah System of Higher Education. • Establishes and maintains positive, productive relationships with the Board, the institutional presidents, the boards of trustees, and the legislative and executive branches of state government. The Commissioner, in consultation with the Board and in collaboration with the presidents, shall develop system legislative priorities and strategies related to federal and state legislation and funding impacting higher education. The Commissioner is authorized to advocate on behalf of the Board before the Governor and his or her staff, the Legislature, and other officials and governmental entities.
System Budget and Finance	The Commissioner, in collaboration with the presidents, develops a unified budget request for the system and presents budget priorities for the Board to consider and adopt.

Utah Board of Higher Education Strategic Plan



System
Leadership



Access



Affordability



Completion



Workforce
Alignment



Research

Available online at <https://ushe.edu/board/strategic-plan/>

Our Vision

The Board will ensure the System provides every Utahn—in every place and every circumstance—an affordable certificate or degree at a USHE institution that will meaningfully improve their lives through economic opportunity, civic engagement, and personal fulfillment.

Our Mission

The Utah Board of Higher Education governs and supports the Utah System of Higher Education to equitably provide accessible, valuable, innovative, and affordable higher education for students to expand their economic mobility, enhance their cultural awareness, and improve their overall quality of life.



2021 Strategic Plan

In 2020, Utah's two higher education systems merged, creating a single system of 16 colleges and universities. The newly-created Utah Board of Higher Education adopted a strategic plan in May 2021 to guide the new System for the next five years.

To develop the strategic plan, the Board and Office of the Commissioner of Higher Education engaged in a rigorous, collaborative, and creative process that built on past initiatives from previous boards and incorporated feedback from institutions, state leaders, students, and other stakeholders.

Measuring Success

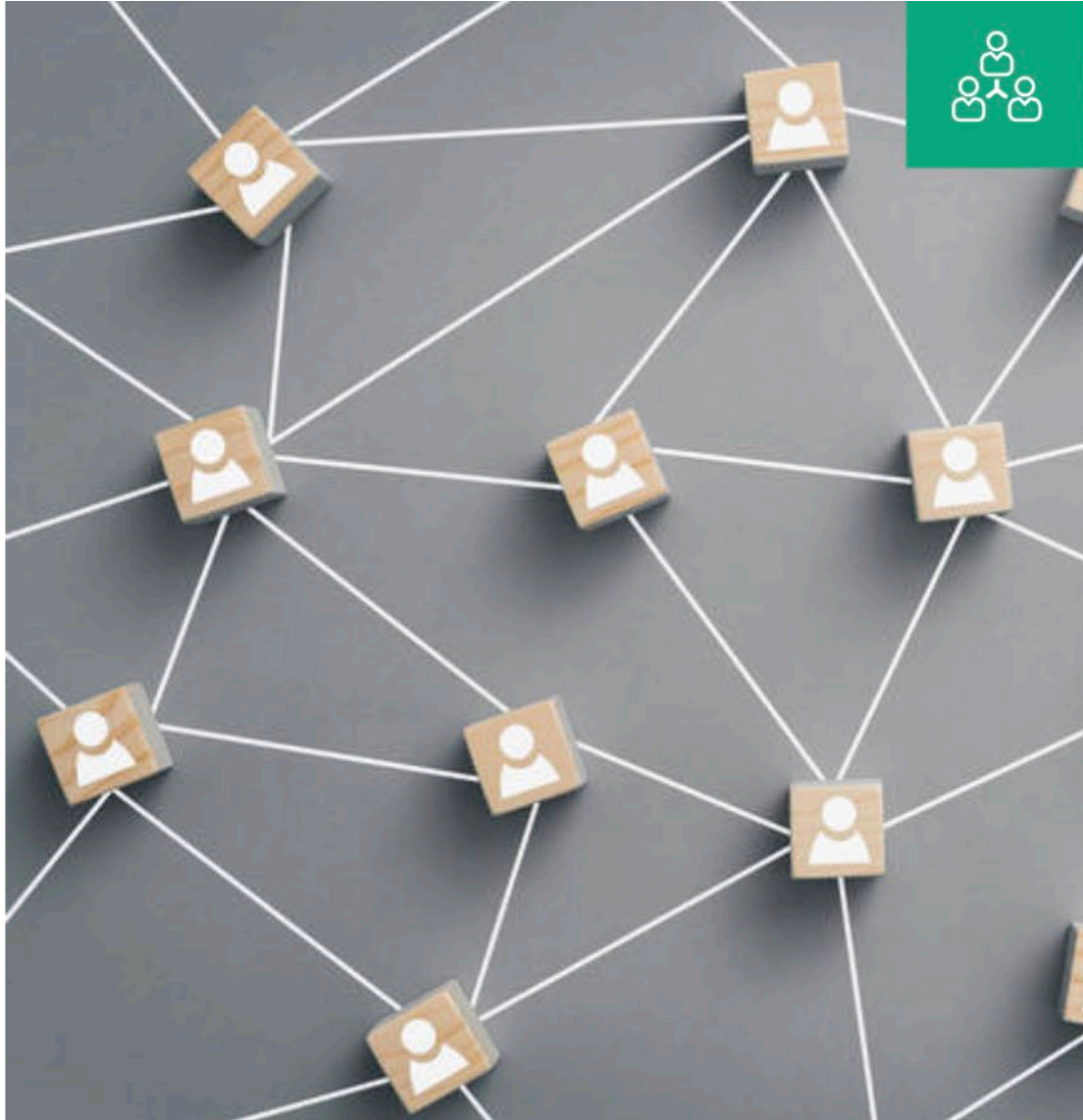


Centering Equity



Board Role





System Leadership



Develop, strengthen, and leverage an equitable, seamless, and articulated system of higher education built on a foundation of quality, excellence, and remarkable student outcomes.

Strategies & Tactics

Provide strategic oversight for institutional roles and missions and program offerings to fully incorporate all institutions within a single system.	+
Unify System policies, data, and measures.	+
Engage boards of trustees on delegated responsibilities.	+
Reevaluate presidential evaluation and R&R processes.	+
Leverage Board policies and System leadership to close attainment gaps for each Utahn.	+
Implement shared services.	+
Strengthen and develop educational pathways to increase students' access to and completion of higher education aligned to Utah's workforce.	+

Access



Increase the college-going rate of high school grads by 3% in 5 years.



Increase the college-going rate of underrepresented groups by 4% in 5 years.

Strategies & Tactics

Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher education pathways. +

Simplify institutional admissions processes. +

Support institutions in helping students secure their basic needs. +





Affordability



Increase student ability to pay the cost of attendance.



Ensure institutional cost of attendance remains within the standard of affordability year over year.

Strategies & Tactics

Improve fiscal transparency and understanding.	+
Coordinate and optimize financial aid.	+
Increase completion of the Free Application for Federal Student Aid (FAFSA).	+
Ensure institutions maintain strong fiscal health and operational efficiency.	+

Completion



Increase timely completion of degrees and awards by 3% in 5 years.



Increase the timely completion of underrepresented students by 4% in 5 years.

Strategies & Tactics

Facilitate completion and transfer among institutions within the system.



Standardize awarding of credit for prior learning and ensure PLA aids in completion.



Ensure systemwide institutional supports for student mental health and campus safety.



Expand supportive entry-level education practices.





Workforce Alignment



Increase the completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.



Increase the completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.

Strategies & Tactics

Engage industry to align education with workforce demands that result in career placements.	+
Initiate industry feedback loops with the Utah Board of Higher Education.	+
Develop legislative priorities, policies, and funding requests for workforce development programs.	+
Increase stakeholder collaboration to develop and promote workforce programs.	+
Increase student participation in high-quality Work-Based Learning.	+

Research



Leverage the resources and the agenda of the Utah System of Higher Education to bolster Utah’s communities, culture, and economy and position Utah as a leader in the global knowledge economy through research and discovery, scholarship and creativity, and technological innovation.

Strategies & Tactics

The Board shall use policy to identify the expectations for research and scholarly activities within defined institutional roles and support the strengths and priorities of individual institutions.	+
Establish expectations for student participation in research, scholarship, or applied technology at all 16 USHE institutions suitable to defined institutional roles.	+
The Board shall promote the research agenda for the state system and leverage the scholarship generated by USHE institutions, consistent with their institutional roles, to help enhance communities, culture, quality of life, and economic development of the State of Utah.	+
The Board shall increase public awareness and understanding of the state system's stewardship of resources and the impact of research produced by USHE institutions.	+





WSU Board of Trustees & WSU Overview

August 14, 2023



**WEBER STATE
UNIVERSITY**

Photos by Benjamin Zack



6.b. | WSU Board of Trustees





- 8 individuals appointed by governor with advice & consent of Senate
 - Four each odd-numbered year
 - Up to two 4-year terms
- 2 ex officio members - presidents of alumni & students.
- The Utah Legislature first created “Institutional Councils” (which later became Boards of Trustees) the same time they created the State Board of Regents in 1969.



Board of Trustees Membership (UCA 52B-2-104)



- Facilitate communication between the institution and the community (1969)
- Assist in planning, implementing, and executing fund raising (1969)
- Perpetuate and strengthen alumni and community identification (1969)
- Select honorary degree recipients (1969)
- Approve changes to the degree-granting institution's programs (2017)
- Approve a strategic plan (2020)
- Monitor progress toward achieving the strategic plan (2020)

Board of Trustees Statutory Responsibilities (UCA 53B-2-103)

- Research universities - undergraduate, graduate, and research programs:
 - UofU and USU
- Regional universities - career & technical education, associate's and bachelor's degrees, and select master's degrees to fill regional demands:
 - WSU, SUU, Utah Tech, and UVU
- Comprehensive community college - associate's degrees:
 - SLCC and Snow
- Technical colleges - technical education,
 - Each technical college & SLCC, Snow, and USU.



Institutional Roles & Courses of Study (UCA 53B-16-101)

- I. Purpose
- II. Membership
- III. Functions & Responsibilities
- IV. Meetings
- V. Officers and their Duties
- VI. Committees of the Board
- VII. Amendments





- Academic Policy
- Audit
- Business
- Conflict of Interest
- Executive
- Honorary Degree & Commencement Speaker
- Investment



Trustee Standing Committees

28/201



- Lindquist College of Arts & Humanities
- Goddard School of Business & Economics
- College of Engineering, Applied Science, & Technology (EAST)
- Moyes College of Education
- Dumke College of Health Professions
- Stewart Library
- College of Science
- College of Social & Behavioral Sciences

Trustee College Liaisons

29/201



- Sounding board for the Dean
- Advocate for the College
- Report *briefly* to full board once per year:
 - Top 2-3 goals
 - Challenges to those goals
 - How trustees can help the deans be successful

Trustee College Liaison Expectations



- National Advisory Council
- Davis Tech College
- Ogden-Weber Tech College
- University Athletic Board
- University Planning Council
- WSU Research Foundation

Other Assignments

6.c. | *WSU Overview, Organization, and Shared Governance*





WEBER STATE
UNIVERSITY



AMPLIFIED

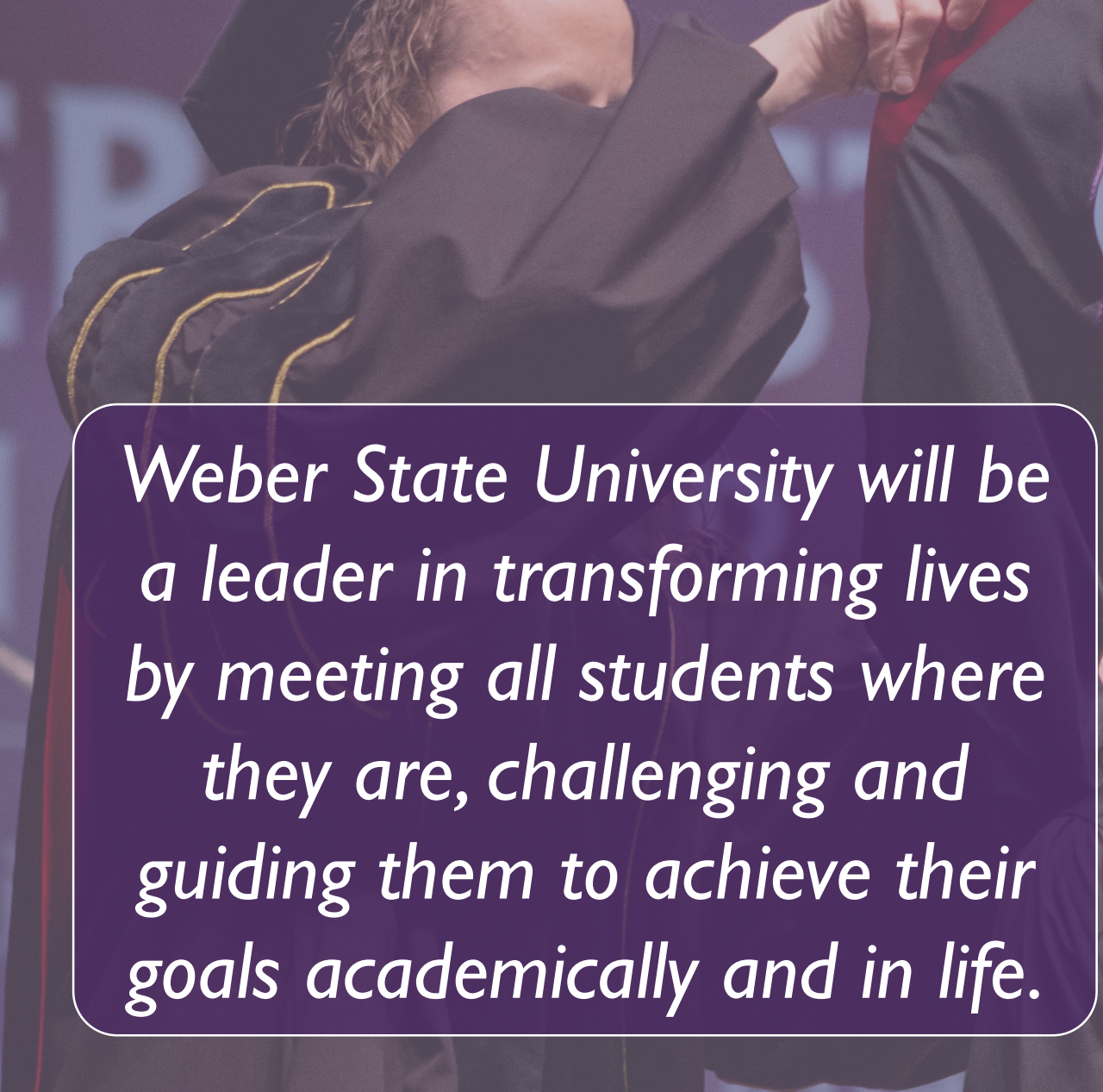
A 5-year plan for growth
2021-2026

<https://www.weber.edu/strategic-plan>

WSU Board of Trustees approved March 2021

WSU Board of Trustees revised August 2022





*Weber State University will be
a leader in transforming lives
by meeting all students where
they are, challenging and
guiding them to achieve their
goals academically and in life.*



Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.





Mission Core Themes

Weber State University values:

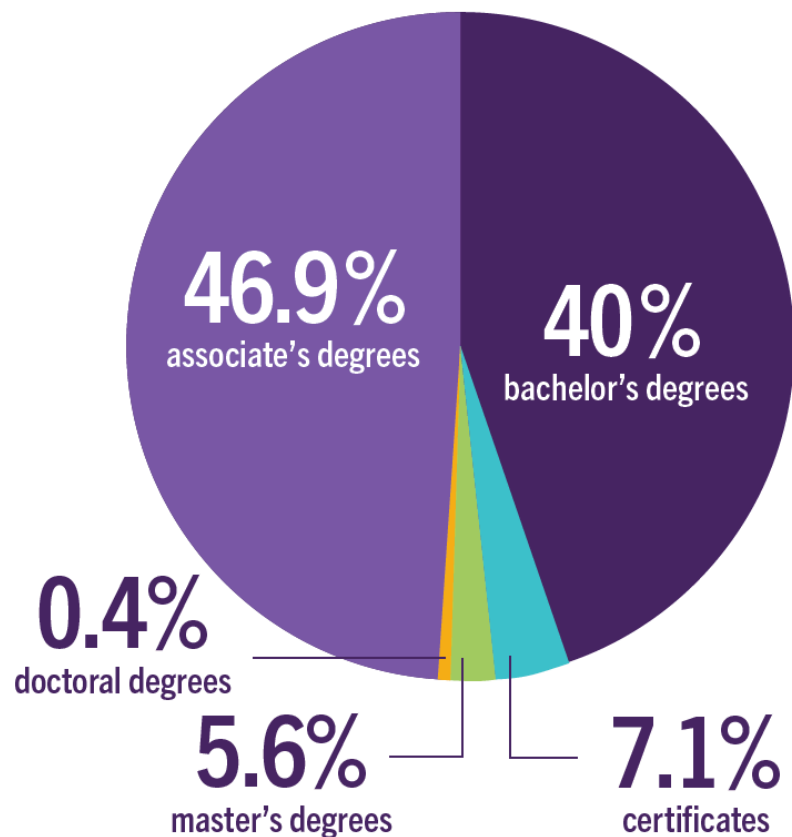
EVERY INDIVIDUAL – Embracing all identities through the promotion of belonging, creativity, uniqueness, and self-expression;

COLLECTIVE EXCELLENCE – Fostering achievement and transparency in learning and discovery through collaboration; and

TRANSFORMATIVE EXPERIENCES – Nurturing success through engaging, supportive, and personalized opportunities in a rapidly changing world.

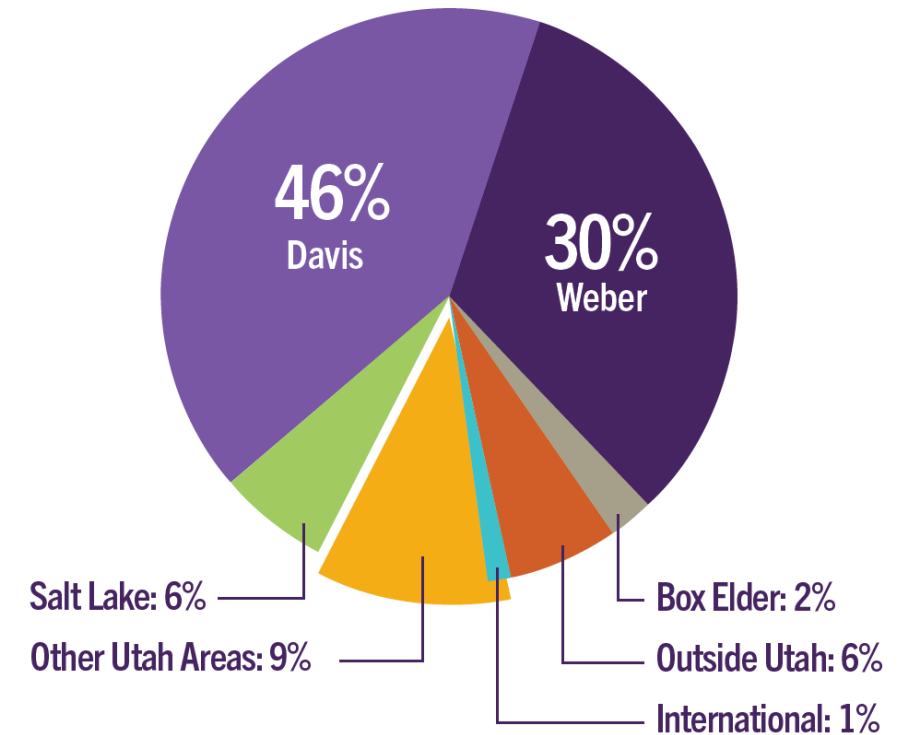


Distribution of DEGREES & AWARDS for 2021–22





Fall 2022 enrollment by **COUNTY OF ORIGIN**





Top 10

Degree Areas

(Degrees awarded for academic year 2017–18 through 2021–22, excluding general studies)

- | | | |
|----|--------------------------------------|-------|
| 1 | Nursing | 3,984 |
| 2 | School of Computing | 1,985 |
| 3 | School of Radiologic Sciences..... | 1,306 |
| 4 | Professional Sales..... | 1,155 |
| 5 | Medical Laboratory Sciences | 927 |
| 6 | Health Sciences | 877 |
| 7 | Health Administrative Services | 854 |
| 8 | Communication | 690 |
| 9 | Teacher Education | 680 |
| 10 | Criminal Justice..... | 658 |

Georgetown's Center on Education & the Workforce

Best ROI

UTAH HIGHER ED
2022

<https://cew.georgetown.edu/cew-reports/roi2022/>

Top 10% ROI of 4,500 U.S. institutions
10, 15, 20, 30, & 40 years after graduation





WSU Campuses & Centers



FALL 2019



FALL 2020



FALL 2021



FALL 2022



F2F ONLINE VIRTUAL



Fall Instruction Modalities by Section (Budget-related)



- *Articulation Agreements with WSU*
 - *Davis & Ogden-Weber: 30*
 - *Other USHE Schools: 11*
- *2021-22 Degrees with Tech College articulation*
 - *324 Associates*
 - *260 Bachelors*
- *Fall '22 enrollment with Tech College articulation*
 - *618 Students*



Weber State has **REDUCED** its

NATURAL GAS
CONSUMPTION

37%

GREENHOUSE
GAS EMISSIONS
FOOTPRINT

63%

ELECTRICITY
CONSUMPTION

48%

OVERALL
WATER
CONSUMPTION

38%

Saving **\$2,573,792** in FY 2021 compared to our historic baseline.

American Association of State Colleges & Universities
2023 Excellence & Innovation Award
for Sustainability and Sustainable
Development

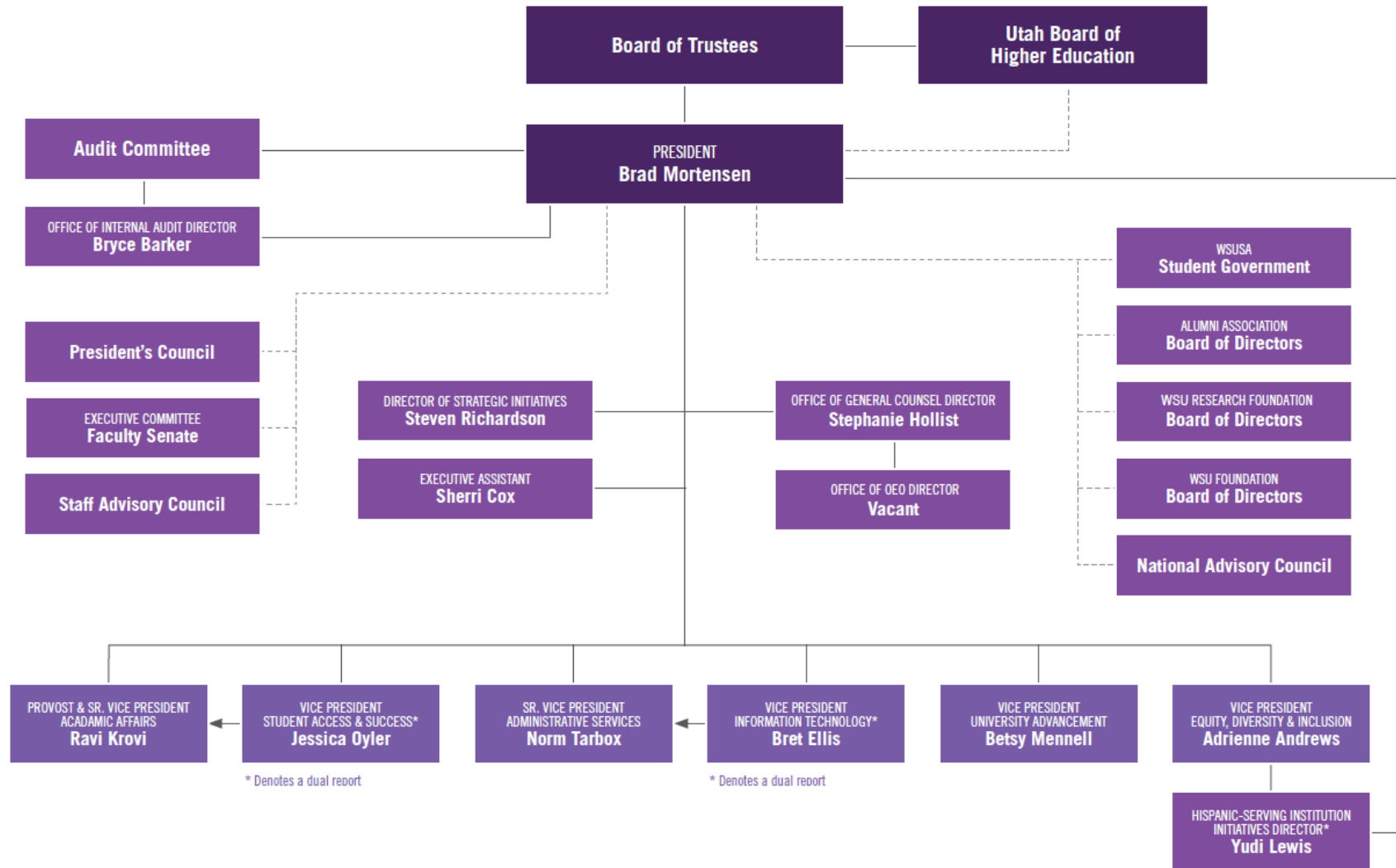
Sustainability Leadership



Goal	2021-22 Actual	2022-23 Goal	2026-27 5-year Goal
Access	*	*	*
Timely Completion	34.04%	34.74%	37.30%
High-Yield Awards	77.72%	78.17%	80.72%

**Combined USHE Goal assessed across all institutions*

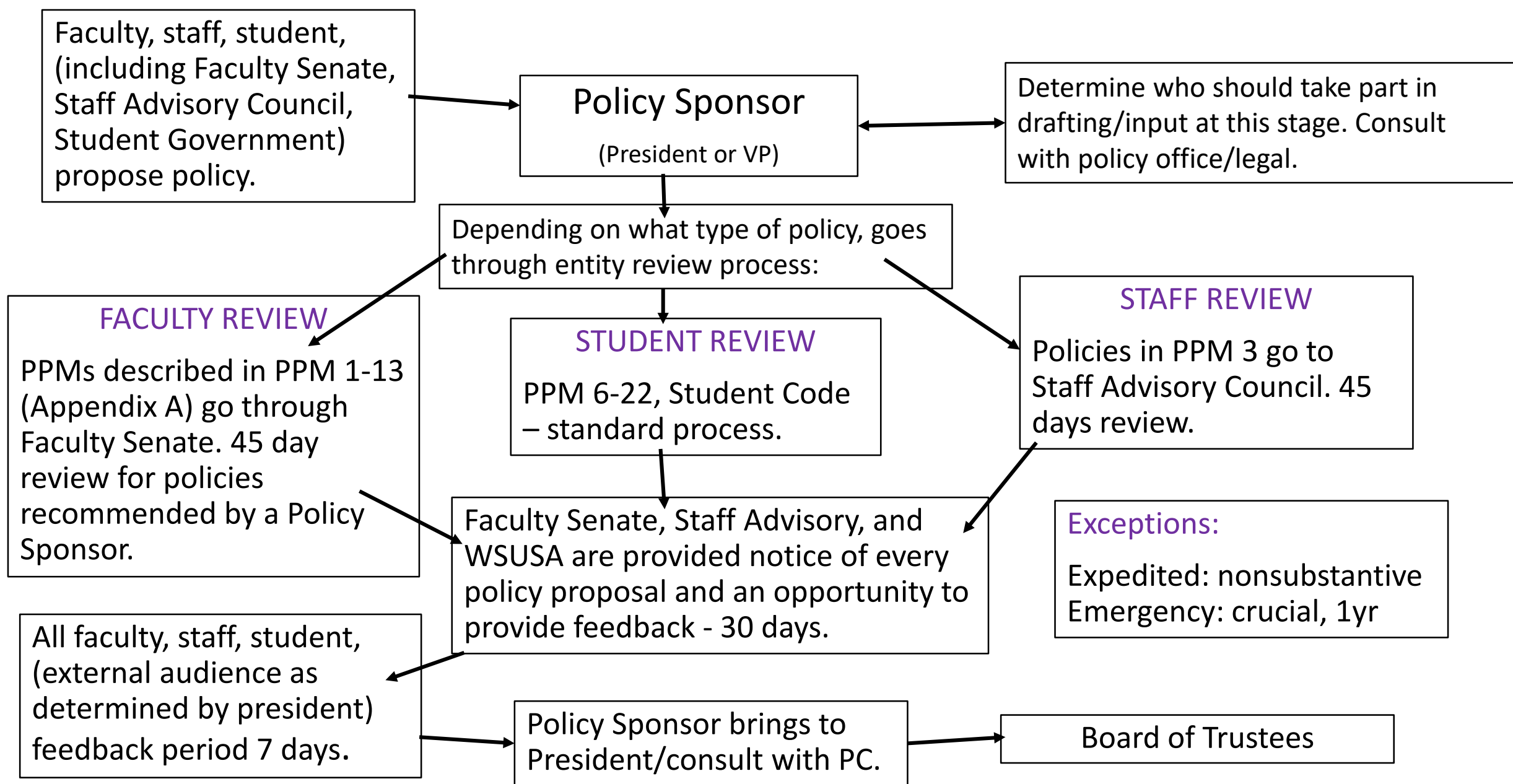
USHE Performance Measures





- Faculty Senate
- Staff Advisory Council
- WSU Student Association
- Tenure Processes
- Academic Freedom
- Faculty Review Board
- Policy on Policies
- Administrative Bodies
- University Planning Council
- Admin. Standing Committees
- Administrative Evaluations

Institutional Shared Governance



Policy on Policies – Policy Review Process



Questions?



BOARD OF TRUSTEES MEETING MINUTES

May 16, 2023 – 9:30 a.m.

Davis Stewart Center – Room 201

2750 University Park Blvd., Layton, UT 84041 | Hybrid Meeting

Trustee Members:

Ms. Kearston Cutrubus (Chair)
Ms. Karla Bergeson (Vice Chair)
Mr. Brent Bishop
Ms. Amanda Covington
Ms. Louenda Downs
Ms. Karen Fairbanks
Ms. Ashley Potokar (via Zoom)
Mr. Keith Titus
Mr. Don Salazar

Excused:

Mr. Rob Higginson

Weber State University Representatives:

Dr. Brad Mortensen, President
Ms. Adrienne Andrews, Vice President for Equity, Diversity and Inclusion & Chief Diversity Officer
Dr. Bret Ellis, Vice President for Information Technology
Dr. Ravi Krovi, Provost & Vice President of Academic Affairs
Dr. Betsy Mennell, Vice President for University Advancement
Dr. Norm Tarbox, Vice President for Administrative Affairs
Dr. Jeff Hurst, Interim Vice President for Student Affairs
Ms. Stephanie Hollist, General Counsel and Board Secretary
Mr. Steven Richardson, Director of Strategic Initiatives
Ms. Sherri Cox, Executive Assistant
Ms. Aubrey Lord, Staff Advisory Council Chair, Administrative Associate

Mr. Jason Francis, Faculty Senate Chair, Assoc. Professor/Health Sciences Librarian (via Zoom)

Mr. John Kowalewski, Executive Director, Marketing and Communications

Dr. Julie Rich, Dean, College of Social & Behavioral Sciences

Dr. Brenda Kowalewski, Associate Provost and Professor of Sociology

Ms. Jessica Greenberg, Associate Professor of Theatre, and Incoming Chair of the School of Performing Arts

Ms. Jessica Webster, Davis Campus IT Technician

Mr. Austin Petersen, Presidential Leadership Fellow

Press:

No press were present

Call to Order:

The meeting was called to order at 9:38 a.m. by Chair Kearston Cutruba who welcomed all in attendance and asked for identification of any potential or perceived conflicts of interest after viewing the agenda. After hearing none, Chair Cutruba proceeded with the meeting agenda.

Full Board Agenda Items**Recognition of Outgoing Trustees:**

President Mortensen discussed recognition of outgoing trustees, which will not take place until Governor Cox appoints new trustees for those trustees whose terms have reached completion. Until then, trustees will continue to serve and will be recognized for their service once the changes are determined.

Appointment of Nomination Committee:

Chair Cutruba discussed the appointment of the nomination committee members, which according to the bylaws, are appointed by the incumbent chair no later than the last regular meeting of the board before leadership elections. The nomination committee prepares recommendations for the office of chair and vice chair. The nomination committee members are Don Salazar, Ashley Potokar, Brad Mortensen, Stephanie Hollist, Adrienne Andrews and Norm Tarbox, as appointed by Chair Cutruba.

Meeting Minutes Approval:

- a. **April 26, 2023, Board of Trustees Executive Committee Meeting:**
Meeting minutes from the Board of Trustees Executive Committee meeting on April 26, 2023, were reviewed by the Board of Trustees.
- b. **April 27, 2023, Board of Trustees Meeting:**
Meeting minutes from the Board of Trustees meeting on April 27, 2023, were reviewed by the Board of Trustees.

ACTION: Upon a motion by Trustee Louenda Downs to approve the minutes from the April 26, 2023, Board of Trustees Executive Committee meeting and the April 27, 2023, Board of Trustees meeting, with a second by Trustee Amanda Covington, the motion passed unanimously.

Approval of Vice President of Student Access and Success:

President Mortensen discussed that the Approval of the Vice President of Student Access and Success needs further review and will need to be tabled and addressed at an Executive Committee meeting in the future.

ACTION: Upon a motion by Vice Chair Karla Bergeson to remove the approval of Vice President of Student Access and Success from the agenda with a second by Trustee Downs, the motion passed.

Information

College Liaison Report:

Chair Cutrubus, serving as a liaison to the College of Social & Behavioral Sciences (CSBS) gave a brief report and introduced Dr. Julie Rich, Dean of the College of Social & Behavioral Sciences, who gave a review of the different programs and emphasized that strength lies in the variety of disciplines offered. Dean Rich praised her faculty and their efforts to help students. A CSBS student center for advising and peer activities has been developed. College goals, several upcoming events, and a Taru, Kenya service project were discussed. Vice Chair Bergeson mentioned that Chair Cutrubus has started attending ROTC commissioning ceremonies which has encouraged more participation and support from other trustees. Dean Rich indicated that the Board of Trustees can help the college by continuing to support them in their comprehensive campaign fundraising goals including the naming of the college.

Special Topic – Faculty-Student Engagement:

Dr. Brenda Kowalewski gave a presentation on faculty-student engagement. She discussed four areas (1) engagement in *Amplify*; (2) engagement institutionalized; (3) state of engagement; and (4) scaling engagement. High impact education experiences (HIEE) were discussed along with statistics of the programs involved. An experiential mapping system that can be used alongside a graduation map was discussed along with the funding and implementation of this program once testing of the template is complete.

Faculty Presentation – WSU Theatre Students Win National Awards at the Kennedy Center:

Ms. Jessica Greenberg gave a faculty presentation on the WSU theatre students who participated in and won national awards at the Kennedy Center American College Theater Festival the week of April 17, 2023, in Washington, D.C. Student Marley Keith won the National Award for Lighting Design and student Porter Lance earned the National Award for

Scenic Design and the National Partners of American Theatre Andy Gibbs Design award. Marley Keith will represent the U.S. in June 2023, at the Prague Quadrennial of Performance Design and Space, the world's largest event in the field of scenography. Theatre productions provide high impact education experiences for students with faculty and staff, helping to support student retention and engagement. The theatre program connects with campus initiatives of sustainability, interdisciplinary work, Hispanic-Serving Institution university goals, and career ready skills.

Weber State University Reports

President's Report:

President Mortensen gave a review of the president's report and mentioned that Ms. Jessica Greenberg is a Presidential Outstanding Teaching in Excellence award winner this year. He announced that Trustee Amanda Covington was recently named as one of the "30 Women to Watch" award honorees in the state. The president talked about TheDream.US scholarships, of which 30 students out of 31 received and accepted the award for financial assistance.¹ The president then introduced a Presidential Leadership Fellow (PLF), Mr. Austin Petersen, who shared his personal Weber State story and what brought him to WSU. He will serve as the PLF president for the 2023-24 school year and is a student in the College of Sociology & Behavioral Sciences.

Alumni Association Report:

The Alumni Association report was reviewed in the packet without discussion.

Staff Advisory Council Report:

The Staff Advisory Council (SAC) report was discussed by SAC Chair Aubrey Lord. This is her last Board of Trustees meeting serving as the chair and incoming president Amanda Geilman will begin her term July 1, 2023.

WSUSA Report:

Trustee Ashley Potokar gave a brief report on the WSUSA and shared an organizational chart with the different vice presidents and their areas of responsibilities.

¹ After the meeting date, verification was received that all 31 students accepted the award for financial assistance.

Upcoming Events:

Upcoming events were reviewed without discussion.

Academic Policy Committee

ACTION Items: Trustee Louenda Downs

Trustee Louenda Downs, chair of the Academic Policy Committee, turned the time to Provost Ravi Krovi, who proposed the following action items:

a. Policy Changes:

Provost Krovi discussed the following policy changes:

1. PPM 1-13, Faculty Senate Constitution and Bylaws

This policy proposal includes verbiage related to ex-officio members and making the Assessment and Equity, Diversity, and Inclusion ad hoc committees standing committees.

It was discussed that the Equity, Diversity and Inclusion Committee will meet to conduct alignment for the strategic goals and the university plan for communication on EDI. Trustee Keith Titus discussed the need to add belonging to this effort.

2. PPM 6-22, Student Code

This policy proposal reflects the role of SAC in initiating changes to the student code. It also streamlines the process of making an amendment to the student code.

3. PPM 9-7, Faculty Responsibilities to the Institution

This policy proposal clarifies faculty responsibilities to the university with regard to on campus and virtual communication.

4. PPM 9-8, Faculty Responsibilities to the Community

This policy proposal clarifies faculty responsibilities as citizens, including the applicability of policies and laws, particularly when engaged in political activities.

ACTION: Upon a motion by Trustee Brent Bishop to approve PPM 1-13, PPM 6-22, PPM 9-7, and PPM 9-8, with a second by Trustee Downs, the motion was approved.

b. New Unit Change: Department of Foreign Languages to Department of World Languages and Cultures

Provost Krovi discussed the unit change of Department of Foreign Languages to Department of World Languages and Cultures. It was discussed that the change makes the program better aligned with the goal of global awareness and intercultural relationships.

ACTION: Upon a motion by Trustee Keith Titus to approve the New Unit Change: Department of Foreign Languages to Department of World Languages and Cultures, with a second by Trustee Don Salazar, the motion passed.

c. **Program Name Changes:**

Provost Krovi discussed the following program name changes. He indicated that items 1. and 2. were changed to reflect standard industry terminology:

1. **BA in Communication, Emphasis in Public Relations & Advertising to BA in Communication, Emphasis in Public Relations & Strategic Communication**
2. **BS in Communication, Emphasis in Public Relations & Advertising to BS in Communication, Emphasis in Public Relations & Strategic Communication**

The following six music major program name changes are recommended by the accreditation body while keeping the emphases the same:

3. **Music Major Performance and Pedagogy (BM), Instrumental Performance Emphasis to Music Major (BM), Instrumental Performance Emphasis**
4. **Music Major Performance and Pedagogy (BM), Keyboard Pedagogy Emphasis to Music Major (BA), Keyboard Pedagogy Emphasis**
5. **Music Major Performance and Pedagogy (BM), Keyboard Performance Emphasis to Music Major (BM), Keyboard Performance Emphasis**
6. **Music Major Performance and Pedagogy (BM), Stringed Instrument Pedagogy Emphasis to Music Major (BM), Stringed Instrument Pedagogy Emphasis**

7. **Music Major Performance and Pedagogy (BM), Vocal Pedagogy Emphasis to Music Major (BM), Vocal Pedagogy Emphasis**
8. **Music Major Performance and Pedagogy (BM), Vocal Performance Emphasis to Music Major (BM), Vocal Performance Emphasis**

ACTION: Upon a motion by Trustee Salazar to approve the eight program name changes, with a second by Trustee Bishop, the motion passed unanimously.

- d. **New Program: Associate of Science in Entrepreneurship**
Provost Krovi discussed the new program: Associate of Science in Entrepreneurship, which opens the entrepreneur program to non-business majors. Based on the peer review process, there is widespread support from the Utah System of Higher Education for the program.

ACTION: Upon a motion by Trustee Downs to approve the New Program: Associate of Science in Entrepreneurship, with a second by Trustee Salazar, the motion passed.

- e. **Program Review: Automotive Technology**
Provost Krovi discussed the program review for Automotive Technology which is a specialized program with accreditation review. Auto dealerships are very interested in this program which has new state-of-the-art technology with automotive engineering.

ACTION: Upon a motion to approve the Program Review: Automotive Technology by Trustee Downs, with a second by Trustee Karen Fairbanks, the motion passed.

- f. **Faculty Recommendations:**
 1. **Tenure Recommendation Memo**
 2. **Promotion Recommendation Memo**

ACTION: Upon a motion to approve the Tenure Recommendations Memo and Promotion Recommendations Memo by Trustee Salazar with a second by Trustee Downs, the motion passed.

- g. **Information Items:**

1. Academic Policy Committee Meeting Minutes – April 27, 2023

Information items were reviewed without discussion.

Business Committee

ACTION Items: Trustee Don Salazar

Trustee Don Salazar, chair of the Business Committee, turned the time to Vice President Norm Tarbox, who reviewed the following action items:

a. Action Items:

- 1. Financial Report (March 2023)**
- 2. Base Budget FY24**

Vice President Tarbox discussed the financial report and the base budget for FY24, which represents an overall 8.1% increase in the university's appropriated budget.

ACTION: Upon a motion by Trustee Salazar to approve the financial report and base budget for FY24, with a second by Trustee Bishop, the motion passed unanimously.

Trustee Salazar presented the following consent calendar items for approval:

b. Consent Calendar Items:

- 1. Monthly Investment Report (March 2023)**
- 2. Personnel Report (April 2023)**
- 3. Early Retirements**
- 4. Retirement Committee Update**

ACTION: Upon a motion by Trustee Bishop to approve the Consent Calendar items, with a second by Trustee Salazar, the motion was approved.

c. Information Items:

- 1. Business Committee Meeting Minutes – April 27, 2023**
- 2. Capital Improvements**
- 3. IT Security Update**
- 4. Composite Financial Index**

Information items were reviewed. The composite financial index compares WSU with other institutions and represents a strong financial standing at WSU. Trustee Bergeson asked for everyone to give Vice President Tarbox a hand for his efforts as this takes time to develop the culture that builds the strength of financial standing at WSU.

Announcements / Observations / Questions:

- a. Discussion was held indicating the date of the August Planning Retreat Orientation Meeting will be communicated to trustees.

Adjourn

With no further business to discuss, the meeting adjourned at 11:33 a.m.



BOARD OF TRUSTEES EXECUTIVE COMMITTEE MEETING MINUTES

May 23, 2023 – 10:00 a.m.

Miller Administration Betty Hess Lampros Boardroom 319
3850 Dixon Parkway, Ogden, UT 84408 | Hybrid Meeting

Executive Committee Members:

Ms. Kearston Cutrubus – Chair (via Zoom)

Ms. Karla Bergeson -Vice Chair (via Zoom)

Excused:

Mr. Don Salazar

Other WSU Trustees:

Mr. Rob Higginson (via Zoom)

Mr. Keith Titus (via Zoom)

Weber State University Representatives:

Dr. Brad Mortensen, President (via Zoom)

Dr. Ravi Krovi, Provost and Vice President for Academic Affairs (via Zoom & Telephone)

Ms. Stephanie Hollist, General Counsel & Board Secretary

Ms. Sherri Cox, Executive Assistant

Public Attendees:

No public attendees were present

Press:

No members of the press were present

Call to Order:

The meeting was called to order at 10:12 a.m. by Chair Kearston Cutrubus. Chair Cutrubus welcomed all in attendance and introduced the Executive Committee members and Trustees present. She then turned the time over to President Brad Mortensen who informed the committee that due to the absence of Trustee Don Salazar, he appointed Trustee Rob Higginson to serve as the third member of the Executive Committee as per trustee bylaws, article VI, section B.3.d. which allowed the meeting to proceed with a quorum. He then moved forward to discuss the agenda item.

Adjourn to Closed Session:

Upon a motion to move to a closed meeting by Vice Chair Karla Bergeson, and in accordance with Utah Code Section § 52-4-205 (1) (a), to hold a discussion of the character, professional competence, or physical or mental health of an individual, with a second by Trustee Rob Higginson, the motion was unanimously approved by the Executive Committee members.

ACTION: After the closed meeting discussion was completed, the Board of Trustees Executive Committee moved back into open session.

Approval of Appointment of Vice President for Student Access & Success:

President Mortensen and Provost Ravi Krovi made recommendations that the trustees approve the appointment of Dr. Jessica Oyler as Vice President of Student Access and Success pending the successful completion of all human resources review processes.

ACTION: Upon a motion by Vice Chair Karla Bergeson to approve the appointment of Dr. Jessica Oyler as Vice President of Student Access and Success pending the successful completion of all human resources review processes, with a second by Trustee Rob Higginson, the motion was unanimously approved by the Board of Trustees Executive Committee.

Adjourn

With no further business to discuss, the meeting adjourned at 10:46 a.m.



BOARD OF TRUSTEES EXECUTIVE COMMITTEE MEETING MINUTES

Aug. 3, 2023 – 1:30 a.m.

Miller Administration Betty Hess Lampros Boardroom 319
3850 Dixon Parkway, Ogden, UT 84408 | Hybrid Meeting

Executive Committee Members:

Ms. Kearston Cutrubus – Chair

Ms. Karla Bergeson -Vice Chair (via Zoom)

Mr. Don Salazar – (via Zoom)

Other WSU Trustees:

Mr. Brent Bishop (via Zoom)

Mr. Rob Higginson (via Zoom)

Ms. Ashley Potokar (via Zoom)

Weber State University Representatives:

Dr. Brad Mortensen, President

Ms. Stephanie Hollist, General Counsel & Board Secretary

Ms. Sherri Cox, Executive Assistant

Public Attendees:

No public attendees were present

Press:

No members of the press were present

Call to Order:

The meeting was called to order at 1:31 p.m. by Chair Kearston Cutrubus. Chair Cutrubus welcomed all in attendance and introduced the Executive Committee members and Trustees present. Chair Cutrubus asked to identify any potential or perceived conflicts of interest after viewing the agenda. Hearing none, Chair Cutrubus proceeded with the meeting agenda.

Closed Meeting Session:

Before asking for a motion to go into a closed session, Chair Cutrubus reminded everyone that the Executive Committee would return to the open session after closed session.

ACTION: Vice Chair Karla Bergeson then made a motion to hold a closed meeting to discuss the character or professional competence of an individual. With a second by Trustee Don Salazar, the Executive Committee was unanimous in their vote to move to a closed meeting session.

The Executive Committee adjourned to the closed meeting session.

ACTION: After the closed meeting discussion was completed, a motion was made to move into open session by Trustee Salazar. With a second by Vice Chair Bergeson, the motion was unanimously approved by the Executive Committee and the meeting moved back into open session.

Approval of Early Retirement Request:

After returning from the closed meeting and into open session, President Mortensen discussed the early retirement request for Vice President of Information Technology, Bret Ellis.

ACTION: Upon a motion by Vice Chair Bergeson to approve the early retirement request for Vice President Bret Ellis, with a second by Trustee Salazar, the motion was approved by the Executive Committee.

Approval of Interim Vice President of Information Technology:

President Mortensen made a recommendation for the Executive Committee to approve the appointment of Mr. Mark Halverson as the Interim Vice President of Information Technology until a search is completed and a new vice president is

selected.

ACTION: Upon a motion by Trustee Salazar to approve the appointment of Mr. Mark Halverson as Interim Vice President of Information Technology, with a second by Vice Chair Bergeson, the motion was unanimously approved by the Executive Committee.

Approval of Title Changes:

President Mortensen made a recommendation to make the following title changes:

- a. Provost and Vice President of Academic Affairs to Provost and Sr. Vice President of Academic Affairs.
- b. Vice President of Administrative Services to Sr. Vice President of Administrative Services.

ACTION: Upon a motion by Vice Chair Bergeson to approve the title changes of (a) Provost and Vice President of Academic Affairs to Provost and Sr. Vice President of Academic Affairs, and (b) Vice President of Administrative Services to Sr. Vice President of Administrative Services, with a second by Trustee Salazar, the motion was approved by the Executive Committee.

Announcements/Observations/Questions:

There were no additional announcements, observations or questions.

Adjourn

With no further business to discuss, the meeting adjourned at 1:54 p.m.

WSU BOARD OF TRUSTEES

BYLAWS

ARTICLE I

PURPOSE

The Higher Education Act of 1969 created the Weber State University Board of Trustees ("Board") as an integral part of the Utah System of Higher Education. The purpose of the Board is to carry out certain duties and powers as authorized under Utah Code, Title 53B, Utah System of Higher Education and as delegated by the Utah Board of Higher Education, in order to fulfill the mission and goals of Weber State University.

ARTICLE II

MEMBERSHIP

- A. Number and Appointment. The Board consists of ten persons. Eight are appointed by the Governor with Senate consent. The ninth is the president of the institution's Alumni Association. The tenth is the president of the institution's student body organization.
- B. Term of Service. The eight appointed members serve for four-year terms, four expiring on June 30 of each odd-numbered year. Representatives of the Alumni Association and the student body serve for the term of their representative offices. Regardless of the termination date of the term of office, all members shall continue to hold office until their successors have been appointed and qualified.
- C. Resignation or Removal. Board members may resign at any time. The governor may remove an appointed member for cause. The governor shall consult with the president of the Senate before removing any member.
- D. Vacancies. Appointments made in filling a vacancy occurring before the expiration of the term shall be made for the remainder of the unexpired term.
- E. Oath of Office. Each member shall take the official oath of office prior to assuming office, which shall be filed with the Division of Archives and Records Services.
- F. Per Diem and Expenses. Board members may receive per diem and travel expenses in accordance with state law and Utah Board of Higher Education ("Board of Higher Education") policy.

ARTICLE III FUNCTIONS AND RESPONSIBILITIES

- A. Role of the Board. The Board may act on behalf of the University in performing duties, responsibilities, and functions as specifically authorized by state law and delegated by the Board of Higher Education.
1. The Board is granted statutory responsibilities as outlined in Utah Code, Title 53B, Utah System of Higher Education, particularly in Utah Code. Ann § 53B-2-103.
 2. Apart from statutory responsibilities, the Board of Higher Education has delegated certain responsibilities as established in rules outlining the roles and relationships between institutional presidents and boards of trustees, particularly in Board of Higher Education policy R220.
 3. University policy may further outline specific roles and responsibilities assigned to the Board.
- B. Board Manual. The Secretary to the Board will make available to the Board members a manual outlining the applicable provisions of law or regulations setting forth the powers, responsibilities, and authority of the Board. The manual shall include any rules approved by the Board, any committee charters approved by the Board, the Board conflicts of interest policy, and other materials the Board deems appropriate to include. The manual will be revised as necessary to reflect current provisions.
- C. Conflicts of Interest. As provided in the Board conflicts of interest policy, each Board member is required to complete annually a disclosure statement identifying substantial financial interests that could present a conflict of interest in the discharge of their duties, as described therein and as required by Board of Higher Education policy and law.

ARTICLE IV MEETINGS

- A. Regular and Special Meetings. The Board shall meet at regularly scheduled meetings approved by least seven times per year according to schedule, or at such intervals as set by the chair or majority of the Board and the President. Special meetings maybe called by the chair, ~~or~~ by four of the Board members acting jointly, or by the President. Meetings of the Board will conform with the requirements of applicable state law. The chair will preside at regular, special, and executive meetings of the Board, as described in Article V.F., unless such duties are undertaken by the vice chair as described in Article V.G. In the event both the chair and the vice chair are absent from a meeting, the President shall appoint a member of the Board to preside.

- B. Notice and Agenda. Notice of the time and place of regular meetings and an agenda of business to be acted on at such meetings shall be distributed to each Board member at least one week prior to the meeting. Public notice will be provided as required by applicable law.
- C. Quorum and Voting. Six members of the Board shall constitute a quorum. Board action may be taken by majority vote only when a quorum is present. Each Board member shall have one vote. Proxy or absentee voting is not permitted at regular or special meetings of the Board. In the event there are insufficient members present to constitute a quorum, those present may, nevertheless, proceed to hold a meeting for the purpose of scheduling the next meeting, receiving reports from standing committees or others, or conducting other business not requiring formal action. Alternatively, if a quorum is not present, the members are authorized to proceed with the meeting, as permitted by law or policy, but any action taken must be ratified by a quorum in a subsequent meeting before it becomes an act of the Board.
- D. Rules. Rules shall be ~~approved designated~~ by the Board to be used in the conduct of business of the Board.
- E. ~~Telephone or~~ Electronic Meetings. Subject to applicable law, the Board may convene an electronic meeting or Board members may participate in a meeting of the Board by ~~telephone or~~ electronic means. All Board members participating in the meeting must be able to hear each other. All Board members who attend a meeting by such means shall be considered present as if in person at the meeting, including being counted for purposes of calculating a quorum. In an ~~telephone or~~ electronic meeting, unless a vote is unanimous, the Board shall take all votes by roll call. Members of the public are not entitled to participate in Board meetings ~~by telephone or electronic means~~, but may attend the meeting at the anchor location ~~designated by the Board or through electronic means~~. ~~An telephone or~~ electronic meeting may be held without an anchor location only under circumstances allowed by applicable law.
- F. Executive Session. The Board may meet in Executive Sessions, which may be closed to the public as permitted by applicable law.

ARTICLE V OFFICERS AND THEIR DUTIES

- A. Composition and Term. The officers of the Board shall be a chair, a vice chair, and a secretary. The chair and the vice chair shall be elected by majority vote on odd-numbered years at the first Board meeting of the fiscal year. The term for the chair and vice chair shall be two years or until the individual ceases to be a member of the Board, whichever occurs first. However, regardless of the termination date of the term of office, the chair or vice chair shall continue in office until a successor is elected and qualified.
- B. Elections. The chair and vice chair shall be elected pursuant to the following procedures, which may be supplemented by additional rules ~~created~~ approved by the Board:

1. No later than at the last regular meeting of the Board held prior to the election, the ~~incumbent~~ chair, upon recommendation of the President, shall appoint a nomination committee consisting of members of the Board, the President, and members of the President's advisory council. The President and the President's advisory council will be given opportunity to provide input on Board leadership.
 2. The nomination committee shall prepare a recommendation for the office of chair and vice chair to be submitted to the Board for the meeting at which the election shall occur.
 3. The ~~incumbent~~ chair shall ask the Board if there are additional nominations for these offices.
 4. When the nomination process is complete, the ~~incumbent~~ chair shall call for a vote for the new chair.
 5. The new chair shall then preside and call for a vote for the office of vice chair, and the voting will proceed as it did for the chair.
- C. Removal. The chair or vice chair elected by the Board may be removed, either with or without cause, by the vote of a majority of the Board whenever, in the Board's judgment, the best interests of the University would be served thereby.
- D. Interim Elections. Should a vacancy in the office of chair or vice chair occur before the normal end of the individual's term of office, the Board will hold an interim election using the format described in Article V.B. above either at the next regular meeting or at a special meeting. Individuals elected at an interim election shall hold office for the balance of the incumbent's two-year terms of office.
- E. Secretary Appointment. The secretary shall be a nonmember of the Board and shall be ~~appointed~~ approved by the Board, as needed, upon recommendation of the President.
- F. Chair Duties. The chair of the Board shall:
1. Call and preside at all Board meetings (except as provided in Article IV.A.);
 2. Sign all diplomas issued by authority of the Board unless the Board of Higher Education directs otherwise;
 3. Appoint all committees of the Board with exception of the Executive Committee or other committees with designated membership;
 4. Be an ex-officio member of all such committees with voting rights on all such committees;
 5. Make official announcements of all Board actions that relate to the Board itself.
- G. Vice Chair Duties. The vice chair shall perform all of the duties of the chair in the absence of or upon delegation by the latter.
- H. Secretary Duties. The secretary shall keep a record of all meetings of the Board and all Board resolutions, shall compile the Board manual and provide the manual to incoming Board

members, and shall perform such other services as determined by the Board.

~~H.I.~~ If events beyond control of the Board would hinder meeting the time frames set forth in this Article V, then such activities shall take place at the next regular or special meeting of the Board after the hinderance no longer exists.

ARTICLE VI COMMITTEES OF THE BOARD

A. Creation and General Procedure. ~~There shall be seven~~ major standing committees of the Board shall be as listed in this Article VI, B. In addition, the chair may appoint such ad hoc or special committees as may be deemed necessary to facilitate the business of the Board. The Board may create a charter for each committee, outlining more specifically the expectations and rules of governance of the committee, subject to applicable law or rule. With the exception of the Executive Committee, all committees are advisory only. Membership of committees must include the number of Board members specified herein, but may also include other individuals who are not members of the Board, but who have information, expertise, or experience that would be valuable to the committee. Except as otherwise specifically identified herein, all committees of the Board shall operate as follows:

1. Chairs and members of all committees will be approved by the Board and serve at the pleasure of the Board, unless membership is otherwise designated herein or by law, Board of Higher Education policy, or University policy.
2. Meetings of all committees of the Board may be held upon the call of the chair of the committee, the chair of the Board, or ~~at the request of~~ the President.
3. Notice of the time and place of every committee meeting and of the business to be acted upon shall be given to the members of the committee and the President by the person calling such meeting.

B. Standing Committees.

1. Academic Policy Committee:

The Academic Policy Committee shall consist of a minimum of three Board members, one of whom shall be appointed chair. This committee shall assist the Board to comply with any responsibilities the Board has regarding oversight of personnel and policy matters related to academics, consistent with the committee's charter and/or directives from the Board.

2. Audit Committee:

Makeup of this Committee shall be consistent with Board of Higher Education's Policy R565, Audit Committees. The Audit Committee shall assist the Board to comply with any

responsibilities the Board has regarding institutional oversight and internal controls, as directed by Board of Higher Education's rule Policy and consistent with the committee's charter and/or directives from the Board.

3. Business Committee:

The Business Committee shall consist of a minimum of three Board members, one of which shall be appointed chair. This committee shall assist the Board to comply with any responsibilities the Board has regarding oversight of business and financial operations of the institution, as well as non-academic personnel and policy matters, consistent with the committee's charter and/or directives from the Board.

~~4. Community Relations Committee:~~

~~The Community Relations Committee shall consist of a minimum of four Board members, one of whom shall be appointed chair. This committee shall assist the Board with its community communications, fundraising, and public relations efforts, or other assignments as determined by the Board.~~

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~~5.4.~~ Conflict of Interest Committee:

The Conflict of Interest Committee membership shall be as described in PPM 3-36a, Conflict of Interest/Board of Trustees, one of whom shall be appointed chair. This committee shall review conflict of interest disclosure forms, as required under policy.

~~6.5.~~ Executive Committee:

- a. The Executive Committee shall be composed of three Board members, the chair, vice chair, and the chair of the Business Committee, unless that person is also the chair or vice chair of the Board, in which case the third person shall be the chair of the Audit Committee.
- b. The chair and vice chair of the Board shall serve as the chair and vice chair of the Executive Committee, respectively.
- c. All three members must be present to take action.
- d. In the event a member of the Executive Committee is unable to attend a meeting, the President may appoint a replacement.
- e. Meetings of the Executive Committee may be called on sufficient notice as its chair or its vice chair may deem proper, or as required by applicable law. The President must be notified in advance of the calling of any meeting of the Executive Committee.
- f. Between meetings of the Board, the Executive Committee may exercise the Board's full powers as to the ordinary business of the institution. The Executive Committee may act on non-routine matters only under extraordinary and emergency circumstances.
- g. All actions of the Executive Committee shall be reported and recorded in the minutes of the Board meeting following such action.
- h. While any member of the Board may attend Executive Meetings, only members of the committee may vote.

~~7.6.~~ Honorary Degree and Commencement Speaker Committee:

Three members of the Board shall form a part of the Weber State University Honorary Degree and Commencement Speaker Committee and shall function in conformance with PPM 2-9 ~~(or any successor policy)~~ of the Weber State University Policy and Procedures Manual. The committee will be chaired by a member of the Board.

7. Investment Committee:

Makeup of this committee shall be consistent with PPM 5-14. The Investment Committee shall assist the Board to comply with any responsibilities the Board has regarding University investments consistent with PPM 5-14 and Board of Higher Education Policy R541.

**ARTICLE VII
AMENDMENTS**

- A. These bylaws may be amended at any Board meeting by a majority vote, provided that a copy of the proposed amendment shall be given in writing to each Board member at least one week before action on the amendment is taken. The Board shall use reasonable efforts to review these bylaws on even numbered years at the first meeting of the fiscal year, or as the Board otherwise deems necessary.
- B. These bylaws are subject to applicable provisions of applicable law and Board of Higher Education rules. To the extent of any inconsistency between these bylaws and such law or rule, or in the event applicable law or rule is later amended to become inconsistent with these bylaws, these bylaws shall be deemed amended accordingly.
- C. Technical or inadvertent departures from these bylaws shall not necessarily constitute violation or negate action taken by the Board. However, upon discovery, the Board shall review the departure from the bylaws and take steps to correct or ratify the inconsistency.

Amended and Approved by the Board ~~August 10, 2022~~ August 14, 2023.

Charter for the Academic Policy Committee

WSU Board of Trustees

~~August 9, 2021 (Revised and Approved)~~

1. The purpose of the Academic Policy Committee is to assist the Board of Trustees in fulfilling its oversight responsibilities of the University in personnel and policy matters related to academics. This Committee is advisory only to the Board of Trustees and does not take official action on behalf of the Board of Trustees.
2. This Committee will consist of at least three trustees with a quorum consisting of a majority of the trustees that are on this Committee.
3. Members of this Committee, including the Committee chair, will be appointed by the chair of the Board of Trustees and approved by the Board of Trustees. They will serve until replaced or until their term as trustee ends.
4. This Committee will typically meet just prior to each regularly scheduled Board of Trustees meeting, and on other occasions as needed.
5. This Committee will operate and review items in a manner agreed to by this Committee.
6. Items reviewed by this Committee may be placed on a consent calendar for approval by the Board of Trustees only where this Committee deems the matter to be routine, materials regarding the matter have been provided to the Board of Trustees, and it is anticipated that the matter will not require debate or discussion.
7. Items, including the following, will be reviewed by this Committee and reported to the Board of Trustees for action as needed and/or required by law, Board of Higher Education policy, or University policy:
 - Approval of Policy and Personnel Issues Related to Academic Matters
 - Changes in Curriculum and Programs
 - Dean and Vice President Appointments
 - Department Chair Appointments
 - Emeriti Approval
 - Faculty Tenure, Promotion, and Termination Recommendations
 - Program Reviews
 - Sabbatical Requests
8. Other items that are not required to be approved by the Board of Trustees by applicable law, Board of Higher Education policy, or University policy may be reviewed by this Committee and brought to the Board of Trustees as information items, as deemed appropriate by this Committee.

~~Reviewed August 10, 2022~~

9. This Committee will use reasonable efforts to review ~~and update~~ this charter on a periodic basis, as necessary, and report any proposed ~~revisions~~ amendments to the Board of Trustees for approval.

Amended and approved by the Board August 14, 2023.

~~Reviewed August 10, 2022~~

Charter for the Audit Committee
WSU Board of Trustees
~~August 9, 2021 (Revised and Approved)~~

1. The purpose of the Audit Committee is to assist the Board of Trustees in fulfilling its oversight responsibilities of the University in certain financial matters and institutional audit activity. This Committee is advisory only to the Board of Trustees and does not take official action on behalf of the Board of Trustees.
2. The Committee will operate as outlined in Board of Higher Education Policy R565, including the following activities:
 - oversee the internal audit activities within the institution;
 - confer with external auditors, legal counsel, and others as necessary;
 - assist in resolving disagreements between institutional representatives and external auditors;
 - access any and all data, information, records, and personnel to fulfill its purpose and responsibilities;
 - conduct or authorize investigations into any matters considered necessary to achieve its purpose; and
 - consult with University representatives, the Board of Trustees, and the Board of Higher Education Audit Subcommittee concerning the adequacy of the institution's internal audit activities, staffing levels, and internal controls.
3. This Committee meets at least three times per year, and on other occasions as needed.
4. This Committee will operate and review items in a manner agreed to by this Committee.
5. Items, including the following, will be reviewed by this Committee and reported to the Board of Trustees through the Business Committee for action as needed and/or required by law, Board of Higher Education policy, or University policy. Other items may also be reviewed by this Committee, as determined by the Board of Trustees.
 - Board of Trustees Audit Committee Reports or Minutes
 - Internal Audit Charter
6. Other items that are not required to be approved by the Board of Trustees by applicable law, Board of Higher Education policy, or University policy may be reviewed by this Committee and brought to the Board of Trustees as information

~~Reviewed August 10, 2022~~

items, as deemed appropriate by this Committee. Examples of such items include the following:

- Annual Reports
- External Audit Reports
- Reports Made Via the Anonymous Reporting System of the University
- Information Technology Security Updates
- Internal Audit's Proposed Annual Audit Schedule
- Internal Audit Reports
- University Legal Counsel Updates

7. A summary of the items discussed during the Audit Committee meeting will be presented to the Business Committee at their next scheduled meeting.
8. Reports or minutes of this Committee must be provided to the Board of Trustees by the Business Committee at least three times per year and to the Board of Higher Education annually.
9. This Committee will use reasonable efforts to review ~~and update~~ this charter on a periodic basis, as necessary, and report any proposed ~~revisions~~ amendments to the Board of Trustees for approval.

Amended and approved by the Board August 14, 2023.

~~Reviewed August 10, 2022~~

Charter for the Business Committee
WSU Board of Trustees
~~August 9, 2021 (Revised and Approved)~~

1. The purpose of the Business Committee is to assist the Board of Trustees in fulfilling its oversight responsibilities of the University in matters of business, finance, operations, athletics, and non-academic personnel and policy matters. This Committee is advisory only to the Board of Trustees and does not take official action on behalf of the Board of Trustees.
2. This Committee will consist of at least three trustees with a quorum consisting of a majority of the trustees that are on this Committee.
3. Members of this Committee, including the Committee chair, will be appointed by the chair of the Board of Trustees and approved by the Board of Trustees. They will serve until replaced or until their term as trustee ends.
4. This Committee will typically meet just prior to each regularly scheduled Board of Trustees meeting, and on other occasions as needed.
5. This Committee will operate and review items in a manner agreed to by this Committee.
6. Items reviewed by this Committee may be placed on a consent calendar for approval by the Board of Trustees only where this Committee deems the matter to be routine, materials regarding the matter have been provided to the Board of Trustees, and it is anticipated that the matter will not require debate or discussion.
7. Items, including the following, will be reviewed by this Committee and reported to the Board of Trustees for action as needed and/or required by law, Board of Higher Education policy, or University policy:
 - Approval of Policy Related to Business, Finance, Operations, Athletics, and Non-Academic Matters
 - Annual Auxiliary Reports
 - Annual Operating Budget
 - Annual Surplus Property Report
 - Annual Vehicle Fleet Report
 - Appointment of Investment Advisor
 - Appointment of Public Treasurer
 - Banking Services Arrangements
 - Campus Master Plan Changes
 - Capital Projects as Authorized by Board of Higher Education Policy
 - Changes to Tuition and General Fees
 - Contract Approval (certain types/amounts)

~~Reviewed August 10, 2022~~

- Discretionary Funds Reports
- Early Retirement Requests
- Institutional Budget Requests to the Legislature
- Institutional Debt Policy
- Institutional Facility Requests to the Legislature
- Institutional Residence Items
- Monthly Financial Reports
- Monthly Investment Reports
- Money Management Report
- Non-academic Personnel Matters
- Personnel Reports
- Quarterly Athletic Reports
- Quarterly Construction Reports
- Quarterly Investment Reports
- Quarterly IT Security Report
- Parking Regulations
- Property Transactions (Including Leases) as Authorized by Board of Higher Education Policy
- Reports Regarding Bad-debt
- Significant Benefit Package Changes
- Student Athletic Eligibility Requirements

8. Other items that are not required to be approved by the Board of Trustees by applicable law or policy may be reviewed by this Committee and brought to the Board of Trustees as information items, as deemed appropriate by this Committee.

9. This Committee will use reasonable efforts to review ~~and update~~ this charter on a periodic basis, as necessary, and report any proposed ~~revisions~~ amendments to the Board of Trustees for approval.

Amended and approved by the Board August 14, 2023.

~~Reviewed August 10, 2022~~

**~~Charter for the Community Relations Committee-
WSU Board of Trustees
August 9, 2021 (Revised and Approved)~~**

- ~~1. The purpose of this Committee is to: 1) assist the institution in communicating with the community, 2) assist the institution with its fundraising efforts, 3) assist the institution with its ongoing public relations efforts, 4) assist with other assignments as determined by the Board of Trustees. This Committee is advisory only to the Board of Trustees and does not take official action on behalf of the Board of Trustees.~~
- ~~2. This Committee will consist of at least four trustees, with a quorum consisting of a majority of the trustees that are on this Committee.~~
- ~~3. Members of the Committee, including the Committee chair, will be appointed by the chair of the Board of Trustees and approved by the Board of Trustees. They will serve until replaced or until their term as trustee ends.~~
- ~~4. This Committee will typically meet at least two times per year, usually on the morning of a regularly scheduled Board of Trustees meeting, and on other occasions as needed.~~
- ~~5. This Committee will operate and review items in a manner agreed to by this Committee.~~
- ~~6. Items reviewed by this Committee may be placed on a consent calendar for approval by the Board of Trustees only where this Committee deems the matter to be routine, materials regarding the matter have been provided to the Board of Trustees, and it is anticipated that the matter will not require debate or discussion.~~
- ~~7. Items, including the following, will be reviewed by this Committee and reported to the Board of Trustees for action as needed and/or required by law, Board of Higher Education policy, or University policy:~~
 - ~~--Annual and Mid-year Development Report~~
 - ~~--Annual and Mid-year Economic Development Report~~
 - ~~--Annual and Mid-year Marketing Report~~
 - ~~--Annual and Mid-year Alumni Engagement Report~~
 - ~~--Annual Community Relations Report~~
 - ~~--Annual Legislative Relations Report~~
- ~~8. Other items that are not required to be approved by the Board of Trustees by applicable law, Board of Higher Education policy, or University policy may be reviewed by this Committee and brought to the Board of Trustees as information items, as deemed~~

~~Reviewed August 10, 2022~~

~~appropriate by this Committee.~~

- ~~9. This Committee will use reasonable efforts to review and update this charter on a periodic basis, as necessary, and report any proposed revisions to the Board of Trustees.~~

~~Reviewed August 10, 2022~~

Charter for the Conflict of Interest Committee

WSU Board of Trustees

~~August 9, 2021 (Revised and Approved)~~

1. The purpose of the Conflict of Interest Committee is to assist the Board of Trustees in reviewing disclosure forms as required under PPM 3-36a, Conflict of Interest/Board of Trustees.
2. The Committee's structure and responsibilities are outlined in PPM 3-36a, Conflict of Interest/Board of Trustees.
3. The Committee will meet as needed. The Committee will operate in a manner agreed to by the Committee, consistent with PPM 3-36a, Conflict of Interest/Board of Trustees.
4. This Committee will use reasonable efforts to review this charter on a periodic basis, as necessary, and report any proposed amendments to the Board of Trustees for approval.

Amended and approved by the Board August 14, 2023.

~~Reviewed August 10, 2022~~

**Charter for the Executive Committee of
WSU Board of Trustees**

~~August 9, 2021 (Revised and Approved)~~

1. The purpose of the Executive Committee is to act on behalf of the Board of Trustees in emergency matters and as specifically identified by Board of Trustee Bylaws. This Committee may take any action as allowed by law, including review of matters that are normally reviewed by another Committee.
2. This Committee will meet as necessary.
3. This Committee will operate and review items in a manner agreed to by the Committee.
4. This Committee will use reasonable efforts to review this charter on a periodic basis, as necessary, and report any proposed amendments to the Board of Trustees for approval.

Amended and approved by the Board August 14, 2023.

~~Reviewed August 10, 2022~~

Charter for the Honorary Degree and Commencement Speaker Committee
WSU Board of Trustees

~~August 9, 2021 (Revised and Approved)~~

1. The Honorary Degree and Commencement Speaker Committee specifically assists the Board of Trustees to fulfill one of the five statutory trustee responsibilities outlined in Utah Code Ann. § 53B-2-103(2), which is “to select recipients of honorary degrees.” This Committee is advisory only to the Board of Trustees and does not take official action on behalf of the Board of Trustees.
2. Committee membership, policies, and procedures are specified in University PPM 2-9.
3. This Committee will consist of at least three trustees, as well as the following: four faculty members including the chair of the Honorary Degree Committee of the Faculty Senate, three students, two alumni, one University Advancement representative, the provost, and the president.
4. Trustee members of this Committee, including this Committee chair, will be appointed by the chair of the Board of Trustees and approved by the Board of Trustees. They will serve until replaced or until their term as a trustee ends.
5. This Committee will typically meet once per year during Fall Semester, and on other occasions as needed.
6. This Committee will call for and receive nominations, review nominations, and then vote for and prioritize vote on and prioritize finalists for honorary degree recipients and commencement speakers.
7. The president will submit the recommendations to the Board of Trustees at their regular meeting in December.
8. In fulfilling its responsibilities, this Committee will receive information, plan, organize and execute activities as collectively agreed upon by the group.
9. This Committee will use reasonable efforts to review this charter on a periodic basis, as necessary, and report any proposed amendments to the Board of Trustees for approval.

Amended and approved by the Board August 14, 2023.

~~Reviewed August 10, 2022~~

Charter for the Investment Committee
WSU Board of Trustees

1. The purpose of the Investment Committee is to assist the Board of Trustees in fulfilling its oversight responsibilities of the University in matters of investing public funds. The committee is advisory only to the Board of Trustees and does not take official action on behalf of the Board of Trustees.
2. The Committee's structure and responsibilities are outlined in PPM 5-14, Investment of Public Funds. This Committee will act in accordance with Board of Higher Education Policy R541 and all applicable laws.
3. The Committee will operate and review items in a manner agreed to by the Committee.
4. Items, including the following, will be reviewed by this Committee and reported to the Board of Trustees through the Business Committee for action as needed and/or required by law, Board of Higher Education policy, or University policy. Other items may also be reviewed by this Committee, as determined by the Board of Trustees.
 - Appointment of Investment Advisor
 - Appointment of Public Treasurer
 - Monthly Investment Reports
 - Policies Regarding Investments
 - Quarterly Investment Reports
5. Other items that are not required to be approved by the Board of Trustees by applicable law or policy may be reviewed by the Committee and brought to the Board of Trustees as information items, as deemed appropriate by the Committee.
6. A summary of the items discussed during the Investment Committee meeting or minutes of the meeting will be presented to the Business Committee at their next scheduled meeting.
7. Reports of this Committee must be provided to the Board of Trustees by the Business Committee as required by PPM 5-14 and Board of Higher Education Policy R541.
8. This Committee will use reasonable efforts to review this charter on a periodic basis, as necessary, and report any proposed amendments to the Board of Trustees for approval.

Amended and approved by the Board August 14, 2023.

-Reviewed August 10, 2022

Weber State University Board of Trustees Assignments 2023-24

Standing Committees	
Academic Policy	Lori Belnap Pehrson, Chair Brent Bishop Monet Maggelet Rob Higginson Karla Bergeson/Keith Titus
Audit	Brent Bishop, Chair Tammy Gallegos Monet Maggelet
Business	Don Salazar, Chair Tammy Gallegos Casey Hill Ashley Potokar Karla Bergeson/Keith Titus
Conflict of Interest	Karla Bergeson, Chair Keith Titus, Vice Chair Lori Belnap Pehrson Tammy Gallegos
Executive	Karla Bergeson, Chair Keith Titus, Vice Chair Don Salazar
Honorary Degree	Rob Higginson, Chair Casey Hill Karla Bergeson
Investment	Brent Bishop Tammy Gallegos
College Liaisons	
Lindquist College of Arts & Humanities	Karla Bergeson Don Salazar
Goddard School of Business & Economics	Keith Titus
College of Engineering, App. Sci., & Tech. (EAST)	Brent Bishop
Moyes College of Education	Ashley Potokar
Dumke College of Health Professions	Monet Magellet
Stewart Library	Lori Belnap Pehrson
College of Science	Tammy Gallegos
College of Social & Behavioral Sciences	Casey Hill
Others	
National Advisory Committee	Rob Higginson
Tech College - Davis Tech	Casey Hill
Tech College - Ogden-Weber Tech	Lori Belnap Pehrson
University Athletic Board	Don Salazar
University Planning Council	Rob Higginson Monet Magellet
WSU Research Foundation	Brent Bishop, Chair

Weber State University Board of Trustees Meeting and Event Schedule 2023-24					
Event	Day	Date	Time	Location	Room
Board of Trustees Planning Retreat Orientation Meeting	Mon	August 14, 2023	9:00 AM	Hurst Center for Lifelong Learning	Dumke Hall
Board of Trustees Meeting	Thur	September 21, 2023	9:30 AM	TBD	TBD
Fall NAC Meeting	Fri	October 13, 2023	8:00 AM	WSU John A. and Telitha E. Lindquist Alumni Center	
Board of Trustees Meeting	Wed	October 25, 2023	9:30 AM	TBD	TBD
Board of Trustees Meeting	Fri	November 17, 2023	9:30 AM	TBD	TBD
Winter Commencement	Fri	December 15, 2023	All Day	Ogden Campus - Dee Events Center and Val A. Browning Center for the Performing Arts	
Board of Trustees Meeting	Thur	January 25, 2024	9:30 AM	TBD	TBD
Board of Trustees Meeting	Tues	March 19, 2024	9:30 AM	TBD	TBD
Spring NAC Meeting	Fri	Spring, 2024	8:00 AM	TBD	TBD
Board of Trustees Meeting	Thur	April 18, 2024	9:30 AM	TBD	TBD
Spring Commencement	Fri	April 26, 2024	All Day	Ogden Campus - Various Buildings	
Board of Trustees Meeting	Wed	May 22, 2024	9:30 AM	TBD	TBD

Weber State University Ogden Campus Address: 3850 Dixon Parkway, Ogden, UT 84404

Weber State University Davis Campus Address: 2750 University Park Blvd., Layton, UT 84041



WEBER STATE
UNIVERSITY



AMPLIFIED

A 5-year plan for growth

STRATEGIC PLAN METRICS & ACHIEVEMENTS

Year Two
Revised: August 7, 2023



Equity, Diversity
& Inclusion



Retention &
Completion



Personal Connections
& Academic Excellence



Community
Anchor Mission



Marketing
& Branding

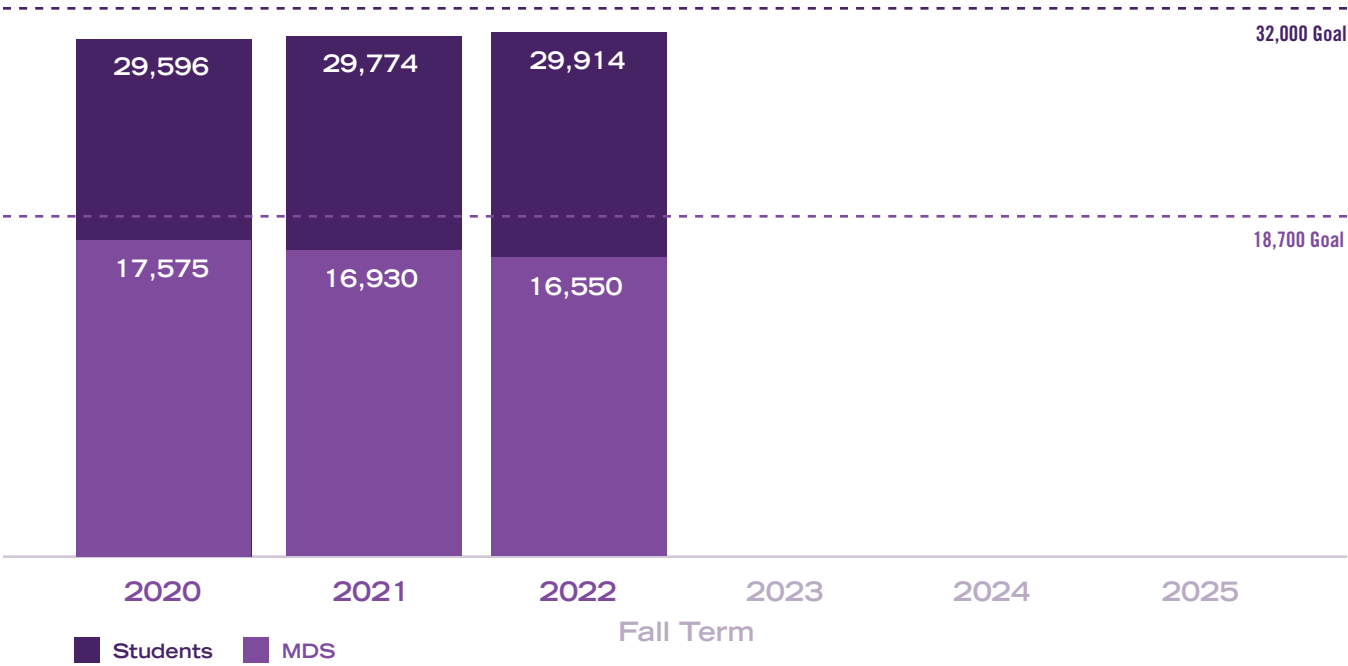


Enrollment Target

To facilitate the goals of the WSU Strategic Plan, university total headcount enrollment will grow to 32,000 students by Fall 2025, which will include growth in the number of matriculated degree-seeking students to 18,700.

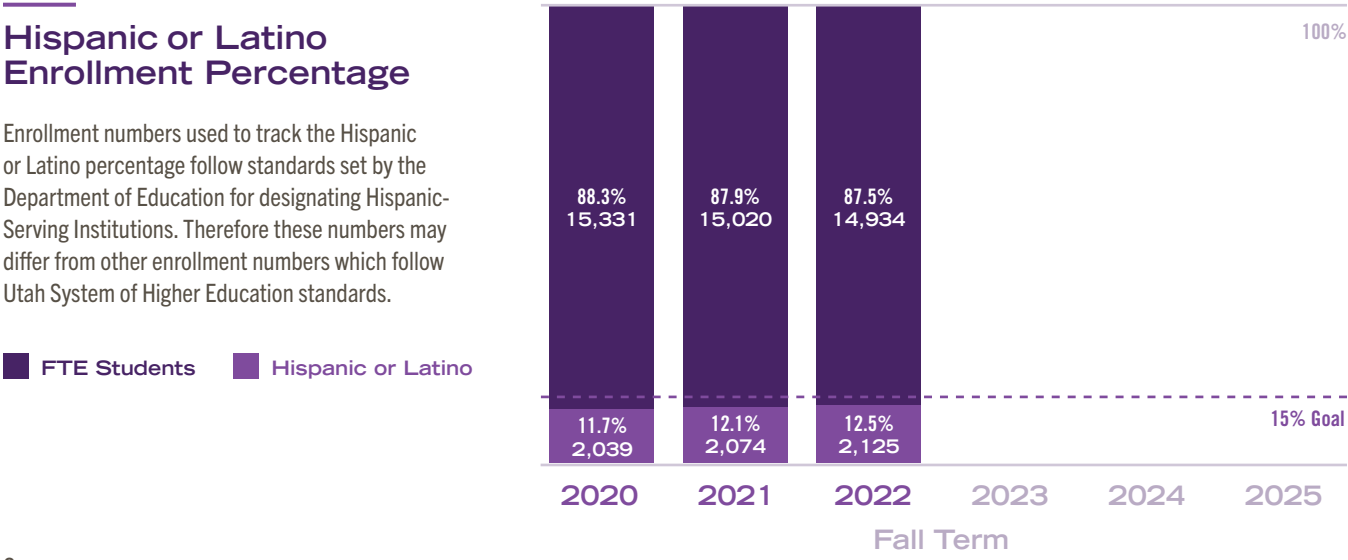
By Fall 2025, WSU will become an Emerging Hispanic-Serving Institution by growing our percent of students who identify as Hispanic or Latino descent to 15%.

32,000 Students
18,700 MDS (Matriculated Degree-Seeking)
15% Hispanic or Latino



Hispanic or Latino Enrollment Percentage

Enrollment numbers used to track the Hispanic or Latino percentage follow standards set by the Department of Education for designating Hispanic-Serving Institutions. Therefore these numbers may differ from other enrollment numbers which follow Utah System of Higher Education standards.



GOAL 1

Equity, Diversity & Inclusion

Eliminate disparities in educational outcomes for underserved students, particularly students of color and students from low socioeconomic status.



1 100% Equity-Minded Audit Completion

An equity audit framework with an audit assessment tool has been drafted using the National Association of System Heads Equity Framework in conversation with the Utah System of Higher Education Draft Equity Policy Review Guide. A framework will be finalized and deployed across all units this academic year.

By the end of fiscal year (FY) 2023-24, 100% of university units will complete an equity-minded audit to identify policies and practices that contribute to inequitable outcomes for underserved students and propose interventions to remedy those inequities.

2 100% Equity-Minded Accountability and Assessment

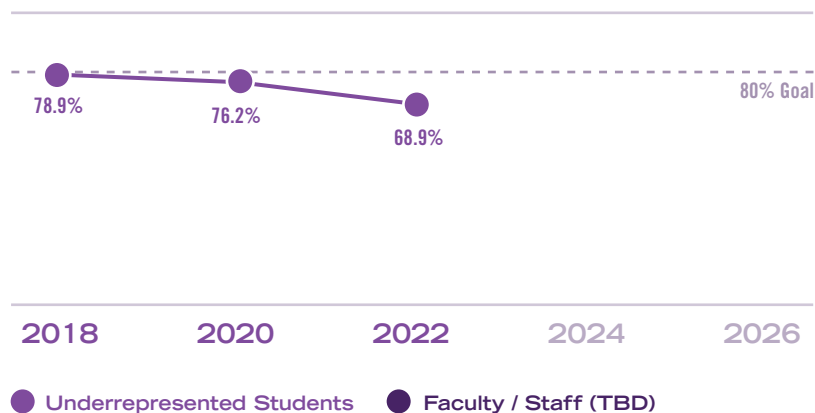
- Data is being collected for student engagements and community contacts can be found in the Student Access and Success Student Engagement Dashboard.
- The Division of Equity, Diversity and Inclusion is beginning to reevaluate data collection to be in alignment with Institutional Research and Assessment.

By the end of FY 2025-26, 100% of academic and student support units will implement equity-minded accountability and assessment practices and an annual reporting requirement that includes measures such as the participation and/or success rates of students disaggregated by race/ethnicity, socioeconomic status and gender.

3

80% of Underserved First-Year Students, Faculty, and Staff Report a Sense of Belonging

- Data regarding student satisfaction will be available Spring 2024 and will be reported out by the end of FY 2023-24.
- Data regarding faculty/staff satisfaction will be available mid-August 2023 and will be reported out by the end of FY 2023-24.
- The creation of the Centers for Belonging and Cultural Engagement were announced to support learning with and from each other as we honor traditions and heritages that make us unique. These centers will bring students together through enriching activities, events and programming.
- The campus community was invited to celebrate graduation with each other while learning about different traditions and engagement through culturally supported events and activities for family and community.



At the end of their first year at WSU, 80% of students, faculty and staff from traditionally underserved populations will report a sense of belonging at the university. These underserved populations include, but are not limited to, Black, Indigenous, and People of Color (BIPOC), LGBTQIA+, first-generation students, people with disabilities, people from underrepresented religious backgrounds, undocumented/Deferred Action for Childhood Arrivals (DACA) students and students of low socioeconomic status.

4

Improve Hiring and Retention of Underrepresented Faculty and Staff from 11% to 20%

- During FY 2022-23, the total percentage of underrepresented faculty and staff was 16.2%. This data, rather than representing a snapshot of one moment, represents all unique individuals in positions over the entire fiscal year.
- During FY 2022-23, 25.7% of all new hires were from underrepresented categories.
- During FY 2022-23, 16.4% of all employees who left Weber State were from underrepresented categories.

By the end of FY 2025-26, the hiring and retention of faculty and staff from underrepresented populations will improve from 11% to 20% (based on 2020 data).*

*All hiring and retention practices will focus on the strategies described and be in compliance with applicable legal requirements.

Improve Hiring and Retention of Underrepresented Leadership from 10% to 20%

- During FY 2022-23, the total percentage of underrepresented leadership was 11.8%. This data, rather than representing a snapshot of one moment, represents all unique individuals in positions over the entire fiscal year.
- During FY 2022-23, 25% of all new leadership hires were from underrepresented categories.
- During FY 2022-23, 20% of all employees in leadership positions who left Weber State were from underrepresented categories.

By the end of FY 2025-26, hiring and retention of administrators, including vice presidents, deans, department chairs and directors, from underrepresented populations will improve from 10% to 20% (based on 2020 data).*

*All hiring and retention practices will focus on the strategies described and be in compliance with applicable legal requirements.

100% of Job Qualifications/Performance Criteria will list Equity-minded and Inclusive Practices

- Through the Search Advocate program, hiring managers and search committees are provided with training and guides to help establish equity-minded and inclusive practices throughout the hiring process.
- The Search Advocate program has been developed, posted on the Human Resources website and is ready for campus roll-out. The program is designed to expand candidate pools, enhance equity and mitigate bias in the hiring process.
- 100% of all job descriptions reviewed by Human Resources are reviewed using equity-minded and inclusive practices established through our Search Advocate program.

By the end of FY 2025-26, a commitment to equity-minded and inclusive practices will be included as part of university hiring and employment review processes for 100% of university positions.

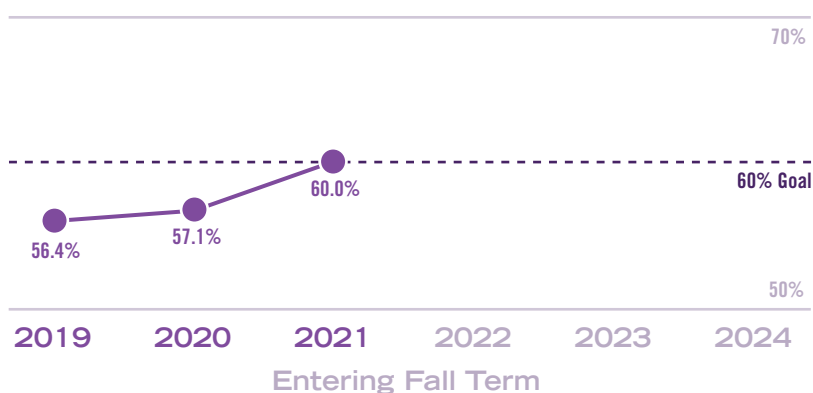
GOAL 2

Retention & Completion

Through well-aligned and meaningful initiatives, WSU will positively impact student success as defined by measurable increases in retention and completion across all student populations throughout their academic careers.



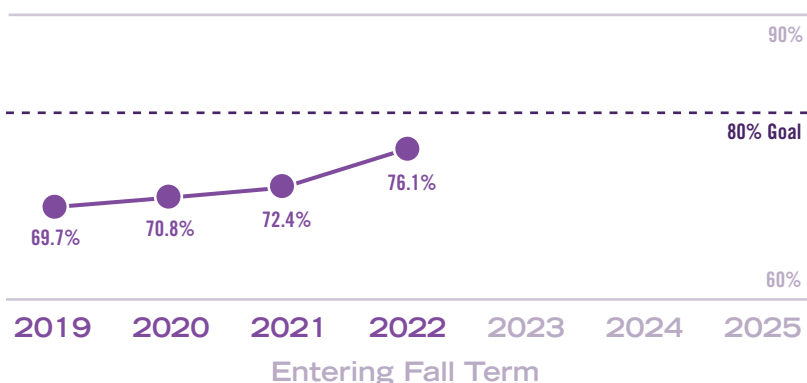
1 Achieve 60% First-Time, Fall-to-Fall Retention for for Fall 2023 Cohort



By academic year (AY) 2025-26, all first-time students, fall-to-fall retention rate (for Fall 2023) will be 60% (up from 56% for Fall 2019 students).*

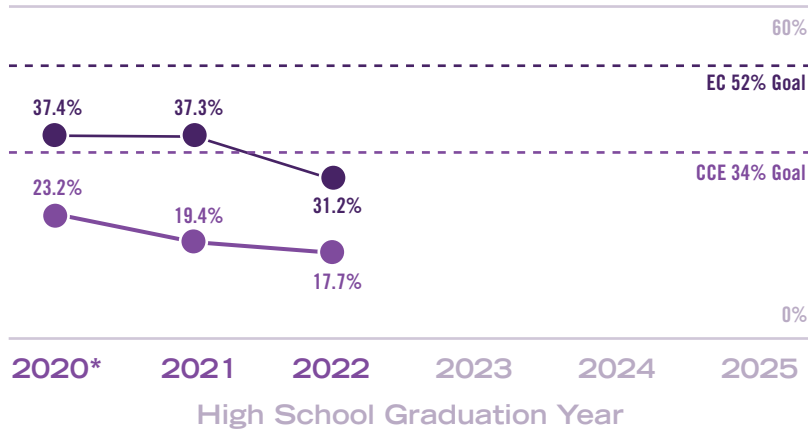
*This goal has been reached.

2 80% of First-Time Students will Earn a 2.2 GPA or Higher



By AY 2025-26, 80% of WSU first-time students will earn a 2.2 GPA for their initial semester (up from 70% for Fall 2019 students).

3 34% of Concurrent Enrollment and 52% of Early College will Matriculate

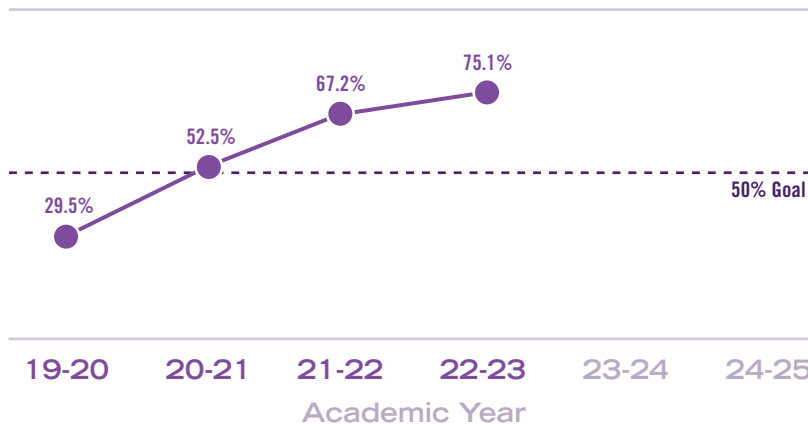


By AY 2025-26, at least 34% of WSU concurrent enrollment and 52% of early college high school (HS) graduates will become matriculated degree-seeking students (up from 22% and 40% respectively for Spring 2020 HS graduates).

● Early College ● Concurrent Enrollment

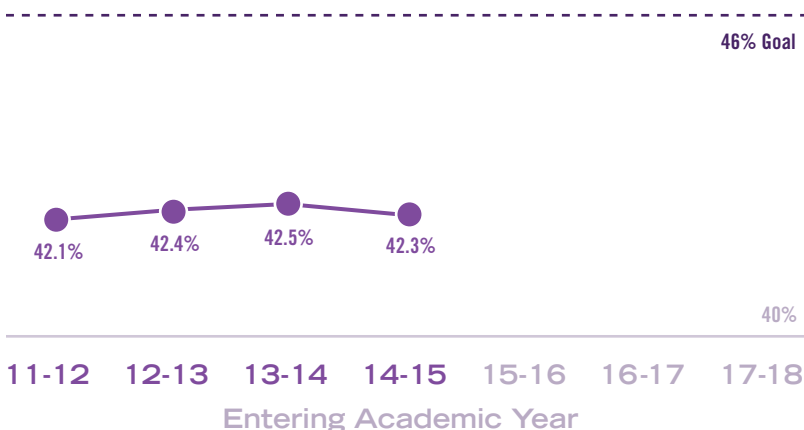
*2020 Early College matriculation number has been updated.

4 50% of WSU Bachelor's Degree Recipients will Report Two or More HIEES



For AY 2025-26, 50% of WSU bachelor's degree completers will have 2 or more high-impact educational experiences (HIEE) (creating baseline in AY 2021).

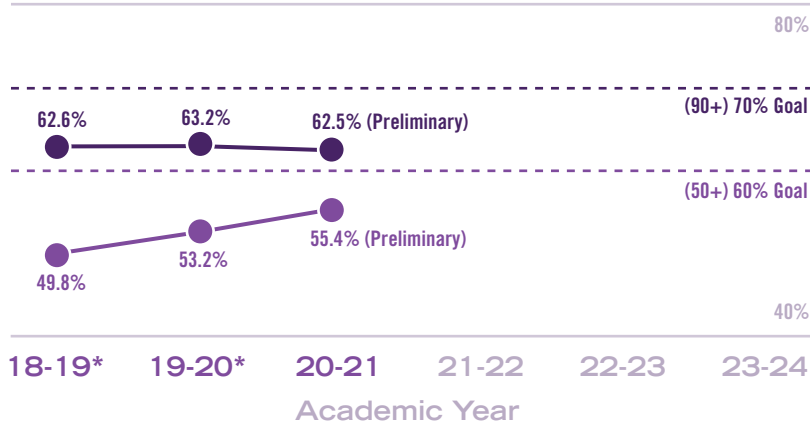
5 46% of Entering Students will Earn a Degree in 8 Years



By AY 2025-26, 46% of entering students from AY 2015-16 will have completed a certificate, associate's or bachelor's degree (up from 42% for AY 2011-12 students).

6

70% of 90+ Credit Hour Students and 60% of 50+ Credit Hour Students will Earn a Degree in Appropriate Timeframes



70% of WSU students who have earned 90+ credit hours during AY 2022-23 will complete a bachelor's degree by the end of AY 2025-26, and 60% of students with 50+ credits in an associate's track will complete that degree in 1 year (up from 56% and 45% respectively for AY 2017-18 students).

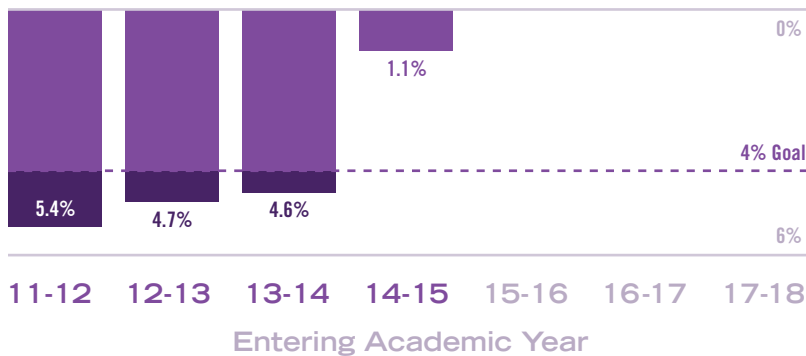
● 90+ Credit Hour Students ● 50+ Credit Hour Students

*2018-19 and 2019-20 results have been adjusted as data has continue to be processed. Existing business process continuously updates daily. Results for 2020-21 should be considered preliminary and are subject to further change.

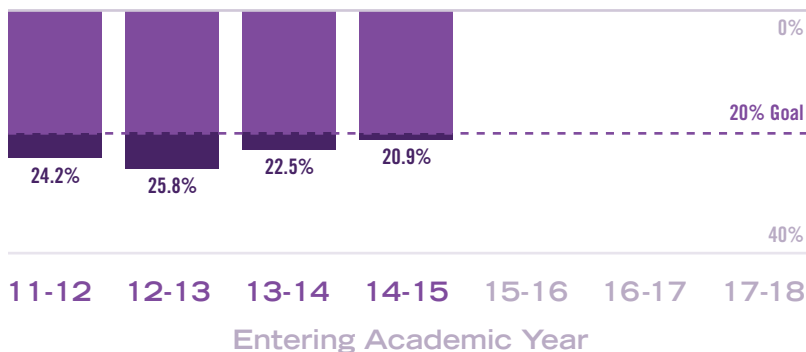
7

By the end of AY 2025-26, Close the 8-Year Completion Gaps Between the Overall Student Population and the Following Student Populations of Interest:

A. Low-Income (Pell-Eligible) Students: Reduce 6% Gap to a 4% Gap

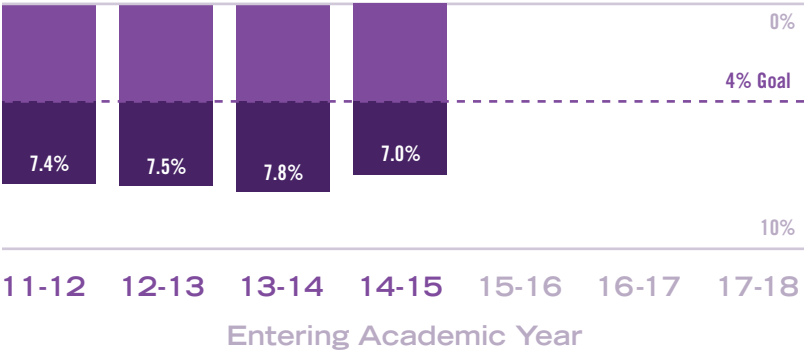


B. Students Placed in Developmental Math and English: Reduce 28% Gap to a 20% Gap



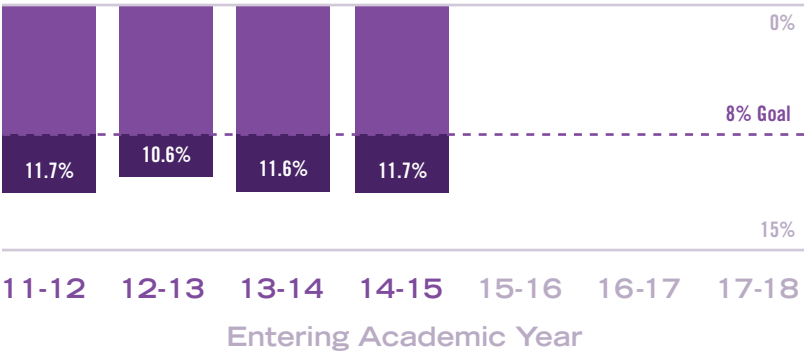
Developmental math and English calculation was structurally changed during AY 2022-23, resulting in substantive changes to the measure.

C. First-Generation Students: Reduce 7% Gap to a 4% Gap



First-Generation results may have had subtle changes due to more students submitting Free Application for Federal Student Aid (FAFSA) data in the intervening years.

D. BIPOC/Minoritized Students: Reduce 12% Gap to a 8% Gap*



*All admissions practices will focus on best practices and be in compliance with applicable legal requirements.

GOAL 3

Personal Connections & Academic Excellence

On their path to their own definition of academic success, the experience of every student at Weber State is filled with rich and impactful relationships with faculty, staff, students and the community.

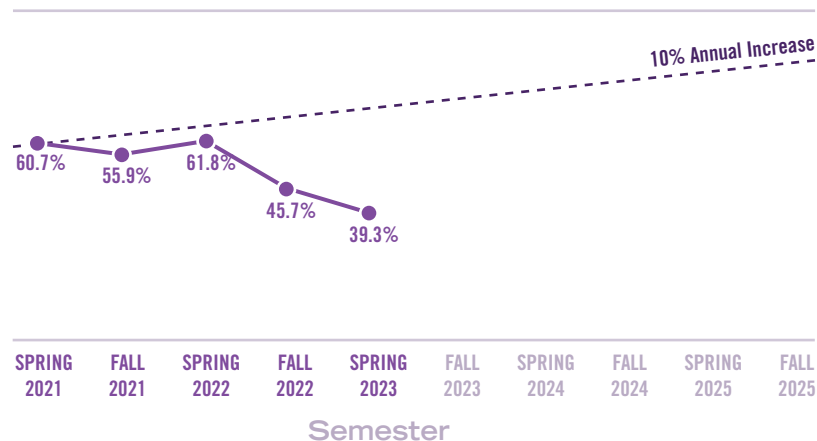


1 Mentoring

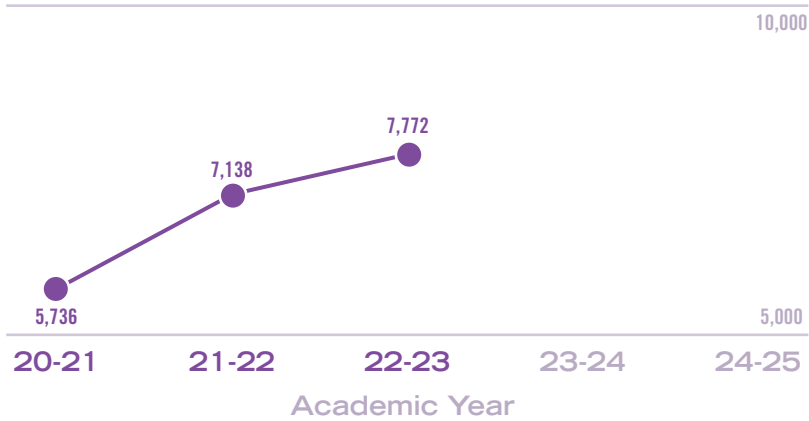
10% Annual Increase in Students Who Have Mentoring Relationships / Students Have At Least One Mentoring Relationship

At least 2 years of this cohort's college experience was dominated by the impact of the global pandemic where mentoring relationships were more difficult to form and maintain virtually. Additional attention and emphasis is being placed on embedding mentoring experiences into all programs.

Students will have at least one mentoring relationship (student, staff or faculty) during their time at Weber State who can speak of their personal and professional accomplishments.

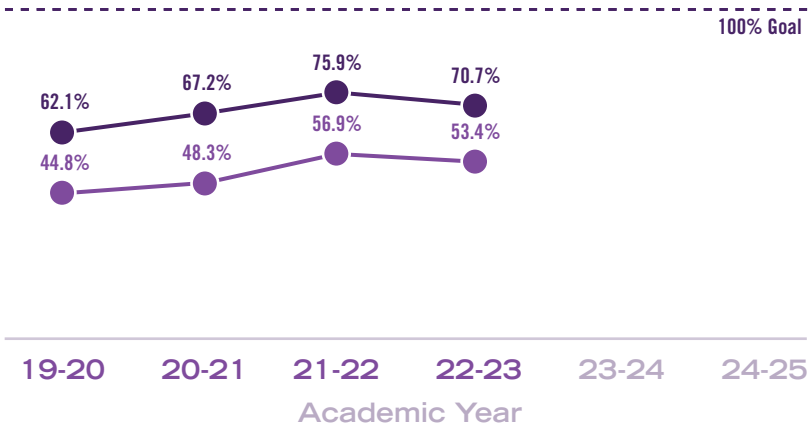


Every Program Includes At Least Two Opportunities for Strong Connection and Belonging



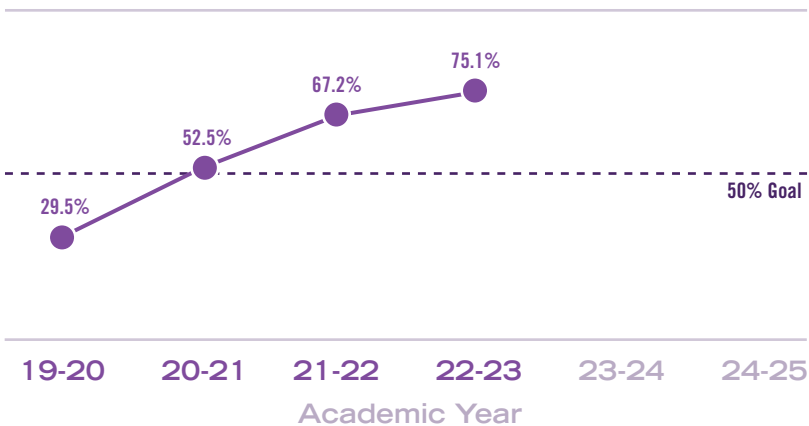
Every program should include at least two opportunities that promote a strong connection and a sense of belonging to the university community, such as HIEE co-curricular programs, immersive projects and Student Involvement and Leadership activities.

- Number of students participating in an internship and/or Undergraduate Research opportunity.

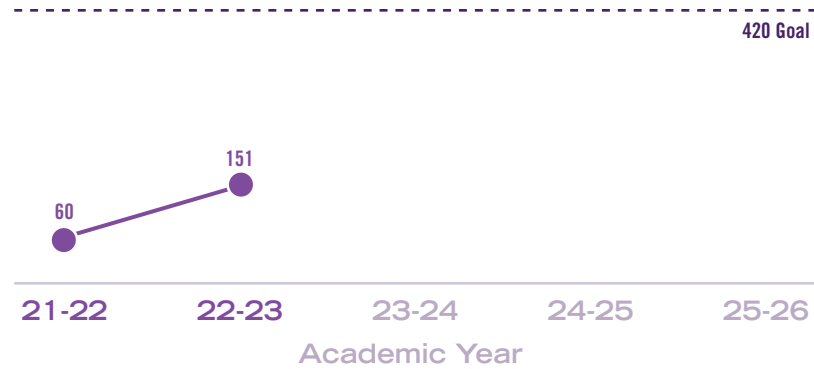


- 1+ HIEEs in Department Curriculum
- 2+ HIEEs in Department Curriculum

50% of WSU Bachelor's Degree Recipients will Report Two or More HIEEs



By the end of AY 2025-26, 50% of WSU bachelor's degree completers will have 2 or more HIEE experiences.

Students Level of Classroom Engagement Increase by 10% per Year

Student engagement in classroom experiences will increase by 10% per year.

● Total Number of Faculty Trained

The Center for Excellence in Teaching & Learning continues to offer the Inclusive Teaching for Equitable Learning (ITEL) training module and a four-part Effective Teaching Practices (ETP) certification to increase faculty member's abilities to engage students in the classroom. The goal for AY 24 is to assess the impact of the program on students' persistence at the university.

GOAL 4

Community Anchor Mission

Intentionally apply our intellectual assets, economic influence and financial and human resources in partnership with regional communities to seek a sustainable economic, social, cultural and environmental system that ensures opportunity, equity and inclusion.



Desired outcomes by end of FY 2025-26

1 Economic Development Outcomes

Create/Facilitate 18 Initiatives to Create an Entrepreneurial Ecosystem

With the initial 11 programs from the baseline and additional 7 initiatives added in the previous fiscal year, in 2022-23 WSU added 2 additional initiatives, bringing our total to 20 initiatives and exceeding our five year target in year 2.

- The Matthew S. Browning Center for Design has completed their initial assessment of the entrepreneurial ecosystem. The evaluation has now transitioned to identify a pilot program to begin addressing the coordination/integration/gaps in the current system. OgdenCAN is the focus of the pilot.
- The Catalyst Campus Ogden Accelerator program conducted two accelerators. Both were extremely successful and the university strategically integrated into the second accelerator (primarily StartUp Ogden and College of Engineering, Applied Science and Technology) providing a potential co-branding opportunity.

WSU has utilized our convening power to create and/or facilitate 18 initiatives to create an entrepreneurial ecosystem.

Current: 20 Programs
Desired: 18 Programs
Difference: +2 Programs

Establish More Coordinated Defense/Aerospace Ecosystem

On top of engaging with 11 new programs in the previous fiscal year, in 2022-23 we added 13 new initiatives bringing our total to 26, far exceeding the five-year target of 6.

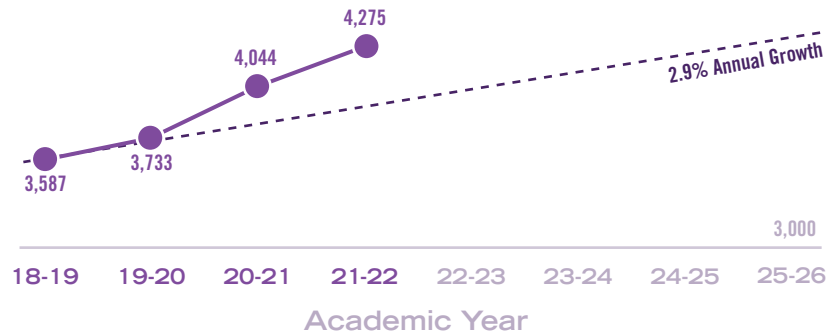
- Grand opening of The Miller Advanced Research Solutions (MARS) Center thanks to state support and a \$3.5 million gift from the Larry H. Miller & Gail Miller Family Foundation.
- The 2023 Utah Legislature appropriated \$20 million to establish the Missile & Energy Research Center (MERC) in the MARS facility. Focus of the funding is directed at development of talent equipment and infrastructure, leveraging other funding sources, and operations.
- The \$20 million state appropriation to finance a secure facility was utilized to begin its design and engineering. We are building a partnership with the Department of Defense (Sentinel and 309th Software Engineering Group) to define security requirements, types/layout of the space and operational protocol.

WSU has utilized our convening power to establish a more coordinated defense/aerospace ecosystem by engaging industry partners and together developing programs that will strengthen the ecosystem.

Current: 26 Programs
Desired: 6 Programs
Difference: +20 Programs

2 Workforce Development Outcome

Increase WSU Market Demand Degrees by 2.9% per Year



WSU has proactively identified, developed and delivered programs that respond to workforce needs by innovating, collaborating and leveraging resources to meet the dynamic needs of our community as indicated by WSU continuing its 2.9%* annual growth in Utah System of Higher Education's (USHE) market demand degree attainment measure. *Roughly equivalent to prior 5 years 2.919% compound annual growth rate (CAGR), AY 2014-15 through AY 2018-19

Difference: 1,026 additional certificate or degrees

Desired: 2.9% annual growth* or AY 2025-26 result meet or exceed 4,382 certificate or degrees

Current: 3,587 certificate or degrees (last reported by USHE, AY 2018-19)

*Roughly equivalent to prior 5 years 2.919% compound annual growth rate (CAGR), academic year 2014-15 through academic year 2018-19.

WSU Achieves STARS Gold by the end of FY 2025-26, Carbon Neutrality by the end of FY 2039-40

WSU has reduced its greenhouse gas footprint by 42% since 2007 and is four points away from achieving a STARS Gold rating as of Summer 2023*.

STARS ratings are good for three years, however, WSU is planning to submit a new report in the fall of 2024, anticipating we will have the 65 points necessary at that time to achieve STARS Gold.

WSU helped lead Ogden City's Energy Wise Plan Committee to reduce electricity and natural gas consumption community-wide.

Staff consulted on the Community Renewable Energy Act process and served on Ogden City's Natural Resources and Sustainability Stewardship Committee, which resulted in Ogden City creating a new full time sustainability coordinator position, hired in Spring 2023.

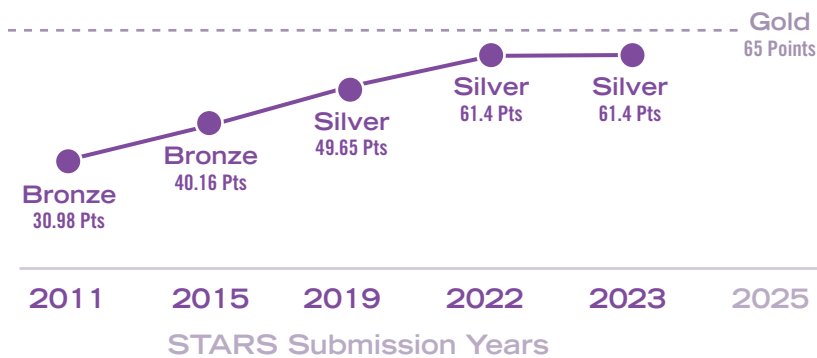
WSU achieves Sustainability Tracking, Assessment & Rating System (STARS) Gold by the end of FY 2025-26, carbon neutrality by the end of FY 2039-40, and helps the region strive for carbon neutrality by the end of FY 2049-50.

Current: Silver

Desired: Gold

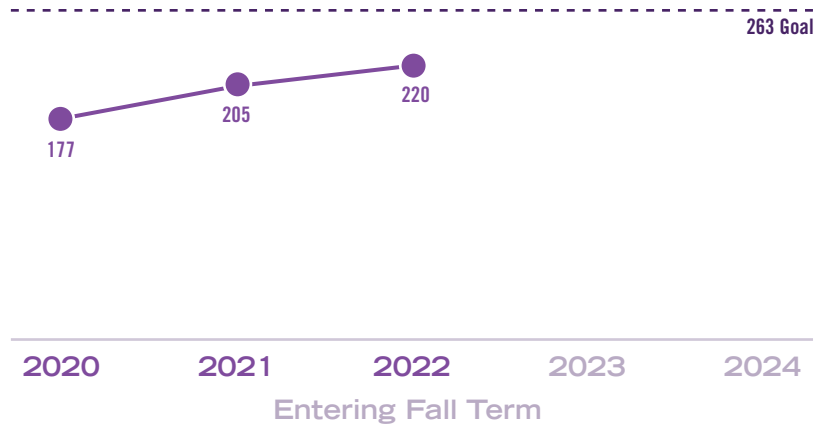
Difference: 1 level

*This change from 2022 to 2023 is due to the lessening of the COVID-19 pandemic, bringing more people back to campus.



4 Community Development Outcomes

25% of WSU Faculty are Engaging their Teaching, Research and Service to Challenges Facing our Communities



25% of WSU faculty will engage their teaching, research and service agendas to address social, cultural, economic and environmental challenges facing our communities, including the East Central Neighborhood of Ogden.

● Number of Faculty

WSU to Improve 5 Business Practices Related to Hiring, Purchasing and Investing

Inclusive, Local, Hiring: Two business practices have been improved: accurate reporting was improved through a new staff and faculty demographics dashboard; recruitment and hiring processes were improved with funding for advertising to attract more diverse applicants. Eleven metrics are being monitored.

Impact Purchasing: Three business practices have been improved: the business registration process was improved by adding specific fields for locality, size and ownership status; ownership reviews were improved by adding a process to enable vendors to review their current reporting status; and a vendor fair was organized to educate businesses about opportunities to partner with WSU. Due to low registrations the fair was delayed until next year. Eight metrics are being monitored.

Place-Based Investing: Two business practices have been improved: WSU financial resources were maximized by analyzing investment types and each level of investment; investments in sustainable projects have increased by \$1 million since 2019, totaling \$3.7 million. Ten metrics are being monitored.

WSU has improved 5 business practices related to hiring, purchasing and investing to build prosperity equitably across all our communities.

Current: 7 business practices improved
Desired: 5 business practices improved
Difference: +2 business practices improved

A P-20 Alliance will be Established to Coordinate Access between WSU and Other Partners, Including the Newly Formed Dual Enrollment Strategic Task Force.

Quarterly meetings are being held with the presidents of area technical colleges (Ogden/Weber and Davis) and K12 superintendents (Ogden, Davis, Weber & Morgan) to collaborate on regional educational initiatives. A new post-secondary regional coordinator has been onboarded to oversee career and academic pathway agreements with regional technical colleges.

Additional collaborations include monthly regional Career and Technical Education director meetings, concurrent enrollment outreach, recruitment, advisement, placement faculty engagement and assessment to promote student access and retention in dual enrollment programs.

A P-20 Alliance will be established to coordinate strategic education access activities between WSU and other education and community partners through targeted initiatives including the newly formed Dual Enrollment Strategic Task Force.

Current: P-20 Alliance and task force work exist.

Desired: P-20 Alliance and Dual Enrollment Task Force fully formed and worked in alignment with each other.

Difference: Continue to work with the P-20 Alliance.

GOAL 5

Marketing & Branding

Weber State is an “institution of choice” for key target audiences* looking to pursue higher education, with an emphasis placed on increasing awareness of WSU’s value proposition among the “general population.”

*Key target audiences will be further analyzed for the most viable segments based on prominent targeting criteria: substantiality, identifiability/measurability, accessibility and responsiveness.



1

WSU will Develop a Marketing Plan in 6 Months, Including Identifying Key Target Audiences (KTAs)

- Drawing on research findings from Cicero Group, a marketing plan was created to focus on KTAs for three target personas (quality seekers, pragmatic life balancers and strivers).
- A dashboard was created to track enrollment trends among three personas.
- The marketing plan focuses on two hallmark programs at WSU (health professions and aerospace/national defense disciplines).

At the conclusion of the first six months to a year, Weber State University will have researched and articulated audience and competitors insights, tested and solidified its brand and unique value proposition as it relates to those audiences and developed a detailed communication/marketing plan to effectively apply that value proposition to its key target audiences.

Important Assumption: All other desired outcomes listed below rely on successful completion of the first desired outcome (value proposition with key targeted audiences).

2

51% or More of WSU Marketing Resources will Target KTAs

55.5% of 2022-23 marketing budget was spent on marketing efforts for three target personas and hallmark programs, broken down as follows:

- 27.5% of marketing budget was spent on KTAs (three target personas).
- 28% of marketing budget was spent promoting hallmark programs.

By the end of FY 2025-26, a majority of WSU’s marketing resources (51% or more) will be shifted toward the key target audiences.

WSU will Begin to Measure and Improve its Marketing by 10% Annual Increases in ROI

- Project tracking tags were continued to be used to prioritize department efforts with strategic plan goals.
- A marketing and analytics coordinator was hired to assess/track our return on marketing investments.
- Needed data was identified from digital advertising campaigns.
- We are working with IT on capturing data from the marketing funnel to track effectiveness of marketing (G4/Ellucian interface).
- Once IT tracking is in place, we will set marketing benchmarks in our campaigns to determine 10% growth thresholds for ROI going forward.

By the end of FY 2025-26, WSU's Marketing & Communications will begin to measure and improve its marketing efforts, targeting a 10%* annual increase of ROI.

Note: Google's migration from Tag Manager to G4 Analytics in spring 2023 significantly delayed progress on this outcome.

Weber and Davis Counties Underrepresented Populations with a 10% increase in Seeing WSU as a Welcoming Place

- The distribution of personal connection/student resources/ accessibility messaging has begun.
- Plans are in place to use the 2025 public opinion survey results to determine progress vs. 2021 survey findings.

By the end of FY 2025-26, Weber and Davis counties' historically underrepresented populations will regard Weber State University as a place of higher education that provides a welcoming space where they can thrive as they pursue their higher education goals. This outcome will reflect a 10%* change in attitudes by the end of FY 2025-26. It will be measured with telephone surveys of this perception.

*This is a tentative outcome that will be adjusted based upon further research and definition of key target audiences and value proposition. This goal may align with the equity, diversity and inclusion strategic goal.

Increase the WSU Top-of-Mind Awareness of the Population from 44% to 55% by the End of FY 2025-26

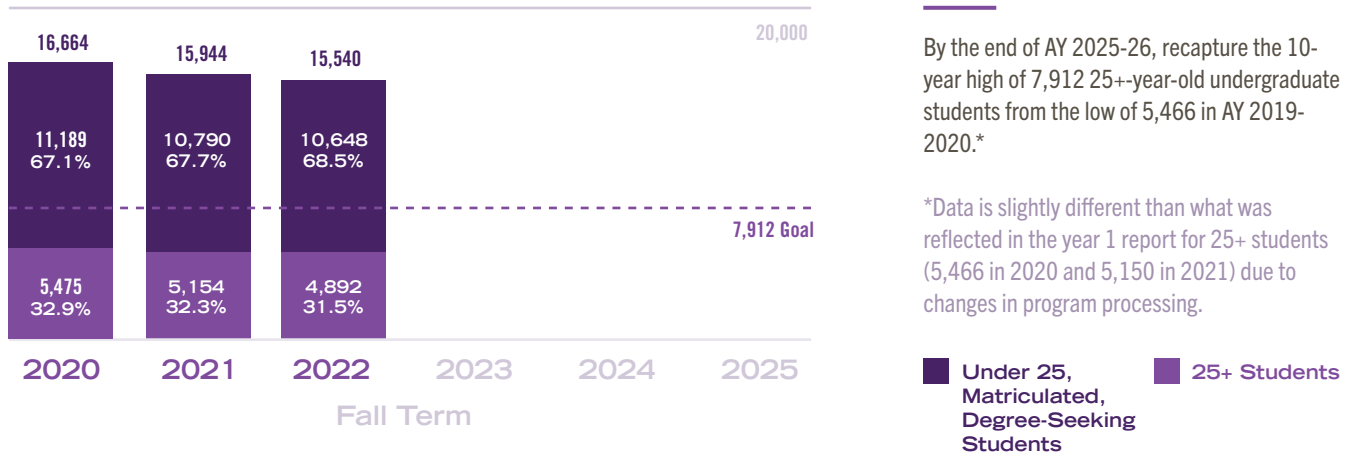
- General awareness marketing and hallmark program promotion have started.
- Plans are in place to use the 2025 public opinion survey to measure progress vs. 44% (in 2017) and 53% (in 2021).

By the end of FY 2025-26, increase the WSU top-of-mind awareness of the population* from 44% to 55%.**

*This is a tentative outcome that will be adjusted based upon further research and definition of key target audiences and value proposition.

**General population will need to be defined.

By the end of FY 2025-26, WSU's 25+ Year Student Population will Grow Back to a 10-Year High of 7,912 Students



By the end of AY 2025-26, recapture the 10-year high of 7,912 25+-year-old undergraduate students from the low of 5,466 in AY 2019-2020.*

*Data is slightly different than what was reflected in the year 1 report for 25+ students (5,466 in 2020 and 5,150 in 2021) due to changes in program processing.

Increase Perception of High-Quality Among the First-Year Admits from 20% to 25% by the End of FY 2025-26

- Advertising campaigns are being run which tout high-quality programs and resources to support student success.
- The original assessment tied to responses on the 2021 public opinion survey will be measured against 2025 responses.

By the end of FY 2025-26, increase the WSU perception of high-quality* among the first-year admits from 20% to 25%, and see key value proposition reflected in responses.**

*High quality will need to be defined.

**This is a tentative outcome that will be adjusted based upon further research and definition of key target audiences and value proposition.

Strategic Plan Update

Year 2

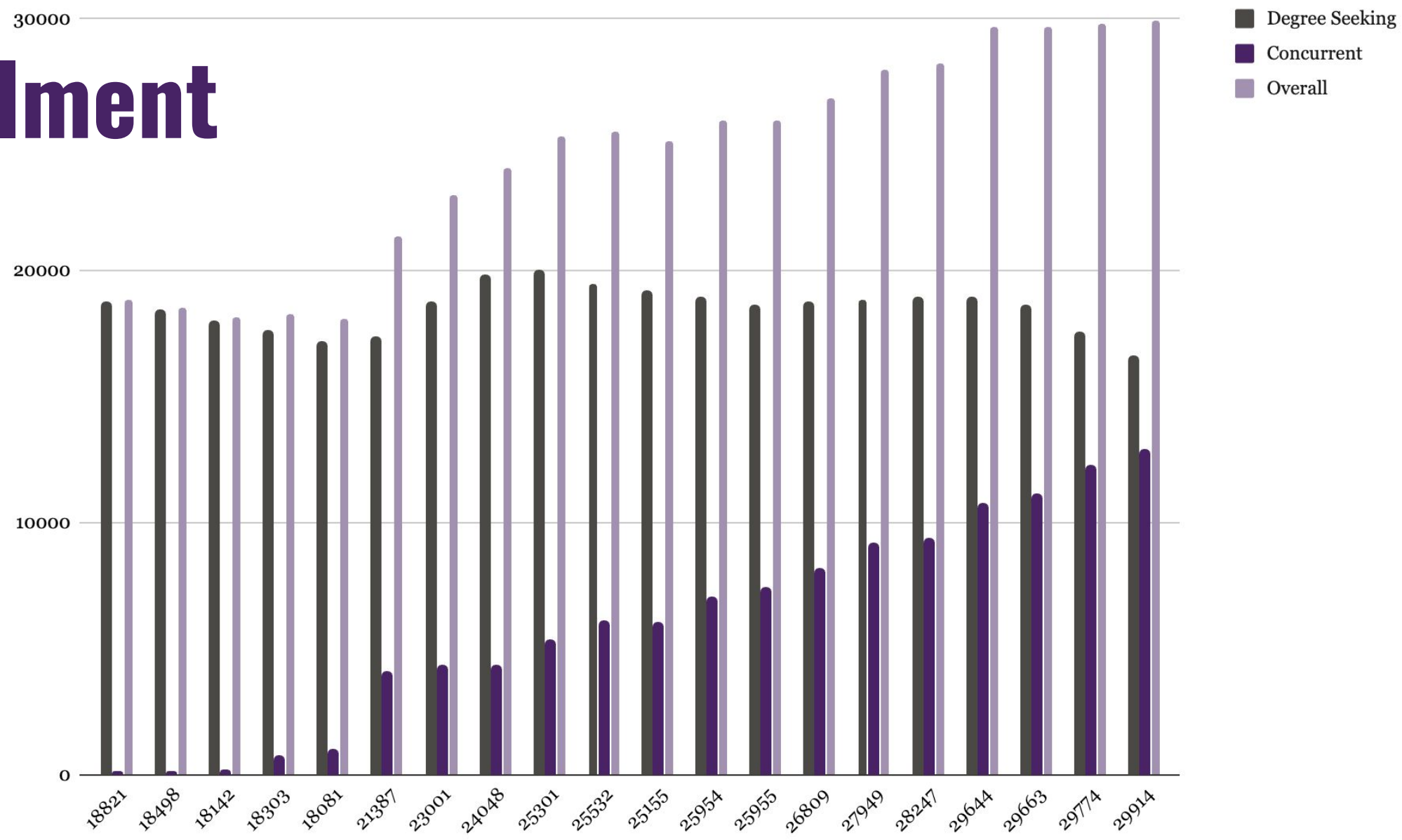


WEBER STATE
UNIVERSITY

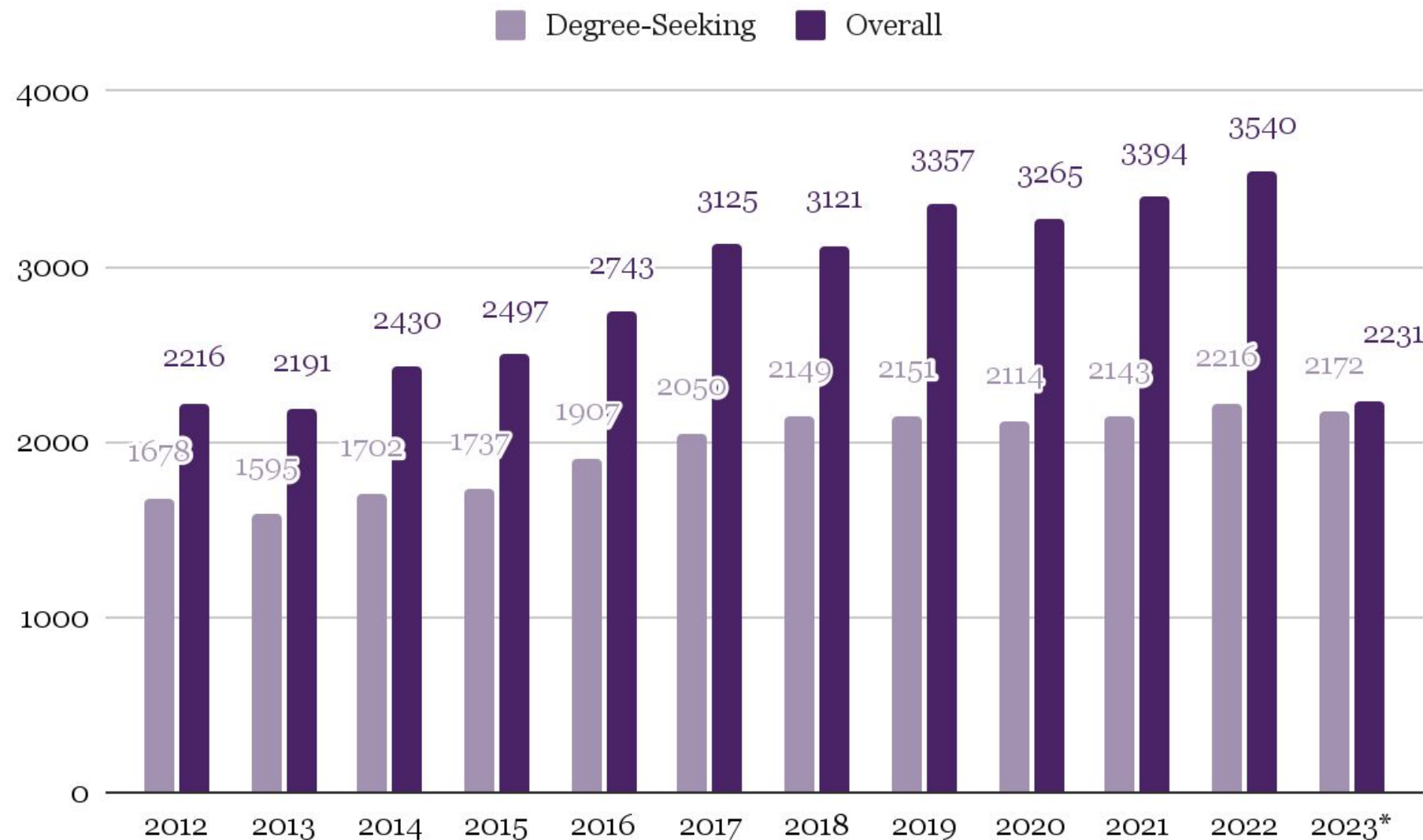
1 | Enrollment



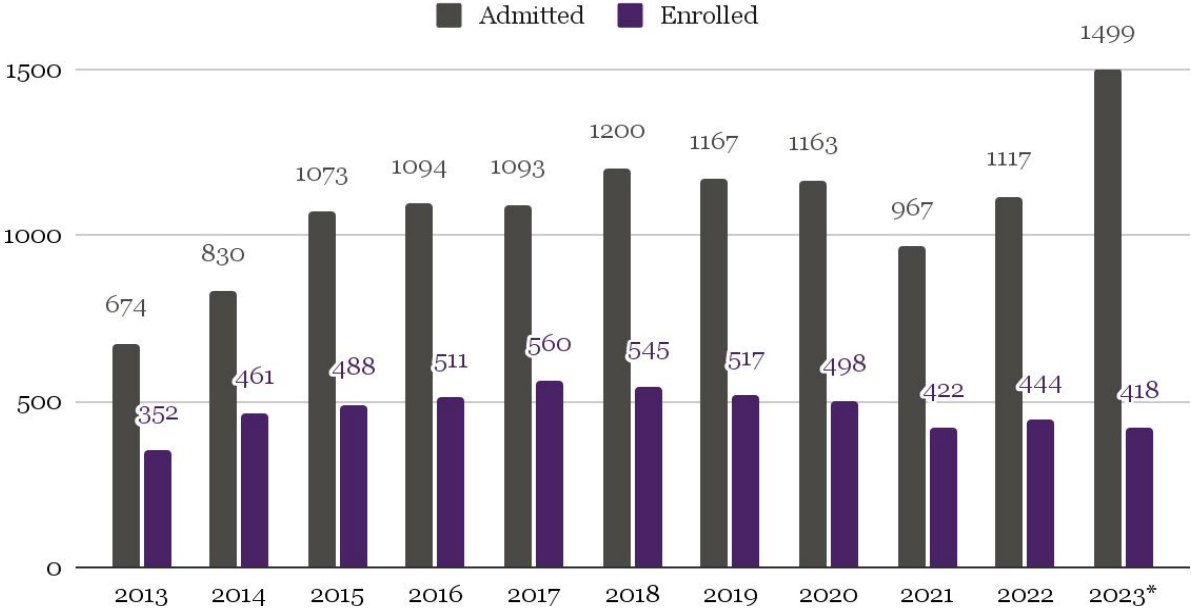
Enrollment



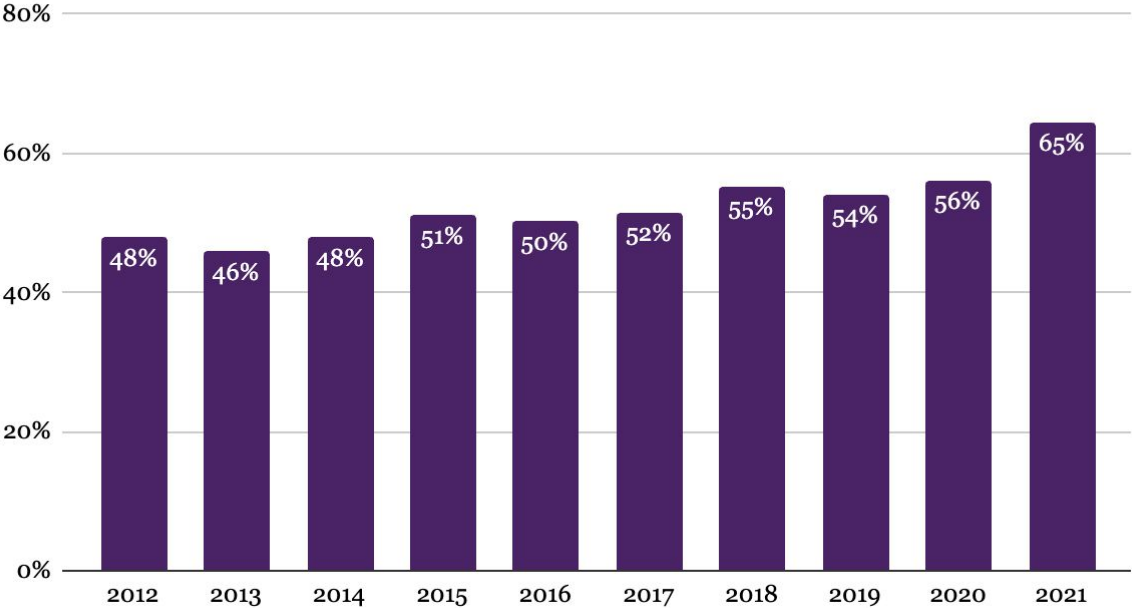
Hispanic Enrollment



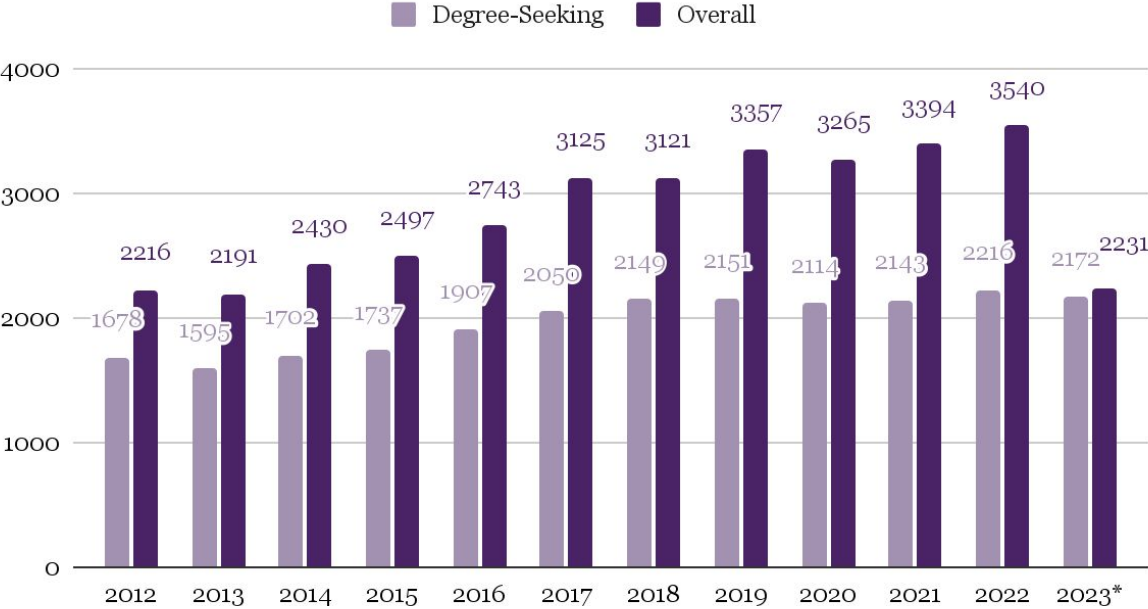
Admitted and Enrolled - Hispanic Students



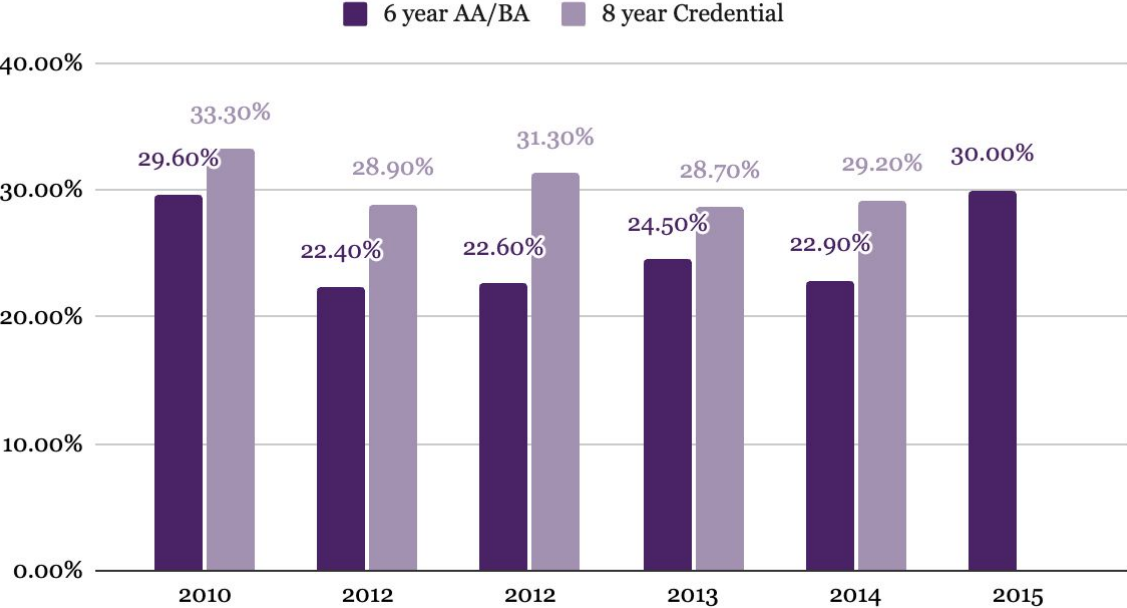
Retention



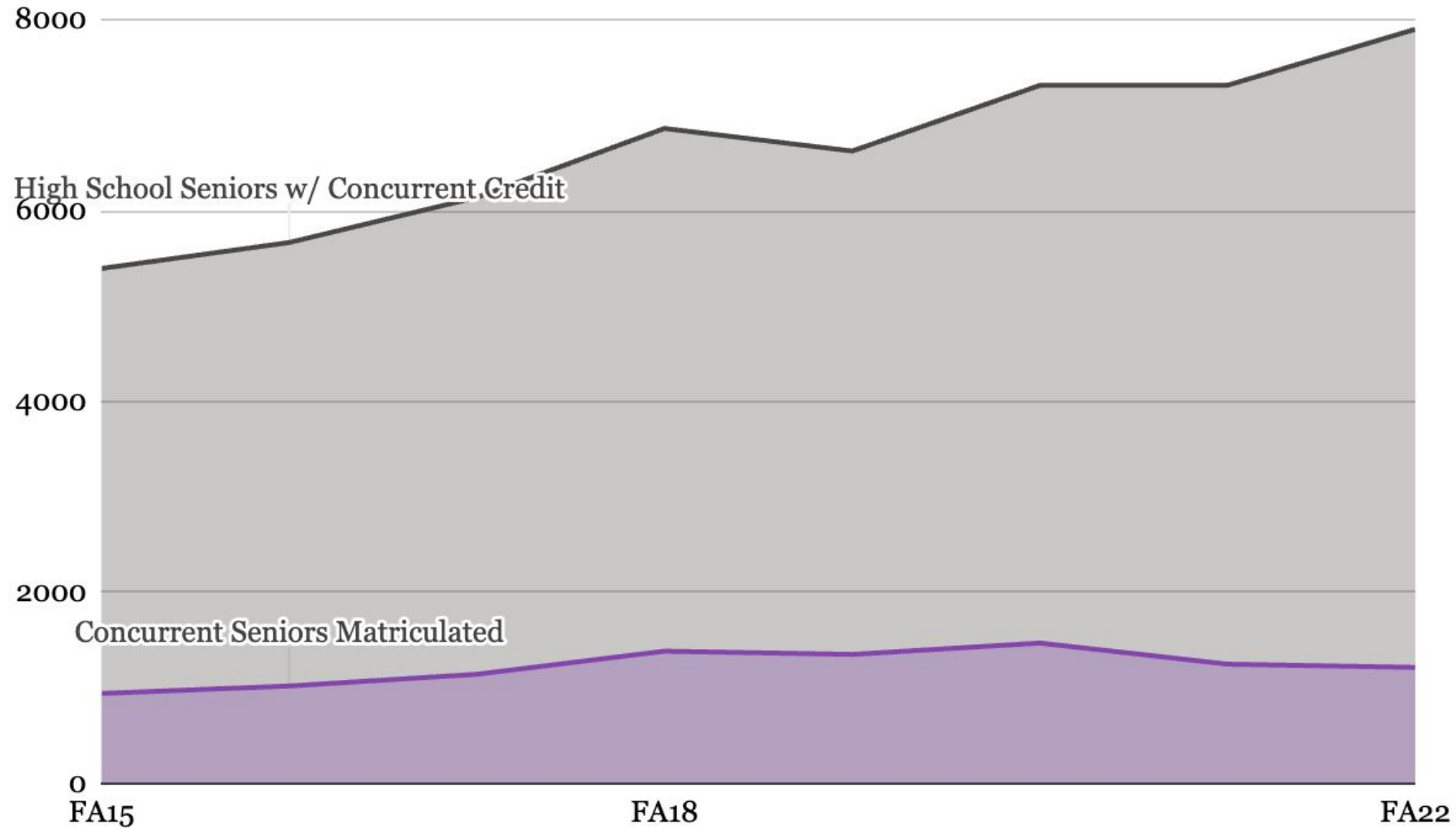
Degree-Seeking & Overall



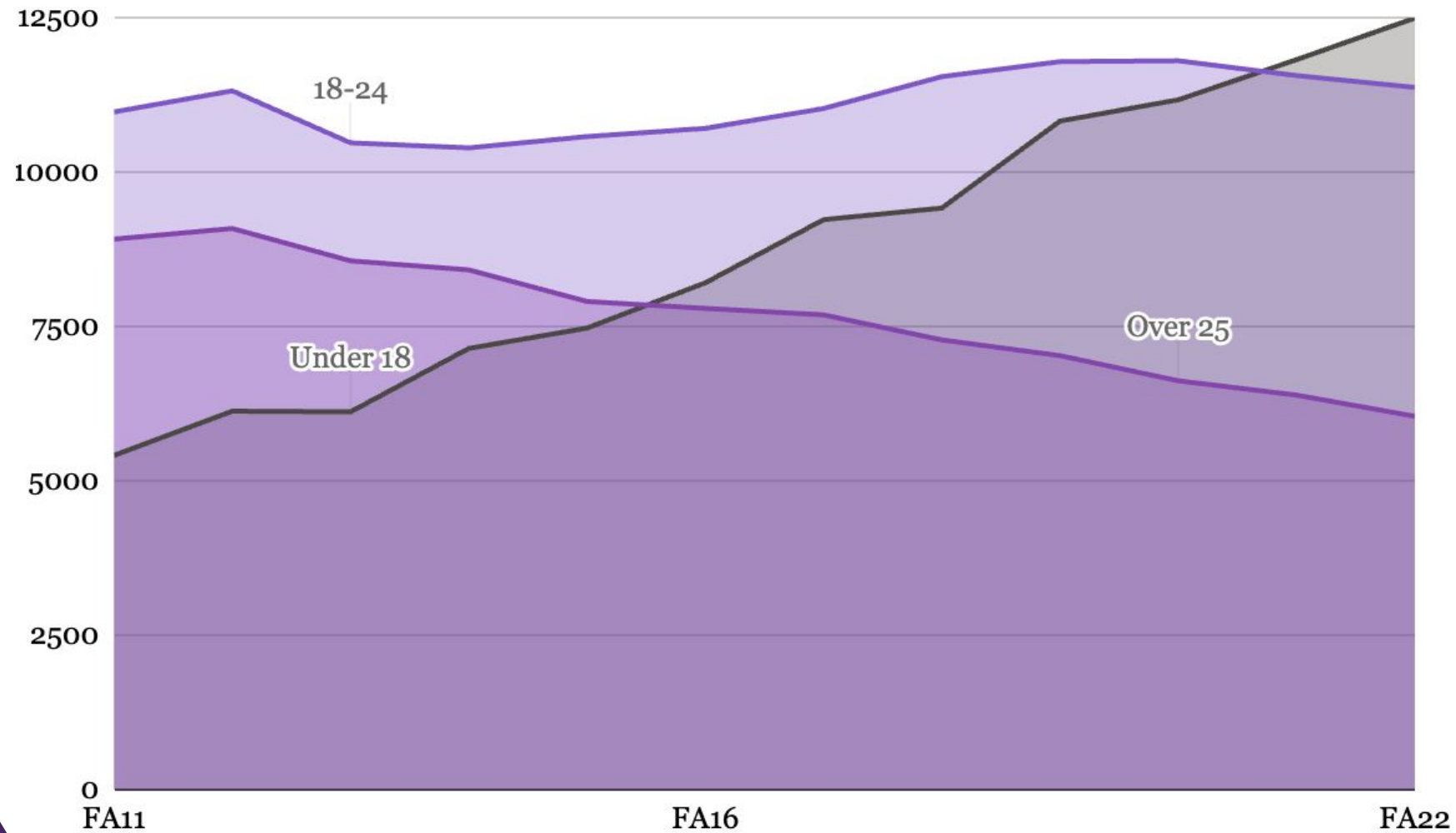
6 year AA/BA and 8 year Credential



Concurrent Matriculation



Enrollment by Age



Utah System of Higher Education (USHE) Age Comparisons

Select an Institution

University of Utah

Select a Year Type

Academic Year

Select a Term

Fall

Select an Extract

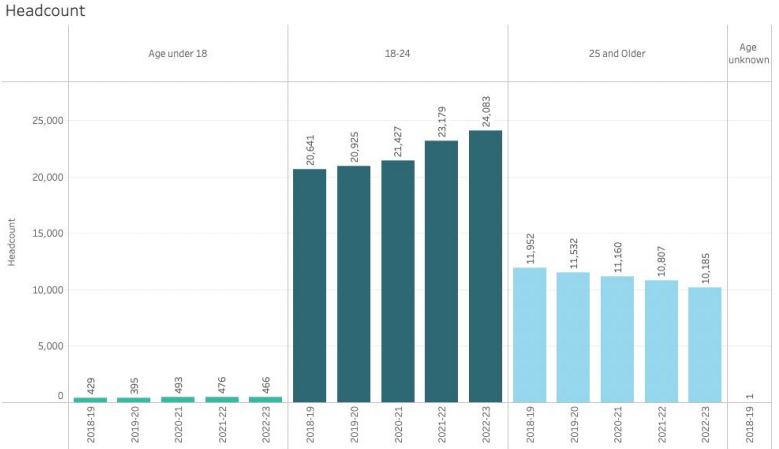
Third Week

Select a Measure

Age

Select a Number Format

Number



*NOTE: 3rd Week data is unavailable for all Summer Terms

Select an Institution

Salt Lake Community College

Select a Year Type

Academic Year

Select a Term

Fall

Select an Extract

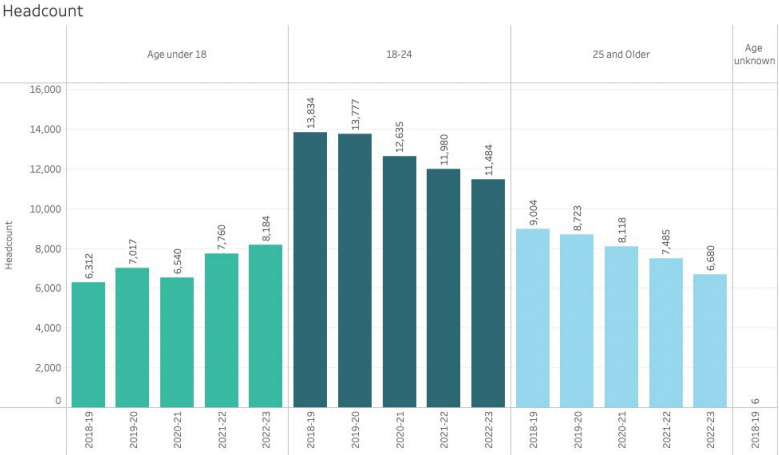
Third Week

Select a Measure

Age

Select a Number Format

Number



*NOTE: 3rd Week data is unavailable for all Summer Terms

Select an Institution

Utah Tech University

Select a Year Type

Academic Year

Select a Term

Fall

Select an Extract

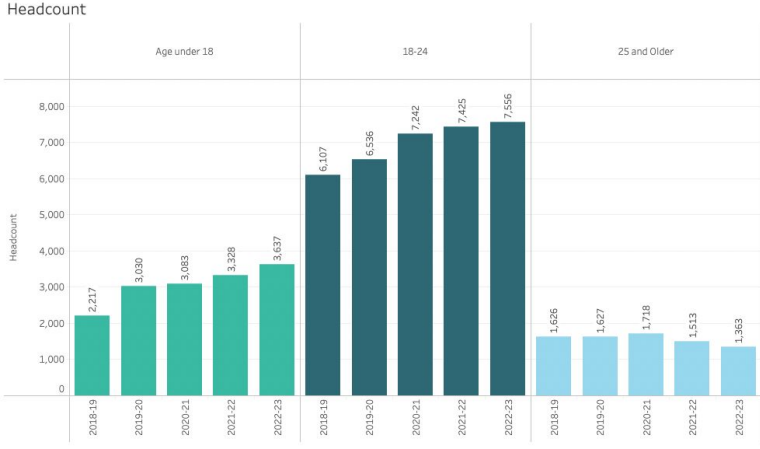
Third Week

Select a Measure

Age

Select a Number Format

Number



*NOTE: 3rd Week data is unavailable for all Summer Terms

Select an Institution

Utah State University

Select a Year Type

Academic Year

Select a Term

Fall

Select an Extract

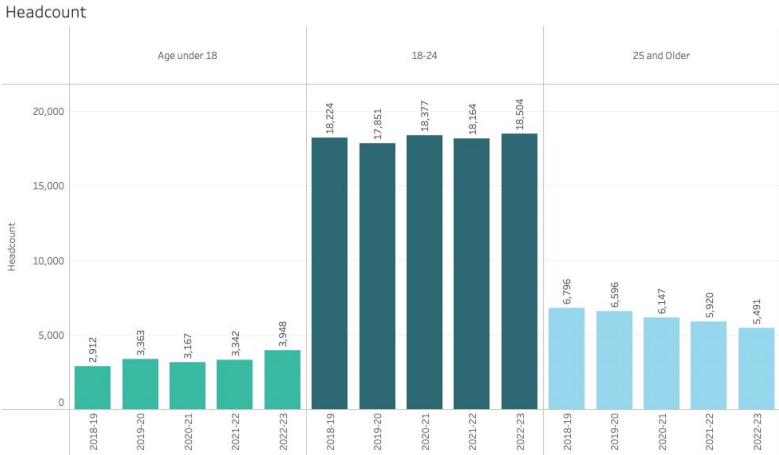
Third Week

Select a Measure

Age

Select a Number Format

Number



*NOTE: 3rd Week data is unavailable for all Summer Terms

Select an Institution

Utah Valley University

Select a Year Type

Academic Year

Select a Term

Fall

Select an Extract

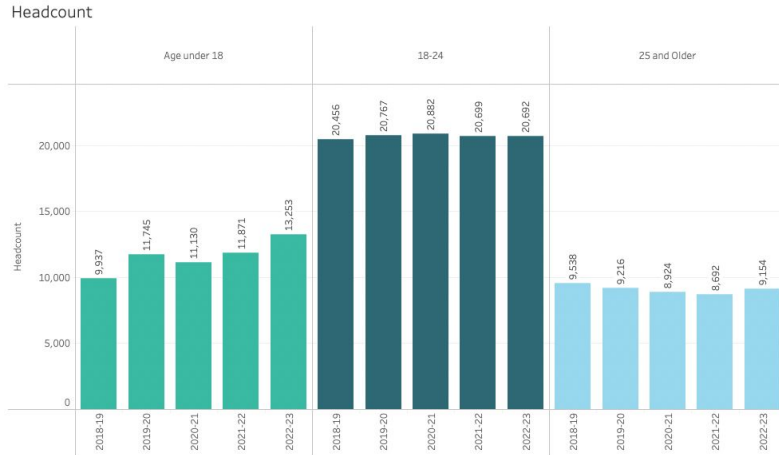
Third Week

Select a Measure

Age

Select a Number Format

Number



*NOTE: 3rd Week data is unavailable for all Summer Terms

Select an Institution

Southern Utah University

Select a Year Type

Academic Year

Select a Term

Fall

Select an Extract

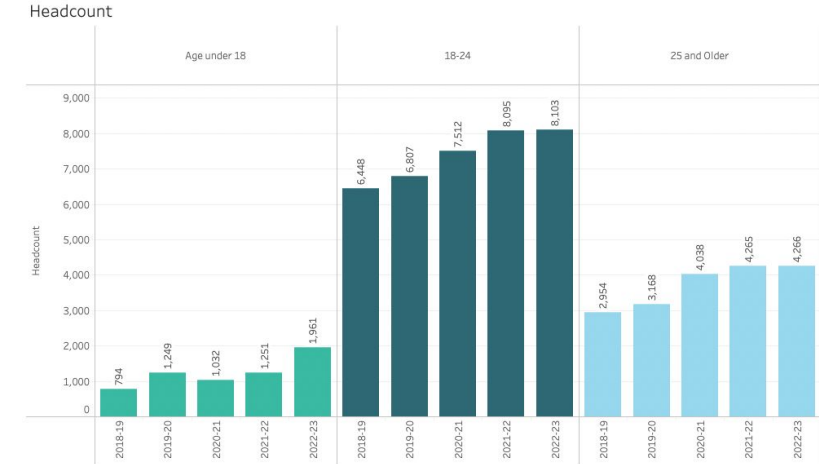
Third Week

Select a Measure

Age

Select a Number Format

Number



*NOTE: 3rd Week data is unavailable for all Summer Terms

Student Flow

- 47% of high school graduates in Weber, Davis, & Morgan Counties attend college within one year of graduation
- 50% (3880) students who were admitted in 2022 did not enroll at Weber or anywhere else.
- 75% (4142) of the 5509 students who stopped out (some college no credential) in 2021-22 did not enroll at another institution.
- 36% of individuals living in the Ogden Clearfield Metropolitan Statistical Area (MSA) have some college and no credential.
- 25% of individuals in the MSA have a high school diploma and no college.



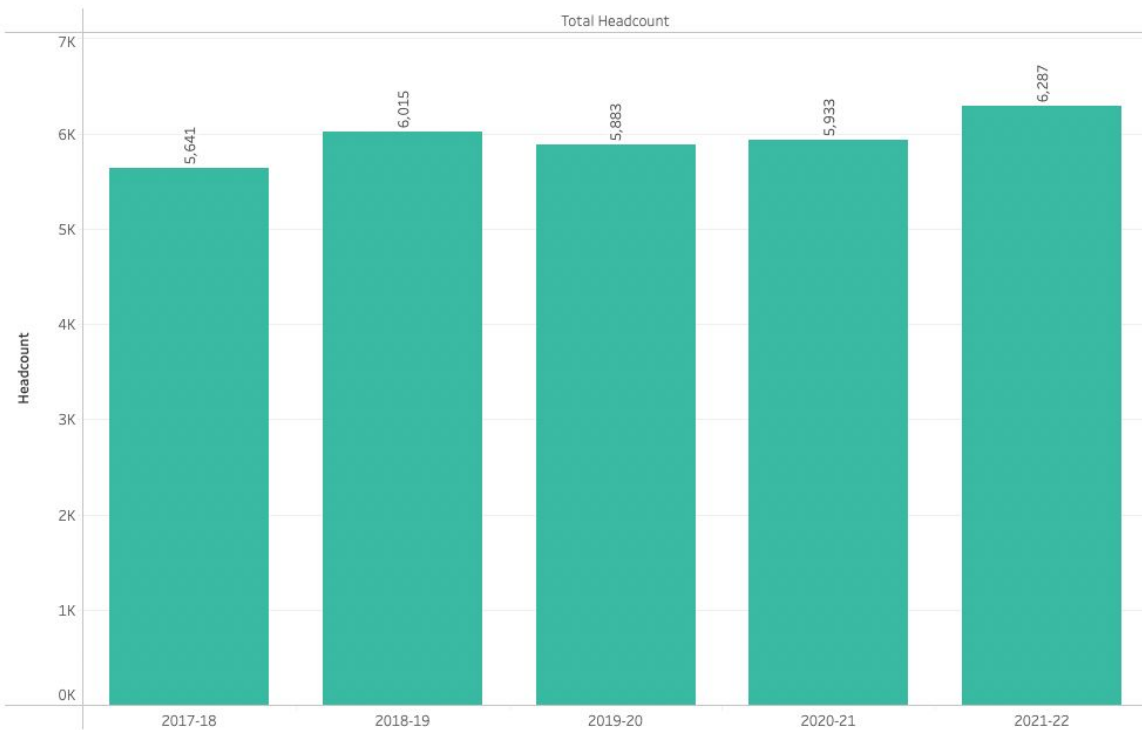
Tech College Enrollment

Select an Institution
Ogden-Weber Technical College

Select a Measure
Total Headcount

Select a Number Format
Number

Headcount

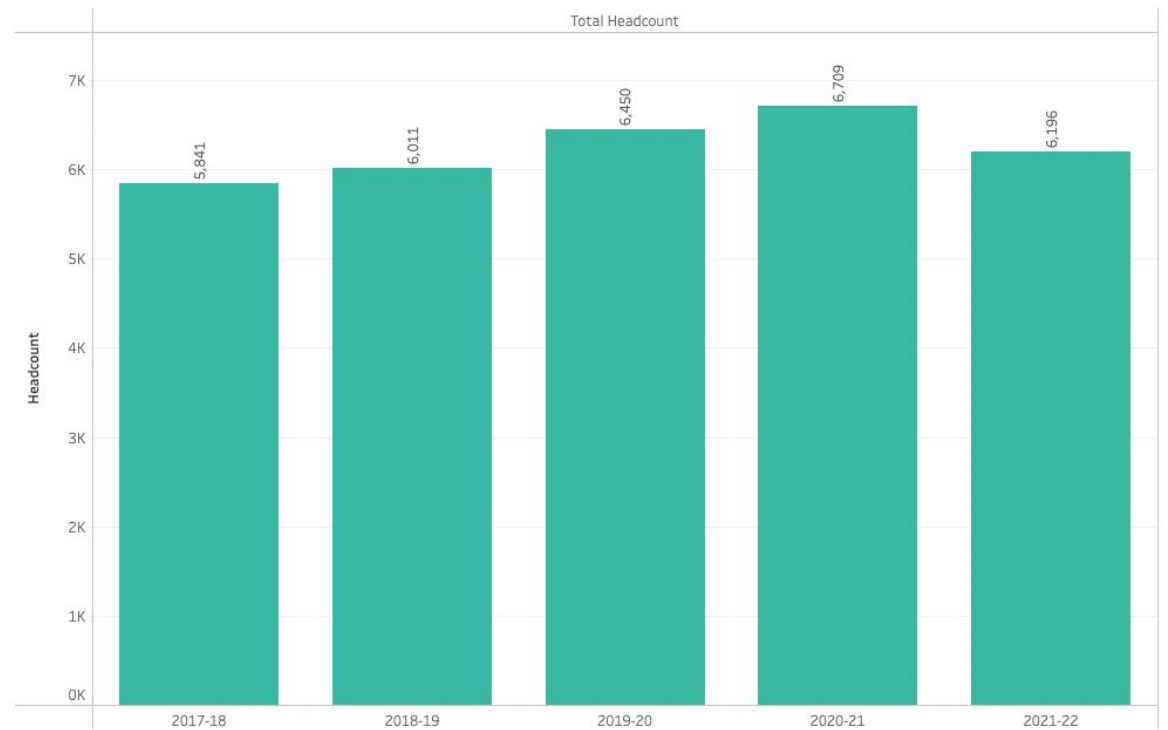


Select an Institution
Davis Technical College

Select a Measure
Total Headcount

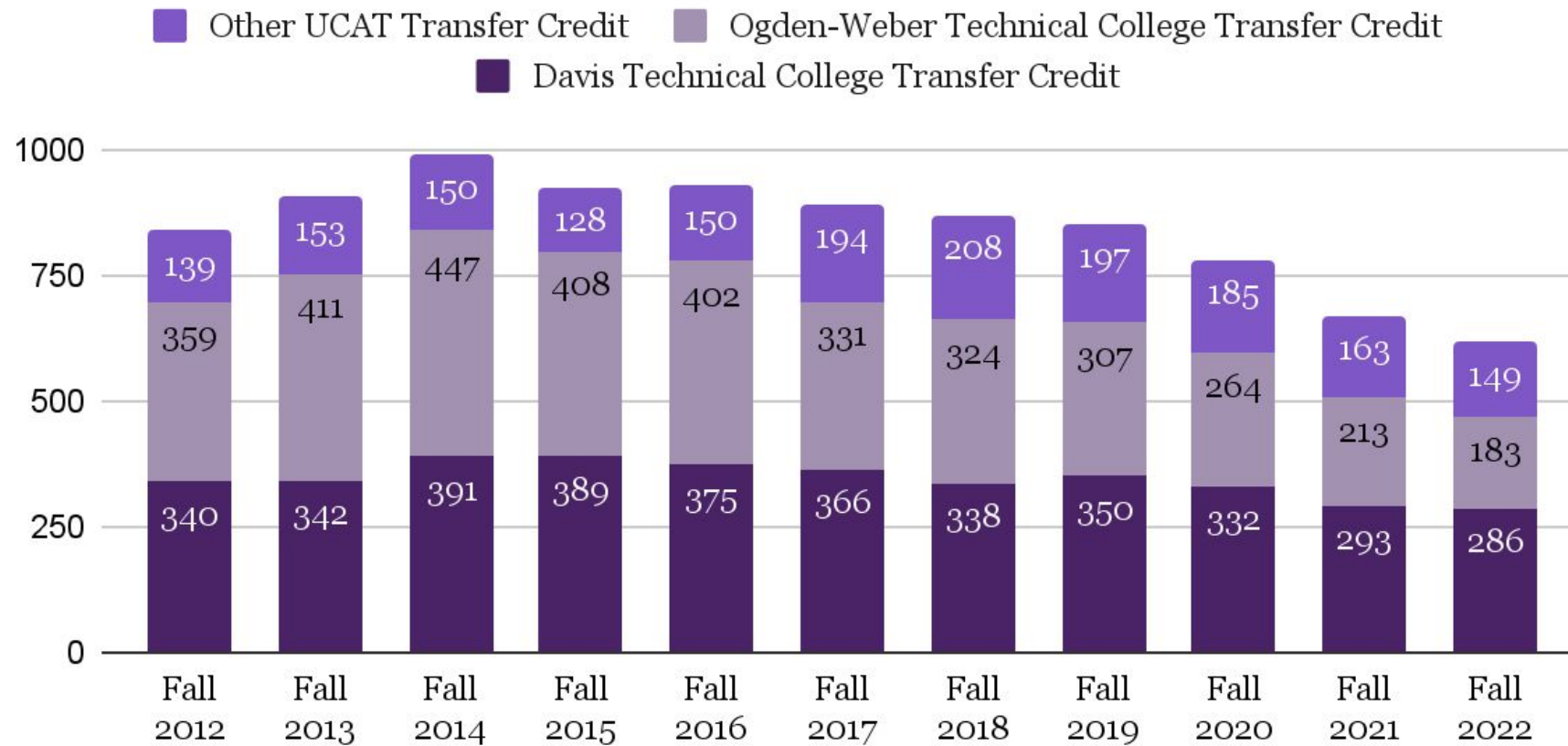
Select a Number Format
Number

Headcount



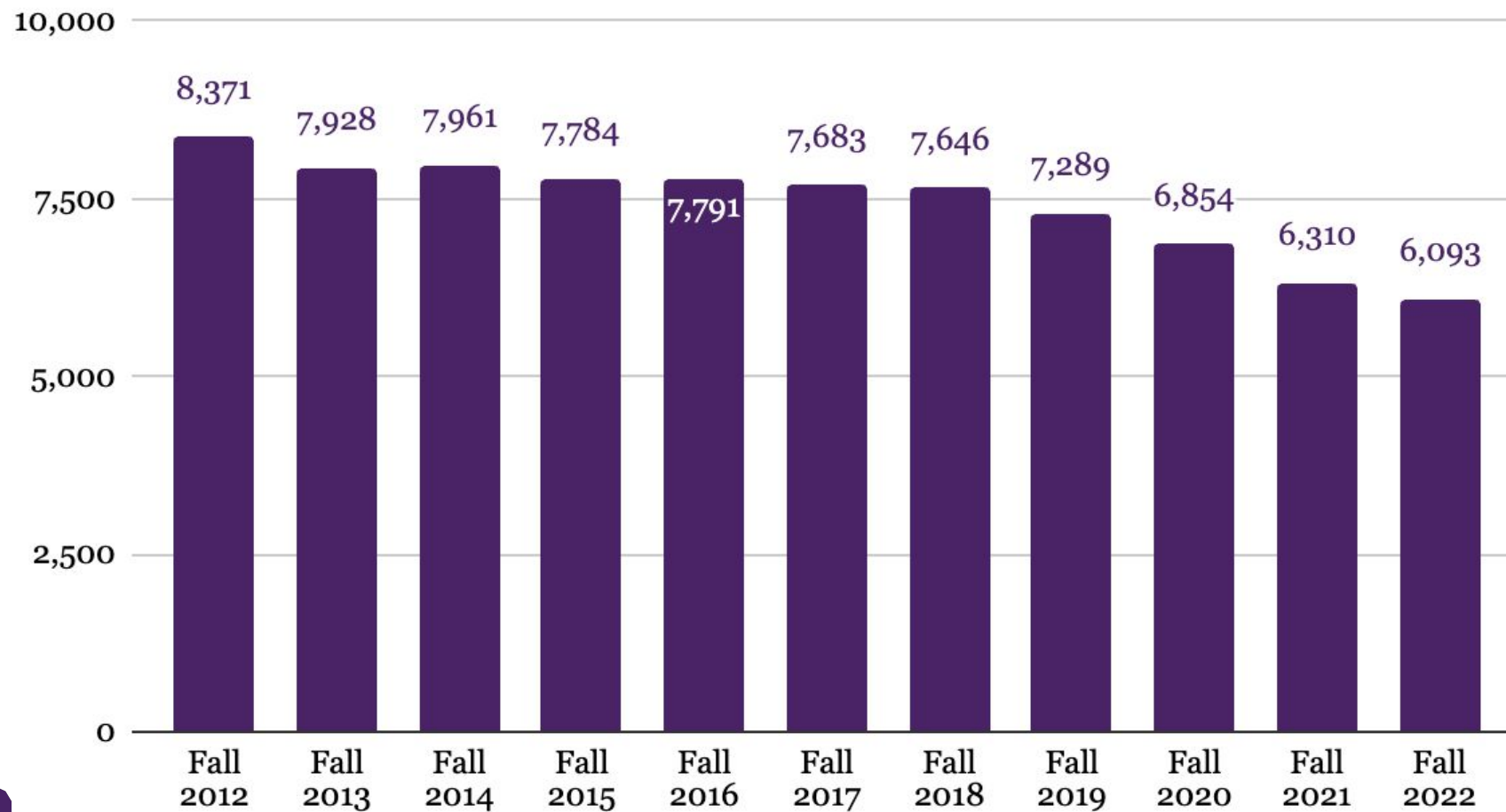
Tech College Transfers

Students with Tech College Transfer Credit



Other Transfer Students

Students with Transfer Credit - Not Tech College



2 | Equity, Diversity & Inclusion



Moving Forward

- Audit Roll Out
- Equity Minded Accountability and Assessment Practices
- Belonging at Weber
- Inclusive Hiring and Retention

Access, Learning and Community: It Takes the *Entire* Village

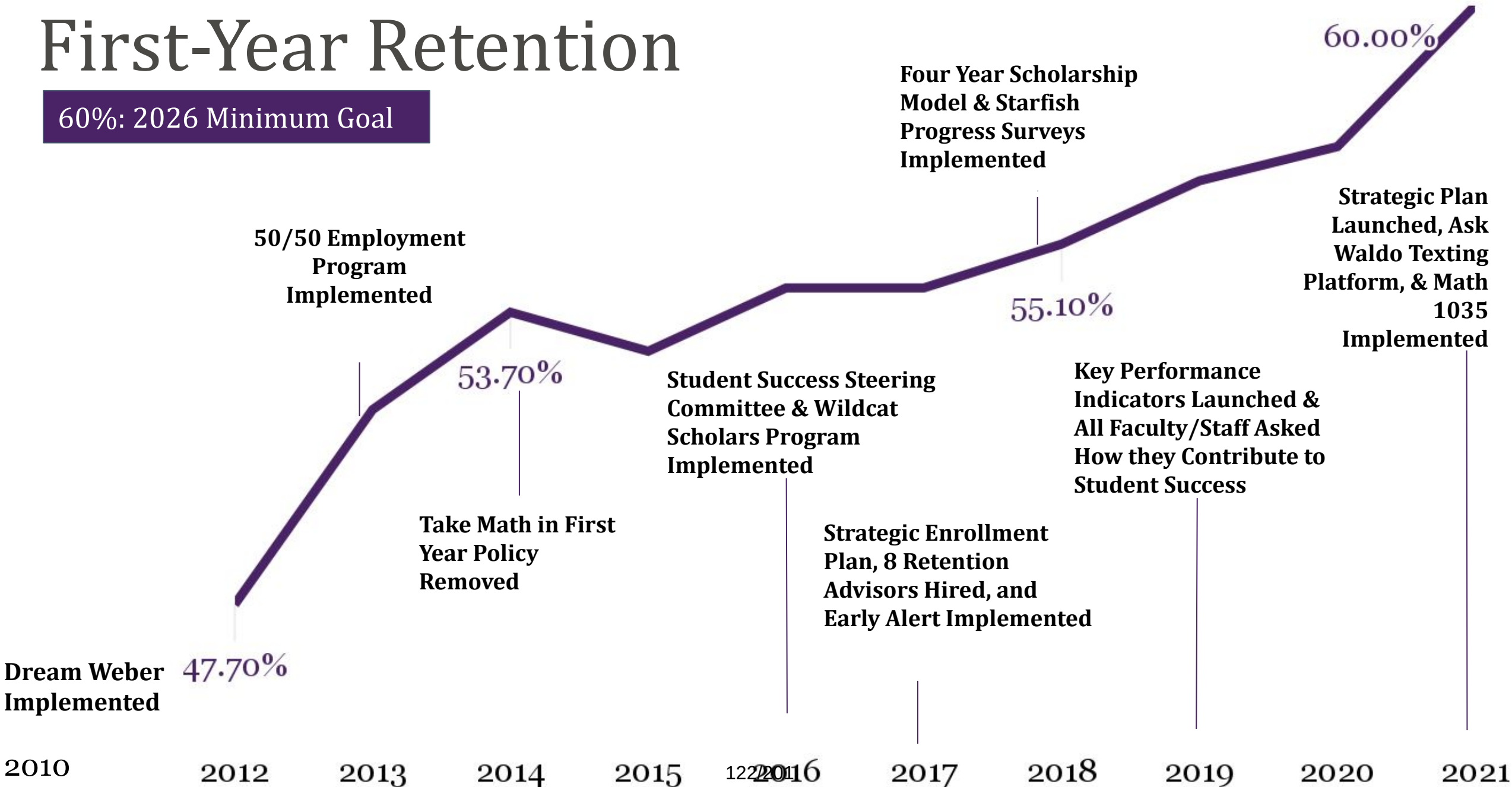


3 | Retention & Completion

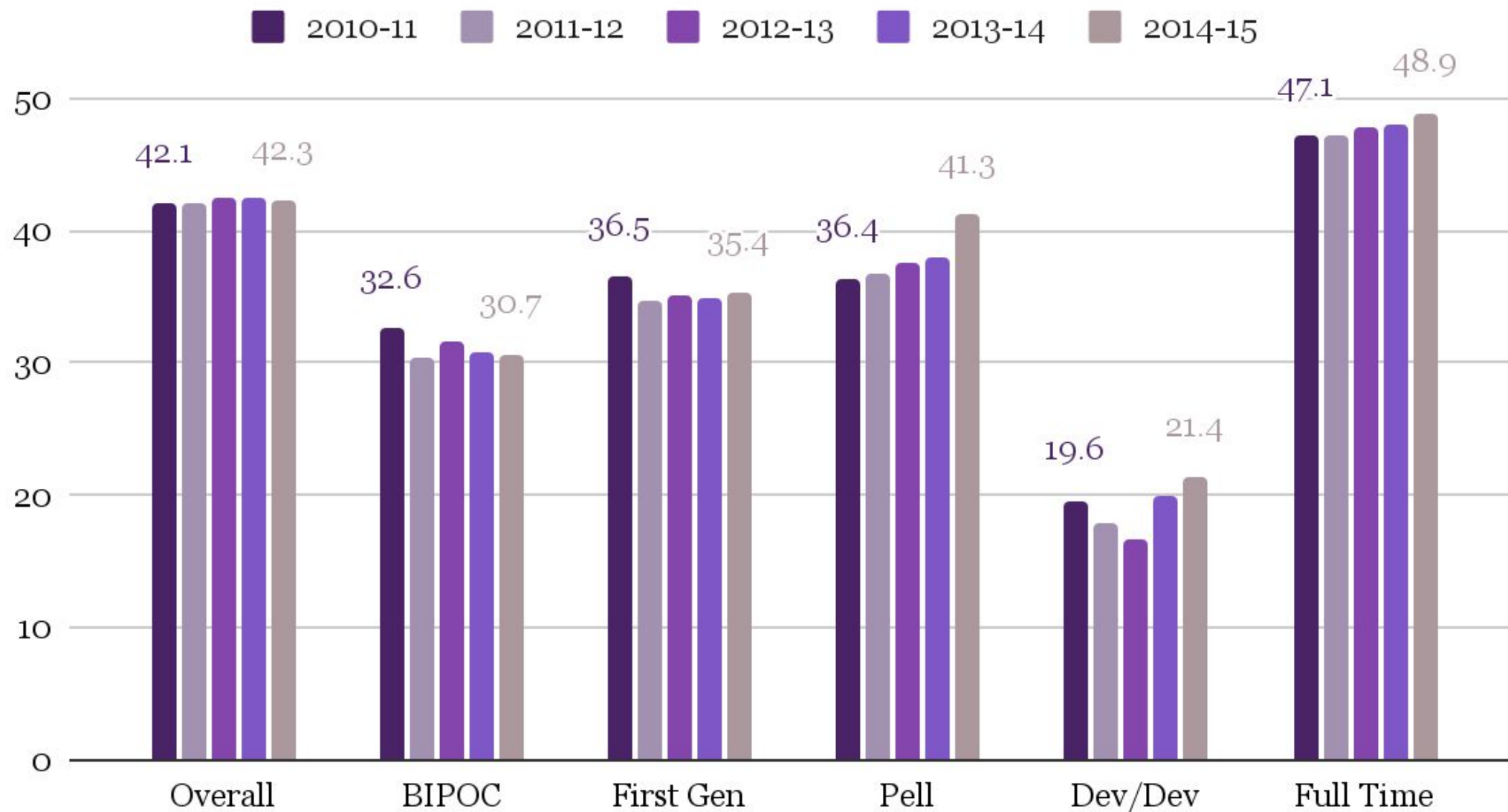


First-Year Retention

60%: 2026 Minimum Goal



8 Year Completion Outcomes



Moving Forward

- Wildcat Scholars & Learning Communities
- Completion Degree
- First-Year Seminar Review
- Revised New Student Orientation & Advising
- Student Communication Efforts
- Wildcat Advantage; High Impact Educational Experience (HIEE)
Pays



4 | Personal Connections & Academic Excellence



Moving Forward

- Scaling mentoring in academic departments
- Experiential Map to help increase HIEEs in curriculum
- Communities of Practice around HIEEs to increase designations
- Association of College and University Educators (ACUE) modules for faculty to increase student engagement in classroom

5

Community Anchor Mission



WEBER STATE UNIVERSITY

Moving Forward

- **Economic Development:**
 - **Entrepreneurial Ecosystem:**
 - Grow Initiatives-Wildcat Micro Fund, Venture Funding, Hall Entrepreneur Center
 - Initiate pilot project with OgdenCAN
 - **Aerospace/Defense:**
 - Grow the Miller Advanced Research & Solutions Center
 - Continue the development of a secure facility and build partnerships with Department of Defense (DOD).



Moving Forward

- **Workforce Development:** Rocky Mountain Center for Occupational & Environmental Health (RMCOEH) opportunities
- **Sustainability:** Submit STARS (Sustainability Tracking, Assessment & Rating System) report in 2024
- **Community Development - Faculty:**
Continue to facilitate CEL (Community Engaged Learning) and SUS (Sustainability) Communities of Practice and build Signature Clusters to support and increase faculty engaging their teaching and research agendas to address community/industry needs



Moving Forward

- **Community Development - Business Practices:**
Use a newly created 2023 Changing Business Practices Report that describes trends on 29 metrics.
 - This report creates the opportunity to identify pathways forward that may include additional business practice changes, potential policy changes, or funding possibilities.
- **Education:** Review and rename this outcome due to campus reorganizations to "Increase the number of regional and statewide educational partnership initiatives."



6

Marketing & Branding



Marketing & Branding

- Public Opinion Research (2021)
- Cicero Group Research - Market Segmentation (2022)
- Hallmark Programs (2022)

Developed overall campaign that embodies key target markets and showcases WSU's hallmark programs



High Level Conclusions

- WSU is in a good position and has risen in awareness
(Top-of-mind awareness 53% compared to 44% in 2017)
- Quality perception has risen significantly
(General population perception of quality 54% compared to 40% in 2017)
- Big jump in potential college market
(61% compared to 47% in 2017 - self)
- **Impressions are positive, but not well defined**
- Many positive attributes to build upon



Segmentation Research

Target Personas



Quality Seekers



Pragmatic Life-Balancers

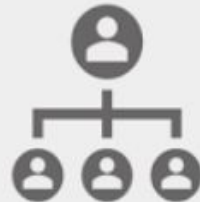


Strivers

Secondary Personas

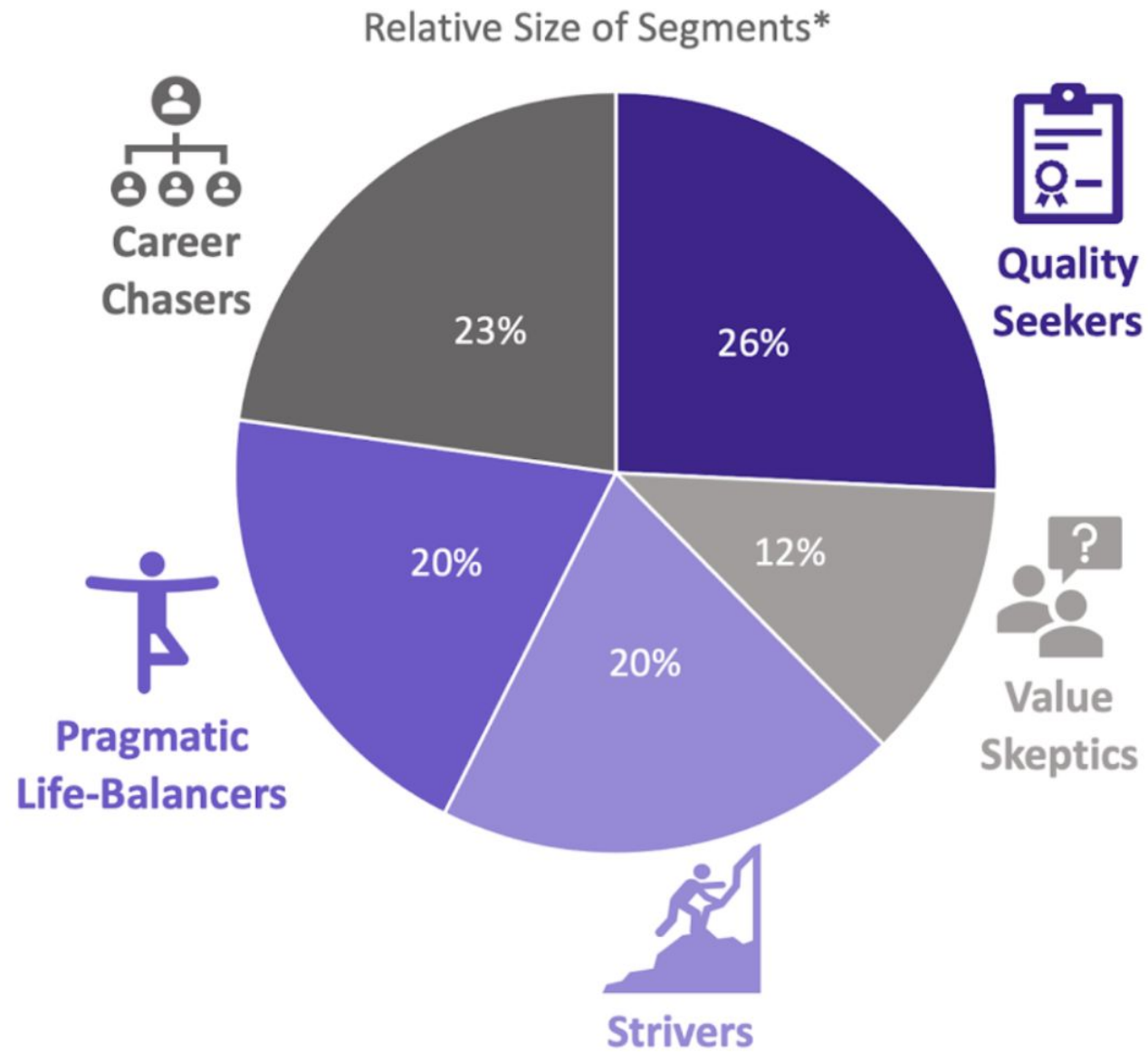


Value Skeptics



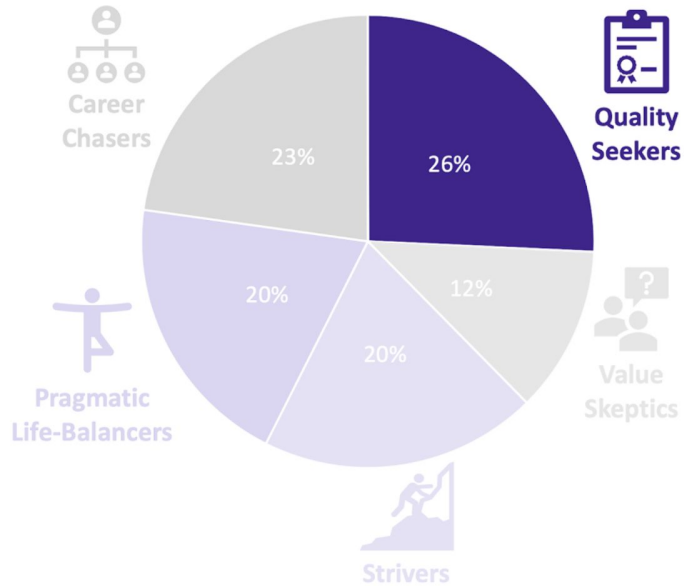
Career Chasers

6 | Personas



6 | Target Personas

QUALITY SEEKER



Wants to Increase Knowledge

Exceptional
Student
Services

High Quality
Education
Programs
Offered

Traditional Age
72% Female
White
Working
Partnered
Concurrent Enrollment
Health Professions,
Edu. or Business

Virtual Class
Options
Flexibility

Small
Class
Sizes

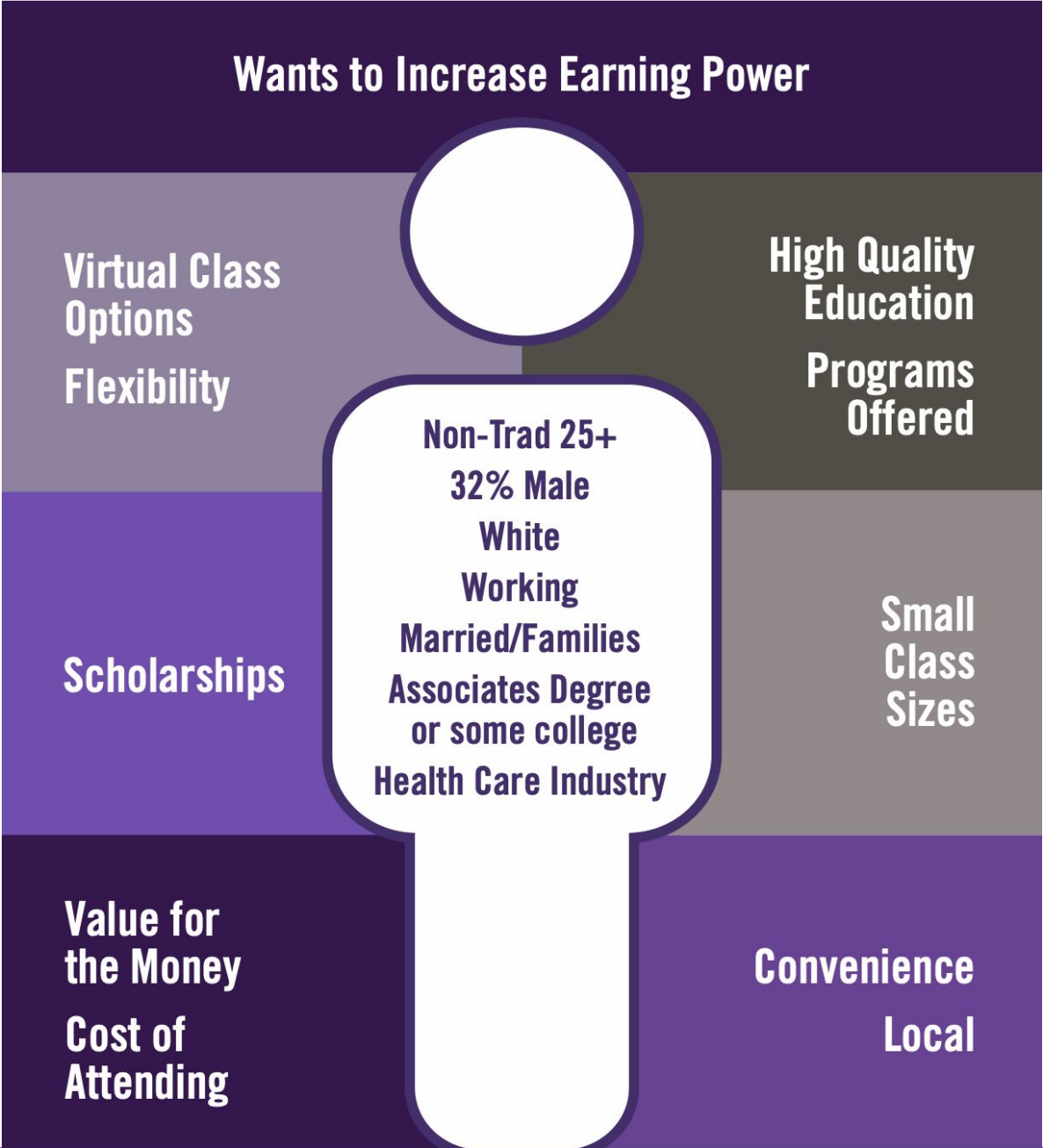
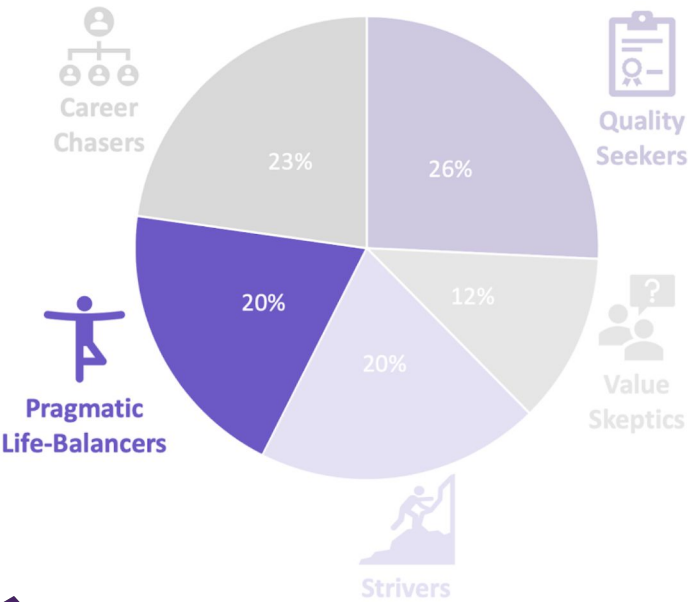
Value for
the Money
Cost of
Attending

Convenience
Local
(Weber/Davis)



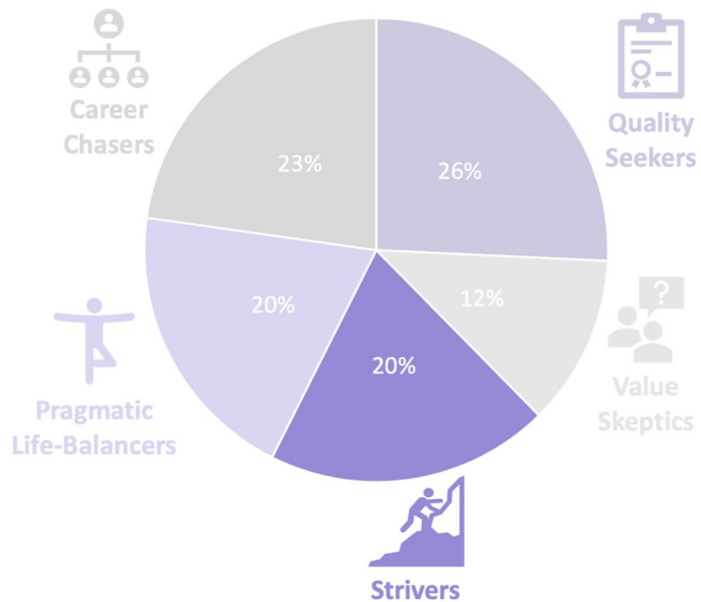
6 | Target Personas

PRAGMATIC LIFE-BALANCER



6 | Target Personas

STRIVER



Wants to Increase Career Skills

Exceptional Student Services

High Quality Education Programs Offered

Scholarships Financial Aid

On-Campus Housing
Campus Atmosphere
Safety

Value for the Money
Cost of Attending

Diversity
Open Access
Lenient Policies

Traditional Age
First Generation
Hispanic
Single
Out-of-State
WSU 2nd or 3rd Choice
STEM Fields (Science & Math)



PERSONAS | Strengths & Opportunities across Attributes

	Value for Money & Cost of Attending	Programs Offered & Quality of Education	On-Campus Housing	Campus Atmosphere	Diversity	Student Services	Virtual Class Options	Small Class Sizes	Safety of Campus Area	Open Access and Lenient Policies
Quality Seekers 	✓	✓				✓	✓	✓		
Pragmatic Life-Balancers 	✓	✓	✓				✗	✓		
Strivers 	✗	✓	✗	✓	✗	✓			✓	✓
Value Skeptics 	✗	✗	✗	✗					✓	
Career Chasers 	✗	✓	✗			✗	✗		✓	

- ✓ Students in segment value, and are satisfied with WSU's offerings for the specific attribute (Strength)
- ✗ Students value the attribute but are dissatisfied with, neutral about, or are unaware of WSU's offerings (Weakness)

WSU's Hallmark Programs

- Health Professions
- Support Aerospace/National Defense Industries -
 - Computer Science & Engineering

**Be Bold.
Be Driven.**

**Be
Brilliant.**

Enroll at weber.edu



Be Brilliant

- Brilliant Care is in Demand
Be Brilliant.
- Brilliant Care. Brilliant Ideas.
Be Brilliant.
- Brilliant Faculty.
Brilliant Connections.
Be Brilliant.



Open Meeting/Open Records – Board of Trustee Training - 2023

It is public policy that the Board of Trustees, as a public body of the state of Utah, conduct its deliberations and actions openly. (Utah Code § 52-4-102.) It is also public policy that records of governmental entities generally be available for public inspection.

Key considerations:

- 1. A public meeting means a convening of a public body with a quorum present including a workshop or executive session, whether in person or electronically, to discuss, receive public comment about, or to act upon a matter over which the public body has jurisdiction or advisory power.** Meeting does not mean a chance or social gathering. When gathering, emailing, or texting more than a quorum of the Board of Trustees, be thoughtful about discussing matters that will likely come before the board for future action – you could be in a public meeting.
- 2. The public should be notified of activities of the Board of Trustees.** A public body is required to provide public notice of a meeting at least 24 hours before the meeting and include an agenda that includes the specific topics the public body will consider. A public body may discuss an item raised by the public that is not listed on the agenda but may not take final action on the item at the meeting. **If an item is not on the agenda included with the advance notice there can be no vote taken.**
- 3. The public must be able to see what the Board of Trustees did during a meeting.** A recording, the minutes of the open portions of the meeting, and any public materials distributed at the meeting must be posted and made available to the public, including posting on a public website.
- 4. Meetings may be closed to the public only for specific reasons.** A public body may, but does not have to, hold a closed meeting for certain reasons, including to discuss: a person's character, professional competence, or physical or mental health; strategy sessions to discuss collective bargaining pending or reasonably imminent litigation; the buying, leasing or sale of real property, including water rights or shares; the deployment of security personnel, devices, or systems; an investigation of alleged criminal conduct.
- 5. Closing and conducting a meeting must be handled in a specific manner.** A public body may close a meeting only by a two-thirds vote with a quorum present. The vote of each member to go into a closed meeting must be publicly announced and entered on the minutes of the open meeting. Most closed meetings must still be recorded (exception for discussion of character/competence).



6. **The Board of Trustees may not take an action in a closed meeting or discuss matters other than what has been approved for discussion.**
7. **Meetings can be held electronically.** Unless there is a health or safety reason, there still needs to be an anchor location where the public can attend to listen to the meeting. However, all board members can participate remotely. In an electronic meeting, unless there is a unanimous vote, all votes must be taken by roll call.
8. **Refrain from emailing or texting one another in a public meeting.** “Nothing in this chapter shall be construed to restrict a member of a public body from transmitting an electronic message to other members of the public body at a time when the public body is not convened in an open meeting.”
9. **Officers of government entities are subject to the Government Records Access and Management Act (GRAMA).**
10. **In general, records prepared, owned, received, or retained by the entity are subject to public inspection.** Some documents are not considered records – drafts, notes only retained for personal use, etc. There are some enumerated reasons why a record would not be open to the public- if it is private, protected, or controlled. Things generally fall into one of these categories when there are significant privacy interests (personal demographic information, medical information) or when there is a security reason to withhold it (trade secrets, maps of secure locations).
11. **There are lots of types of records:** documents, pictures, recordings, chats, text messages, emails, databases, etc. Even if you think you sent it on your personal device, it may still be considered a record for purposes of GRAMA.
12. **Ron Smith, Controller and Director of Accounting Services is also the University Records Officer.** He receives records requests, collects records, and prepares responses to GRAMA requests. He consults with University Legal Counsel.
13. **When creating a record, always be thoughtful about what you’re putting in writing.** Steer clear of off-color jokes, sharing of private information, or disclosing other information that you may not want to have shared with the public.

Compiled by Stephanie Hollist, General Counsel (Last updated: August 7, 2023)



Ethics - Board of Trustee Training - 2023

Board of Trustee decisions should be made solely on the basis of a desire to promote the best interests of Weber State University and to further the public good. A perception that board members or their family benefit inappropriately from association with an institution erodes public and institutional trust. The Utah Public Officers' and Employees' Ethics Act (Utah Code Ann. § 67-16-1 *et. seq.*), Board of Higher Education Policy R122-7, and PPM 3-36a provide clear regulations for avoidance and required disclosure of possible conflicts of interest by members of the Board of Trustees.

Key considerations:

- 1. The Board of Trustees have been delegated specific authority under state law and Board of Higher Education rules.**
 - (a) Facilitate communication between the university and the community;
 - (b) Assist in planning, implementing, and executing fund raising and development projects aimed at supplementing institutional appropriations;
 - (c) Perpetuate and strengthen alumni and community identification with the university's tradition and goals;
 - (d) Select recipients of honorary degrees;
 - (e) Approve changes to the university's programs;
 - (f) Approve and monitor a strategic plan that is aligned with state attainment goal, workforce needs, board goals and metrics, and the university's role, mission, and distinctiveness,
- 2. In carrying out those responsibilities, Board of Trustees members should:**
 - (a) Act in good faith;
 - (b) Use independent judgment;
 - (c) Always act in the best interest of the university;
 - (d) Act as a reasonable person would in your situation.
- 3. Consider:**
 - (a) Attend and engage in meetings.
 - (b) Carefully evaluate all materials.
 - (c) Make informed decisions.
 - (d) Engage in professional skepticism.
 - (e) Maintain confidentiality.
 - (f) Recognize and disclose conflicts of interest.
- 4. University personnel serve as subject matter experts, but always seek to understand and ask questions.** Examples of probing questions:
 - (a) "How does this fit within our strategic plans?"
 - (b) "How did you come to that decision?"



- (c) "What outcomes are you trying to achieve with this proposal?"
 - (d) "What are the risks you've identified to those outcomes?"
 - (e) "Share with me your thought process?"
 - (f) "What are the assumptions built into this proposal?"
 - (g) "What are the risks included in those assumptions?"
5. **Conflicts of interest can come up in a number of ways. A conflict of interest is any time you have a personal interest that could reasonably appear to influence your decision-making.**
- (a) Use of information.
 - (b) Use of your position.
 - (c) Outside employment/consulting/service.
 - (d) Receipt of gifts/compensation.
 - (e) Anything else that would interfere with your independent judgment.
6. **Possible Examples:**
- (a) You have an association with a company (or are the board of a company, or invested in a company, or have a family member who is employed by a company) that stands to gain from a relationship with the university.
 - (b) You have an interest in a start-up opportunity and would benefit from having the university invest in that opportunity.
 - (c) You have an investment opportunity of which you would like to make employees of the university aware.
 - (d) You have a family member or friend who wants to become employed with or contract with the university.
 - (e) You have a family member or friend who is a student at the university and you would like to seek out special benefits for them.
 - (f) You have access to information because of your position at the university that you might use to your benefit or the benefit of your family members.
7. **Disclosure of any conflicts of interest is required by law and policy.** This must be done annually and at any time a new conflict arises. Use the conflict of interest disclosure form.
8. **If you recognize that you have a conflict in a board meeting, let the chair know ahead of time, if possible.** Recuse yourself from the meeting while a conflict item is being discussed.
9. **When in doubt, consult.** University Legal Counsel, the president, and the chair and vice chair can always discuss concerns.

Compiled by Stephanie Hollist, General Counsel (Last updated: August 7, 2023)

BOARD OF TRUSTEES DISCLOSURE STATEMENT
UTAH PUBLIC OFFICERS AND EMPLOYEES ETHICS ACT/PPM 3-36a

I, _____, being first duly sworn, hereby make the following declarations:

1. I am a member of the Board of Trustees of Weber State University.

Items 2, 3, and 4 identify potential “substantial interests” a Trustee may have that must be disclosed under PPM 3-36a.

2. I am presently an officer, director, agent, or employed by a business entity that is or may be in a transaction with the University. If not applicable, write N/A in the space provided.

Name of Business

Position Held

3. I, my spouse, or my minor children have an ownership interest, either legally or equitably, of at least five percent (5%) of a business entity that is or may be in a transaction with the University. If not applicable, write N/A in the space provided.

Name of Business

Position Held

4. I have other personal, family-related, or business relationships or investments that could be construed as affecting my independent and unbiased judgment related to my duties as a Trustee. Describe the nature of the personal, family-related, or business relationship. If not applicable, write N/A in the space provided.

5. _____ (Initials) I understand that Trustees must recuse themselves from participating in discussion, voting, or being physically present during Board business when the Trustee has a substantial interest as described herein.

6. _____ (Initials) I understand and agree to provide a new disclosure form if a new substantial interest develops. I understand and agree that whenever the information submitted changes

significantly or if the value of the interest in the business entity described increases significantly, I must submit an amended form. This disclosure must be made annually hereafter.

7. I will receive or have agreed to receive compensation for assisting any person or business entity in a transaction involving Weber State University.

Name and address of the person or business entity to be assisted:

Description of the transaction and the nature of services performed or to be performed:

Compensation to be received: _____

8. _____ (Initials) I understand that if in the future I propose to be involved in a transaction or receive compensation for assisting in a transaction, I must provide a new disclosure within ten (10) days after the date of any agreement between the person or business entity being assisted, or within ten (10) days of the receipt of compensation, whichever is earlier.
9. _____ (Initials) I understand that this document is public record and may be examined by any requestor.

DATED this _____ day of _____, 20____.

Signature of Trustee

SUBSCRIBED AND SWORN TO before me on this _____ day of _____, 20____ by:
My commission expires:

Notary Public
Residing at:

Reviewed by Conflicts Committee: _____
(signature of chair) (date)

- ☐ Copy to Office of the President ☐ Copy sent to Office of Attorney General
☐ Copy to the head of the business with which a transaction is being conducted, if disclosure is made pursuant to Section 7.

v. 7.29.19



Discrimination/Harassment– Board of Trustee Training - 2023

Weber State University is committed to providing an environment free from harassment and other forms of individual or institutional discrimination based upon protected classifications (race, sex, sexual orientation, gender identity/expression, national origin, disability, genetics, pregnancy, age, military status). Such an environment is a necessary part of a healthy learning and working atmosphere. This will be accomplished through preventative educational and training efforts, support for those impacted by discrimination and harassment, effective policy enforcement and remedial activities.

Key considerations:

1. **Numerous federal and state laws and university policy prohibits discrimination or harassment based on protected categories.**
2. **Discrimination** - Conduct which denies or limits a person's opportunities or adversely affects a term or condition of employment or participation in university programs, services, or activities based on a person's protected classification(s), except as permitted by law and as further outlined in this policy.
 - a. Treatment – taking an action to limit an opportunity based on the person's protected category.
 - b. Impact – a rule, policy, or practice that appears neutral, but has a disproportionate impact on a protected group.
3. **Discriminatory harassment** - Unwelcome conduct that is based on protected classifications that creates a hostile work or learning environment. A hostile environment exists when conduct is so severe, persistent or pervasive, as determined by analyzing the totality of the circumstances, that it denies or limits a person's ability to participate in or benefit from the University's programs or activities or the conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creates an intimidating, or offensive work environment. Both subjective and objective factors shall be considered when evaluating whether a hostile environment exists. Conduct is considered unwelcome if the person did not request or invite it and considered the conduct to be undesirable or offensive.
4. **Sexual harassment is a subset of discriminatory harassment.** Title IX sexual harassment includes 1) Any instance of quid pro quo harassment by a school's employee; 2) any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; and 3) any instance of sexual assault, dating violence, domestic violence, or stalking (see PPM 5-36a for definitions). Title IX sexual



harassment may only occur when a student or employee is participating or attempting to participate in the University's education program or activity that occurs in the United States.

5. **The Office of Equal Opportunity provides prevention practices, training, and handles concerns of discrimination and harassment.** All employees are considered responsible employees and have an obligation to report suspected violations of the discrimination/harassment policy, except the Counseling and Psychological Services Center, the Women's Center, and the WSU Policy Department.
6. **PPM 3-32, Discrimination, Harassment, and Sexual Misconduct outlines processes, supportive measures available to individuals involved in the process, and other options for individuals.**
7. **PPM 3-32a, Amorous or Sexual Relations,** prohibits consensual relationships between individuals where one individual is in a position of power or authority over another individual. Such relationships must be addressed through the Office of Equal Opportunity as well. All employees have a responsibility to report such concerns.

Compiled by Stephanie Hollist, General Counsel (Last updated: August 7, 2023)



New Trustee Email

Preparing to set up your email account and access:

- You will need to create your Wildcat user account and W number. Your birthdate and Social Security Number are required to set up your username. The data is secure when you enter it into the form.
- Please send your username and W number to me at hmunk@weber.edu so I can complete the required steps to set up your access to your email address.
- You will need to go to the App Store for your phone type and download the Duo App in preparation for us getting you set up for two-factor authentication.
- You will need to decide if you are going to use the native email app on your phone or the Google Mail App to receive your Weber email. If you are going to use the Google Mail app, please download it to your phone.
- If you are interested in using the Bitwarden Secure Password app, please let me know so I can have access enabled for it. It can be used on your phone or computer.

Sherri Cox will assist me in making 30-minute Zoom appointments with you. At that time, we will make sure that Duo is set up, you have Eduroam access for the WiFi and all the apps are working.

Now that you are sworn in, you will also receive an email from me with some direct links to where you need to go to create your Wildcat username and password.

Congratulations!

I look forward to working with you.

Heidi Munk
IT Special Projects and Process Manager



Media Relations Tips for Trustees

As a member of the Board of Trustees at Weber State University, you may have opportunities to interact with the media. Building and maintaining strong, positive relationships with the media is an ongoing effort that extends beyond one particular incident or activity. A key to fair media coverage during times of crisis is to cultivate good working relationships with the media during non-crisis times.

Ways to improve your interactions with the media include:

1. **Board of Trustees Meetings are subject to the [Utah Open Meetings Act](#).**
Reporters are often in attendance and may quote from anything that is said or presented. Even if media are not present they can access recordings of the meeting afterwards and quote anything said during the public meeting.
2. **Journalists work on deadlines.** Be prompt in returning phone calls.
3. **Have your key points (messages) in mind before doing the interview.**
If a reporter calls unexpectedly, and you don't feel prepared, ask if you can call back in a few minutes in order to compose your thoughts. Generally, feel free to ask what information the reporter is seeking in order to better prepare.
4. **Speak in sound bites or short quotes** that express a complete thought in a concise manner — as little as two sentences or nine seconds. This is especially helpful when dealing with TV and radio.
5. **Avoid jargon or long, complicated explanations.**
You run a greater risk of being misquoted or misrepresented because a reporter or editor may try to shorten your quote or paraphrase in fewer words.
6. **Answer the question being asked.** Avoid volunteering additional information beyond the scope of the reporter's question. Don't become concerned if a reporter fails to ask questions quickly after you finish your answer. Be comfortable with silence. Sometimes reporters will leave a long pause in hopes the awkward silence will prompt you to reveal additional information — no need to fill the void.
7. **Avoid off-the-record conversations.** If someone else can confirm what you say, it still could wind up in print attributed to you.
8. **Avoid comments and/or humor that might be taken the wrong way.**



9. **Avoid pronouns or obscure references that may confuse your audience**
 - a. “He’s very dedicated to it.”
 - b. “President Mortensen is very dedicated to Weber State University.”
10. **Never lie** in answering a question.
11. **It’s OK to tell a reporter you don’t know the answer to a question.**

Offer to find the answer and call back, but be sure to do so in a prompt manner.
12. **Never respond** to a question with **“No comment.”** Alternate responses might be:
 - a. “I don’t have enough knowledge about that issue to comment.”
 - b. “I need to learn more about that issue before I can comment.”
 - c. “I’m not familiar enough with the details. I need to look into that further before I can comment.”

(With all of the above responses, you might offer to follow up with the reporter later.)
13. **Avoid antagonistic or combative interactions with the media.**
14. **Be mindful of expressing yourself on social media platforms.**

The views and opinions you share there may be perceived as your attitudes toward topics and issues on campus. Media may quote you based on something expressed on Twitter, Facebook, Instagram, etc.
15. **Confine your remarks to WSU business.**

Avoid making comparisons to other schools, institutions or individuals.

If you have a media issue or concern, we are available to assist at any time:
Marketing & Communications director **John Kowalewski** (801-726-8461)
Public Relations director **Bryan Magaña** (801-698-0588)

Compiled by John Kowalewski (Last updated: July 31, 2023)
Executive Director of Marketing & Communications
jkowalewski@weber.edu

Why Are So Many College Presidents Resigning?

Recent data indicate college presidential terms are getting shorter. Those findings were illustrated by five sudden presidential departures in late July.

By [Josh Moody](#)



Late July brought a string of presidential resignations, some mired in scandal and others shrouded in mystery.

Photo illustration by Justin Morrison/Inside Higher Ed | Photos: Texas A&M University, Robin L. Marshall/Getty Images, Seton Hall, Stanford University/Facebook, Thomas Jefferson University

The end of July brought a flurry of sudden presidential resignations.

Over the course of a week, presidents stepped down at Stanford University, Texas A&M University, Seton Hall University, Thomas Jefferson University and Berklee College of Music. Their reasons for resigning are as varied as the institutions they led, with some departing amid scrutiny and scandal while others left shrouded in mystery.

Only Marc Tessier-Lavigne at Stanford had been on the job for more than five years.

The resignations come as the sector faces a long list of challenges, from the growing politicization of higher education to the shrinking number of students to go around. And while certain institutions may be more affected by these issues than others, experts believe that a difficult environment is likely driving presidents away.

G. David Gearhart, chancellor emeritus of the University of Arkansas who has written books on higher education leadership, argues that the college presidency has become an increasingly hard job due to challenges that only seem to be increasing.

“I personally believe that being a college or university president may, in fact, be the toughest job in America, or for that matter across the world, but certainly in this country. It’s become a very difficult position to do the right way,” Gearhart said. “There are so many groups out there that a college president has to try to appease, and it’s almost impossible to do that with all of the political machinations that are happening these days, not to mention the huge decline that we’re going to be seeing over the next several years in enrollment, which has already started.”

The two resignations that generated the biggest headlines came at Stanford and Texas A&M.

Tessier-Lavigne announced his resignation on July 19, following a months-long investigation into alleged research misconduct that cleared him of personal misconduct but found that he had not corrected mistakes in scientific papers.

The scandal hit hard at Stanford, one of the most prestigious research universities in the world, leading Tessier-Lavigne to conclude it was in the institution's best interest for him to depart the office he has occupied since 2016. He will officially exit his role on Aug. 31 but remain on the faculty.

Texas A&M University has been embroiled in a series of recent scandals related to academic freedom, but it was a hiring debacle related to a nascent journalism program that led President Kathy Banks to quit. She retired abruptly on July 21 as questions swirled about the botched hiring of Kathleen McElroy, a Black academic and former *New York Times* editor who claimed that her offer of a tenured position to lead the revived journalism program was changed to a one-year contract with no tenure provision.

McElroy, who has conducted research on diversity, equity and inclusion, was set to join Texas A&M at a time when DEI initiatives have faced pushback from state lawmakers who have passed legislation to bar DEI offices at public universities and to crack down on various DEI practices.

Banks claimed she did not revoke McElroy's offer, but she provided little information about the controversy during a Texas A&M Faculty Senate meeting on July 19. Banks told faculty she was "embarrassed" and "saddened by the negative attention" around the scandal.

When she retired two days later, she cited "negative press" related to the hiring debacle.

But a review of the Faculty Senate meeting, which ran more than three hours, revealed clear distrust from members who accused Banks and other leaders of resisting transparency.

"It is outrageous to come here and provide insufficient information," Dana Gaddy, a professor in the university's veterinary program, said at the meeting, arguing that leaders chose not to collect the information needed to answer their questions about the botched McElroy hiring.

Gaddy's comment was just one of many scathing remarks made by furious faculty members in a meeting that suggested Banks had clearly lost their support over the hiring flap.

(Reached by phone, Banks said, "I'm not speaking with the press" before hanging up.)

That scandal has since been surpassed by another controversy at Texas A&M, in which system leaders suspended a professor for reportedly criticizing Lieutenant Governor Dan Patrick in a speech. Local news reports indicated that Texas A&M system chancellor John Sharp had discussed the professor's suspension in text messages with Patrick, who is a powerful figure in the state Legislature.

The sudden exits of the other three college presidents may not have generated as many headlines as the departures at Stanford and Texas A&M, but they are no less wrenching for the institutions involved.

At Seton Hall, a Catholic university in New Jersey, President Joseph Nyre stepped down on July 24 after four years on the job.

Local news outlets reported that Nyre resigned amid conflict with the university's Board of Regents over an embezzlement scandal at the Seton Hall Law School in which employees stole nearly \$1 million. Nyre reportedly sought more oversight of the law school in the wake of the incident, which some regents resisted, creating irreconcilable differences that appeared to prompt his resignation, according to *The Asbury Park Press*.

University statements related to his departure made no mention of the embezzlement incident.

"In the coming months, the University will complete its three-year strategic plan, Harvest Our Treasures, which has elevated Seton Hall to greater eminence in Catholic higher education. With the conclusion of Harvest Our Treasures in sight, I believe this is an appropriate time for new leadership to help write the next chapter of Seton

Hall's remarkable story," Nyre wrote in his resignation announcement. "As such, I have informed the Board of Regents that I will be taking a sabbatical during the upcoming year and then plan to relinquish my position as President."

(Nyre declined an interview request from *Inside Higher Ed*.)

An email to the Seton Hall community from Board of Regents chairman Hank D'Alessandro praised Nyre, highlighting his accomplishments and making no reference to law school issues.

At Thomas Jefferson University, located in Philadelphia, Dr. Mark Tykocinski resigned after only a year as president.

In that time, Dr. Tykocinski sparked outrage for liking posts on X, the platform formerly known as Twitter, that criticized coronavirus vaccines, gender-confirmation surgery and college diversity, equity and inclusion offices. Critics told *The Philadelphia Inquirer* that the president's activity on the social media platform "sent an anti-public health message." Dr. Tykocinski later apologized and told the newspaper that he used the like function to bookmark posts for further research.

Like Seton Hall, the university did not address the underlying controversy in a statement on Dr. Tykocinski's resignation.

"With the search process for a new Dean of Jefferson's Sidney Kimmel Medical College nearing conclusion and his cancer immunotherapy research having reached a pivotal stage, Dr. Mark Tykocinski has made the decision to step down as President and Dean of Thomas Jefferson University to focus on his research. He will be a member of the Jefferson faculty as a full professor," a Thomas Jefferson University spokesperson wrote in an email to *Inside Higher Ed*.

The departure of Erica Muhl at Berklee College of Music is perhaps the most mysterious of the abrupt exits, coming after the president took a sudden leave of absence in June. Berklee's board has offered little explanation for that leave or Muhl's abrupt break with the college.

At the time of her departure, Muhl had only been on the job for two years, making her the shortest-serving president at an institution that has only had four top executives in 78 years.

The Big Picture

The sudden resignations of five presidents over the course of a week this summer reinforce a theme that emerged from the latest American College President Study from the American Council on Education: presidential terms are shrinking across higher education.

Each of ACE's last three surveys has shown a decline in length of service. In this year's edition, respondents from a broad range of institutions told ACE they had been on the job for 5.9 years. Prior surveys found an average of 6.5 years in 2016, seven years in 2011 and 8.5 years in 2006.

Some experts worry what that turnover means for institutional stability.

"I think institutions, whether they're journalism institutions, business institutions or higher ed institutions, benefit from stability and continuity that comes from long-term relationships with leadership. And if there's excessive turnover, I think, the institution suffers," said Bob Dickeson, a higher education consultant and former president of the University of Northern Colorado.

Dickeson, who served in that role for a decade, suggested that presidents have to hit the ground running, which he believes makes it difficult to do the job. Oftentimes leaders need at least a year or two to get their bearings and figure out the institution's inner workings. At the same time, if they stay too long, it can mean that the university stagnates due to a lack of fresh ideas from the top.

The perfect range for a presidency, he believes, is between seven and 10 years.

Reasons for presidential resignations are as abundant as colleges themselves, experts say. Sometimes presidents are pushed out by scandals, other times by politics or business issues.

Gearhart noted that leaders of public universities can face unique political challenges. Their boards are often stocked with partisan trustees representing the views of the governor who appointed them, and legislatures are increasingly creeping into classrooms to dictate matters of curriculum, putting academe at the center of many culture war clashes.

And board turnover can abruptly transform the extent of a leader's support, meaning the results of state elections can have direct professional consequences for presidents.

"You can come in with a board that is fully supportive, and after a period of time, that changes," Gearhart said.

Dickeson said that when institutions struggle, the blame usually falls on the president.

"We tend to look to the president of any organization as responsible for what goes on there, whether that's fair or not. But I think that goes with the territory. The person who assumes the presidency is going to have to accept responsibility for what goes on there under their watch," he said.

But Dickeson—who recently wrote a [guide on the presidential search, screening and selection process](#) for the American Council of Trustees and Alumni—also noted that boards have to take responsibility for failed presidencies, given their role in finding and hiring college leaders.

"If I was on the board, I would say, 'OK, what went wrong? How did we screw up?' Because the fact that the person has left is as much our fault as theirs, if there is fault to be assigned," Dickeson said.

In the aftermath of a failed presidency, Dickeson said trustees should interrogate their search processes to understand what went wrong. And while some failures may be inevitable, Dickeson argues that board has to take responsibility and ask hard questions to guide trustees forward: "What are the lessons learned? And how do we prevent that from happening the next time?"

Written By

Josh Moody

Grasping for a Foothold on the Enrollment Cliff

Higher ed experts gathered in D.C. Thursday to take stock of a three-year enrollment plunge. Some charted a path forward, while others saw only dark clouds ahead.

By [Liam Knox](#)



Doug Shapiro, the National Student Clearinghouse Research Center director, said he doesn't see enrollments fully recovering from the pandemic nosedive.

Gallup

WASHINGTON, D.C.—Higher ed experts gathered in the nation's capital Thursday—the day the CDC declared an official end to the COVID-19 public health emergency—to reflect on the damage the pandemic dealt to enrollments across the country and discuss how to rebuild.

The gathering, at a panel series jointly hosted by the Lumina Foundation and Gallup at the pollster's headquarters a few blocks from the White House, was titled "Bouncing Back From the Enrollment Plunge." And while the panelists agreed on the depth of the plunge, they were divided on how big a bounce higher ed can muster at the moment—and whether their proposed solutions would boost enrollments to pre-pandemic levels or simply ease the slide to the new normal of reduced head counts.

Doug Shapiro, executive director of the National Student Clearinghouse Research Center, kicked off the day with a summary of his organization's bleak enrollment and attainment findings since the pandemic began in 2020.

Community college enrollment has dropped by a precipitous 16 percent, he recounted, while four-year institutions have experienced a 4 percent decline. In 2022, the number of undergraduate degree earners fell by 1.6 percent, the first setback for that sector in over a decade. By the end of 2022, the enrollment free fall had slowed to a trickle, but Shapiro said the hole created during the pandemic remains concerningly deep.

While freshman enrollment at four-year institutions rose 4.3 percent last fall—the first year-over-year boost since the start of the pandemic—Shapiro was quick to point out that it's still 6 percent below 2019 levels.

And while there's been some recovery among four-year colleges and universities, Shapiro said the vast majority has been concentrated at selective and financially stable institutions. Most small private colleges and regional

publics, he said, are still hemorrhaging students—and he’s not sure many of them are going to be able to stop the bleeding.

“In terms of total undergraduate enrollment, [the pandemic] set us back to almost 2005 levels,” Shapiro told attendees. “This fall’s results are a welcome sign, but there’s still a long way to go to get back to pre-pandemic numbers.”

Attendees pointed out some promising trends as well. Nikki Edgecombe, a senior researcher at the Community College Research Center, noted that enrollments at two-year institutions were up by 13.5 percent this spring, driven in large part by a 12.8 percent increase in dually enrolled high school students. That continues the trend of dual enrollment propelling growth at two-year colleges.

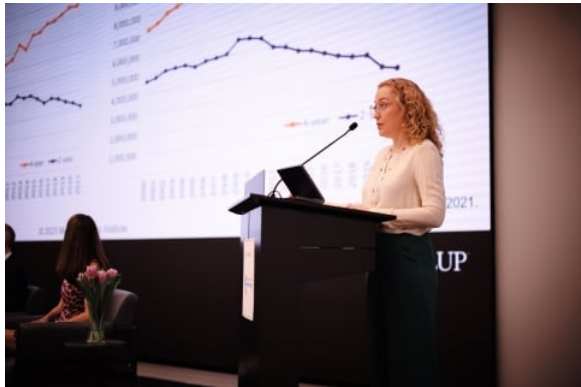
Serving a Changing Demographic Base

Looming large over the discussions was fear of a second enrollment cliff somewhere on the horizon, caused by a demographic drop-off that has been predicted for years but remains, the panelists said, largely unaddressed.

Keith Curry, the president of Compton College in California, said many institutions—especially two-year colleges and regional public universities—should prepare for demographic uncertainty by overhauling their approaches to better cater to the populations they will likely serve in the future: nonwhite and nontraditional students.

“These institutions were not built for the student populations we currently serve. They weren’t built for Black and brown students,” he said. “We need to be having conversations across the institution, and between all parts of it, about how best to help these students succeed ... All the silos need to be broken.”

Adult learners were a major topic of discussion as a potential bright spot for community colleges and four-year institutions alike. But Jeanne Batalova, a senior policy analyst at the Migration Policy Institute, pointed to a specific subset of those learners who are both underserved by higher ed institutions and eager to enter them: immigrants.



Jeanne Batalova speaking at the Lumina/Gallup event.

Gallup

“The role of the immigrant origin population, both in the labor market and on college campuses, will only increase in the future,” Batalova told *Inside Higher Ed* during a post-panel interview.

On the day of the CDC’s pandemic-ending announcement, migrants were already flowing across U.S. borders again. There will be a demographic rise, not a cliff, Batalova said, and institutions should start preparing now for the unique needs of immigrant students and their children.

“The demographics speak for themselves ... and yet, while some institutions are aware of how important this is going to be, in most cases people would come to me and say, ‘Wow, really? This is what’s happening?’” she said. “But it’s already happening. Immigrant students are the future, and the future is here.”

Dark Clouds and Silver Linings

Courtney Brown, vice president of impact and planning for Lumina Foundation, closed out the event with a call to action.

“The enrollment plunge is real, and while we are stabilizing, we’re stabilizing at the bottom,” she said. “We may not be hemorrhaging, but we’re still bleeding out ... so after today, we need to come together and figure out how to solve this.”

In an interview with *Inside Higher Ed*, Brown said that despite the stark scenario she painted, she was hopeful—even optimistic—that higher ed could not only bounce back to pre-pandemic levels of enrollment growth but actually exceed them.

“I’m afraid that our expectations are ‘We have leveled out after the decline and won’t recover, and that’s OK.’ I don’t want to see that; I think expectations need to actually be increased,” she said. “We can’t be happy that we’ve leveled out. We need to go beyond even where we were pre-pandemic.”

To get there, Brown said, most institutions will need to seriously reconsider their entire operating model.

“Institutions are going to have to change who and how they serve,” she said. “We cannot do it through traditional-age students.”

Shapiro took a much more pessimistic view. In a post-panel interview with *Inside Higher Ed*, he said the pandemic merely exacerbated and accelerated the trend of inequity in higher ed, and he wasn’t confident that a shift to serve nontraditional students—even if successful—would be enough to save struggling institutions. That’s bad news primarily for low-income college goers, he added.

“In terms of the four-year institutions, there’s this growing divide between the haves and have-nots ... not just the well-funded institutions, but those that have a lot of brand power and ability to attract high-income and high-ability students,” he said. “The most selective institutions are getting stronger, and the smaller privates and regional publics are falling further and further behind.”

Shapiro add there wasn’t much that tuition-dependent institutions could do on their own except pursue downsizing, consolidation and mergers to avoid financial exigency. He sympathized with how frustrating it must be to see the proverbial iceberg ahead but remain powerless to steer the ship away from it.

“We’ve had this historic shift in the balance of who pays for college, from state and local and federal governments onto the backs of students and their families,” he said. “[Institutions] have been forced to adjust their expectations. They haven’t had a choice in the matter.”

When asked what silver linings he saw in the future of higher ed, or how struggling institutions could try to recover their pre-pandemic enrollments, Shapiro stopped and thought for a while. But he came up empty.

“Unless we can get back to a situation where the public is willing to support higher ed,” he said, “I don’t see much reason to hope for that.”

Written By



Liam Knox

JULY 11, 2023

Americans' Confidence in Higher Education Down Sharply

BY **MEGAN BRENNAN**

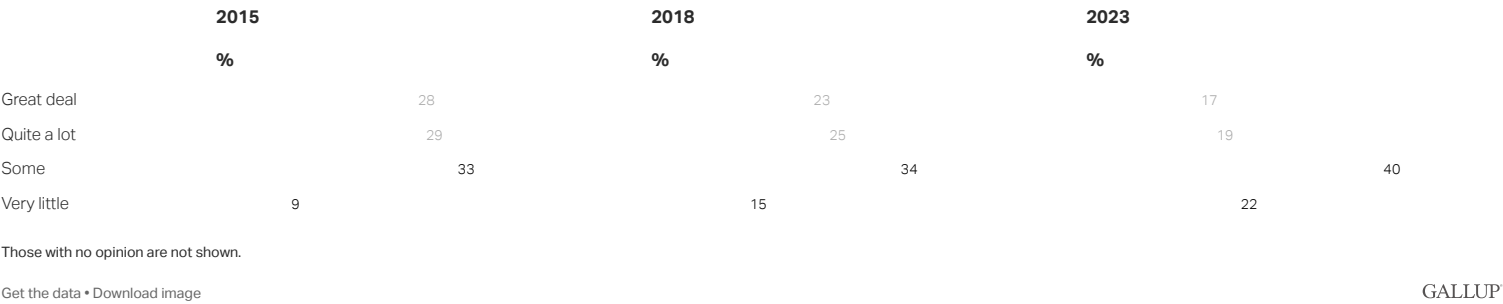
STORY HIGHLIGHTS

- 36% have “a great deal” or “quite a lot” of confidence in higher education
- Confidence down from 48% in 2018 and 57% in 2015
- All major subgroups less confident, with Republicans dropping the most

WASHINGTON, D.C. -- Americans' confidence in higher education has fallen to 36%, sharply lower than in two prior readings in 2015 (57%) and 2018 (48%). In addition to the 17% of U.S. adults who have “a great deal” and 19% “quite a lot” of confidence, 40% have “some” and 22% “very little” confidence.

Americans' Confidence in Higher Education Continues to Fall

Now I am going to read you a list of institutions in American society. Please tell me how much confidence you, yourself, have in each one -- a great deal, quite a lot, some or very little. **Higher education**



The latest decline in the public’s trust in higher education is from a June 1-22 Gallup poll that also found [confidence in 16 other institutions](#) has been waning in recent years. Many of these entities, which are tracked more often than higher education, are now also at or near their lowest points in confidence. Although diminished, higher education ranks fourth in confidence among the 17 institutions measured, with small business, the military and the police in the top three spots. This was also the case in 2018, the last time higher education was included in the list of institutions.

All Major Subgroups, Led by Republicans, Less Confident in Higher Ed

In 2015, majorities of Americans in all key subgroups expressed confidence in higher education, with one exception -- independents (48%). [By 2018, though, confidence had fallen](#) across all groups, with the largest drop, 17 percentage points, among Republicans. In the latest measure, confidence once again fell across the board, but Republicans’ sank the most -- 20 points to 19%, the lowest of any group. Confidence among adults without a college degree and those aged 55 and older dropped nearly as much as Republicans’ since 2018.

Shifting Confidence in Higher Education Among Demographic Groups, 2015-2023

% of U.S. adults with "a great deal" or "quite a lot" of confidence in higher education

	2015	2018	2023	2015-2023 change
	%	%	%	pct. pts.
Party identification				
Republicans	56	39	19	-37
Independents	48	44	32	-16
Democrats	68	62	59	-9
Education				
No college degree	54	45	29	-25
College degree only	57	50	47	-10
Postgraduate degree	67	60	50	-17
Gender				
Men	52	45	33	-19
Women	61	51	39	-22
Age				
18 to 34	60	51	42	-18
35 to 54	55	49	39	-16
55 and older	55	46	31	-24

Get the data • Download image

GALLUP

Even though all subgroups show declining confidence in higher education, significant gaps persist among political, educational, gender and age subgroups. Notably, the only key subgroup with majority-level confidence in higher education is Democrats (59%).

Bottom Line

Americans' confidence in higher education, which showed a marked decrease between 2015 and 2018, has declined further to a new low point. While Gallup did not probe for reasons behind the recent drop in confidence, the rising costs of postsecondary education likely play a significant role.

There is a growing divide between Republicans' and Democrats' confidence in higher education. [Previous Gallup polling](#) found that Democrats expressed concern about the costs, while Republicans registered concern about politics in higher education.

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SURVEY METHODS



Results for this Gallup poll are based on telephone interviews conducted June 1-22, 2023, with a random sample of 1,013 adults, aged 18 and older, living in all 50 U.S. states and the District of Columbia. For results based on the total sample of national adults, the margin of sampling error is ± 4 percentage points at the 95% confidence level.

Each sample of national adults includes a minimum quota of 80% cellphone respondents and 20% landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using random-digit-dial methods.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

RELEASE DATE: July 11, 2023

SOURCE: Gallup <https://news.gallup.com/poll/508352/americans-confidence-higher-education-down-sharply.aspx>

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Andy Larsen: How do Utah, BYU and the state's other universities compare? On tuition, academics, admissions and more.

Also, lowdown on which majors result in some of the best-paying jobs right out of college.



(Chris Samuels | The Salt Lake Tribune) The University of Utah campus on Thursday, Aug. 3, 2023. Although the U. has made a push to increase student housing construction in recent years, only 15% of its student body lives on campus, according to U.S. News and World Report.

By Andy Larsen

| Aug. 5, 2023, 6:00 a.m.

With the calendar turning to August, it's officially back to school time.

In that spirit, I decided to look at the data surrounding Utah's selection of universities. Since 1983, [U.S. News and World Report](#) has compiled data from hundreds of colleges and universities nationwide, which will be our source for the vast majority of the data in this article — it's really nice that they've put it all in one place.

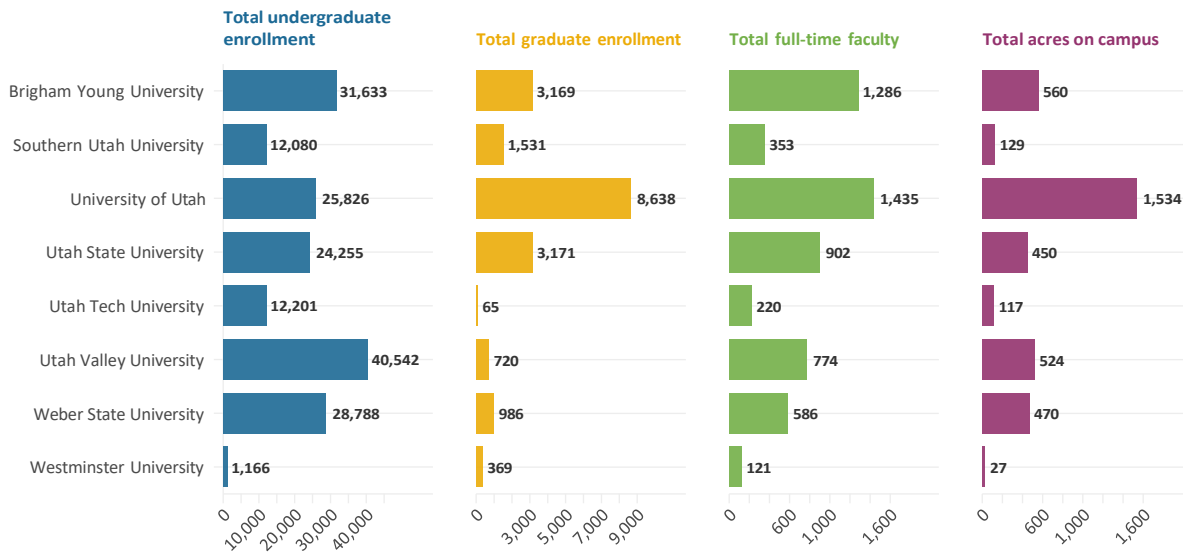
Detractors have their qualms with the data: for one, it's largely self-reported. In 2022, Columbia University was caught lying on its self-reported data and so was removed from the publication entirely. But most of the biggest complaints about the data come from U.S. News and World Report's ranking of every college, which, critics say, ignore the unique strengths and weaknesses that make each school special in favor of a linear list of colleges, from most to least prestigious. One school might be a "better" school in a vacuum, but each student has different needs.

I think it's a fair point. So instead of using any of the U.S. News and World Reports' composite rankings, or the sections where researchers ask various collegiate experts their opinions — I'm just going to stick to the facts. What follows, then, is a number of metrics that describe each of Utah's eight universities in terms of their student body, academics, costs, and outcomes. Let's dig in.

School size

Our first order of business: looking at just how big these schools are in various ways.

Utah colleges by size as of fall 2021



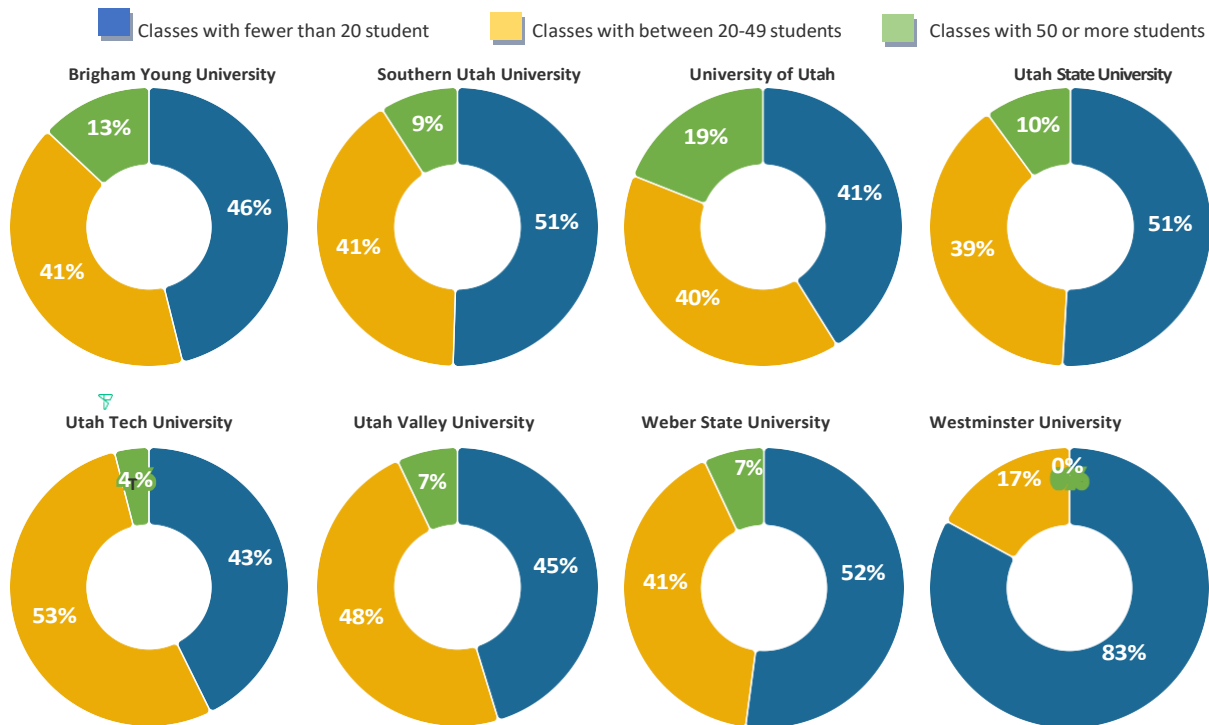
Source: [U.S. News and World Report](#)

Utah Valley University has the state's largest student body, with over 40,000 undergraduate students. The University of Utah and Brigham Young University have nearly equal numbers of students after that for second place — but note just how many more of Utah's students are graduate students, whereas BYU focuses much more on the undergrad set. The U's campus is also much larger than BYU's.

On the other end of the spectrum is teensy Westminster University — my alma mater. It just changed its name from Westminster College this summer, hoping to highlight its offerings to graduate students. Its enrollment, though, has significantly shrunk from my days there. In fall 2021, it only had 1,166 undergraduates. When I enrolled in 2008, it had 2,131 undergrad students.

While small, that does mean more personal attention in classes than the other Utah schools.

Utah colleges by class size



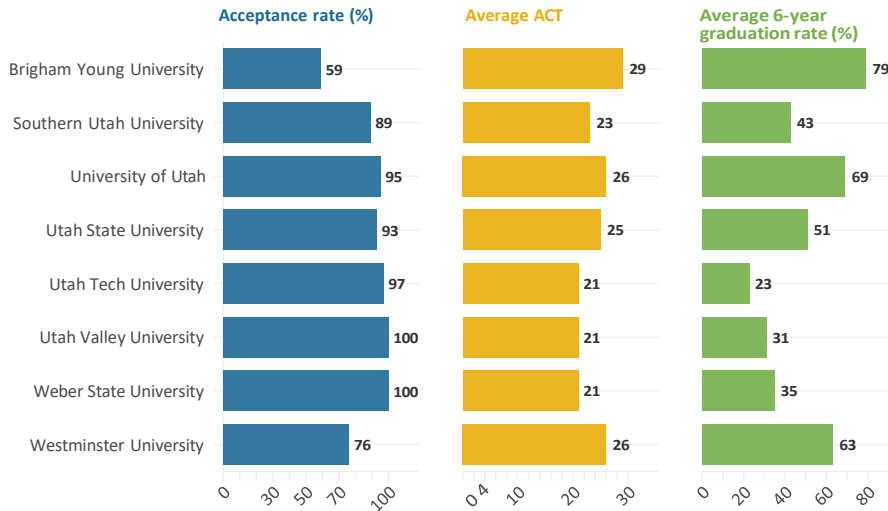
At Westminster, 83% of classes have fewer than 20 students. I remember my math classes there sometimes had just five. The school has an 8:1 student-to-faculty ratio, which really meant I got to know my professors well! Meanwhile, you're most likely to get classes with over 50 students at the University of Utah.

That being said, it was interesting to see how BYU's classes differed from the other seven Utah universities in one significant way: the gender of the faculty. Only 22.4% of BYU's full-time faculty are women. That compares to 35% at Southern Utah University, 36% at UVU, 39% at the University of Utah, 40% at USU, 47% at Utah Tech, 48% at Weber State, and even 55% at Westminster.

Student body

There's no doubt about it: BYU is the most selective school in the state.

Utah colleges admission data as of fall 2021

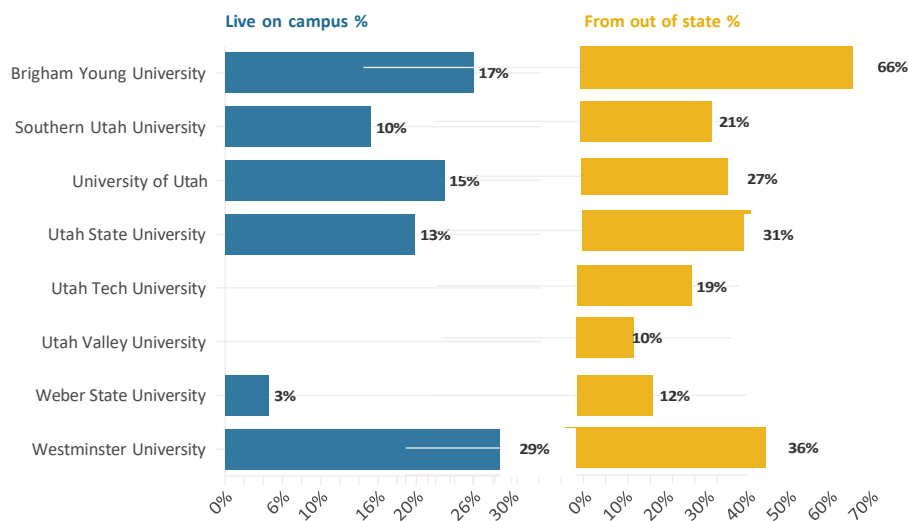


Source: U.S. News and World Report

BYU accepts 59% of applicants, and those who are accepted have an average ACT score of 29. Thanks at least in part to its ability to be selective, BYU also does a better job at getting graduations out of their enrolling freshmen than any other Utah school; 79% of BYU students went on to graduate in their six years.

The other big Utah universities tend to accept nearly everyone who applies. Given this, the University of Utah does a pretty good job of getting graduations from their students. I was surprised to see such low graduation rates at SUU, Utah Tech, UVU, and Weber State. Rates below 50% disappointed me.

On-campus life metrics at Utah colleges



Source: [U.S. News and World Report](#) • Utah Valley University does not have on-campus housing. The percentage of Utah Tech University students who live on-campus is unknown. As of fall 2021.

Campus life is also pretty different at every school. While the school reports that 99% of BYU undergraduates are part of the Church of Jesus Christ of Latter-day Saints, 66% of those students are from outside of Utah, with 17% living in on-campus housing. Westminster sees about a third of its students living on campus, as well as about a third from out of state. Meanwhile, the University of Utah and Utah State University have relatively similar numbers of students living on campus (15% and 13%, respectively) and students from outside of Utah (27% and 31%, respectively).

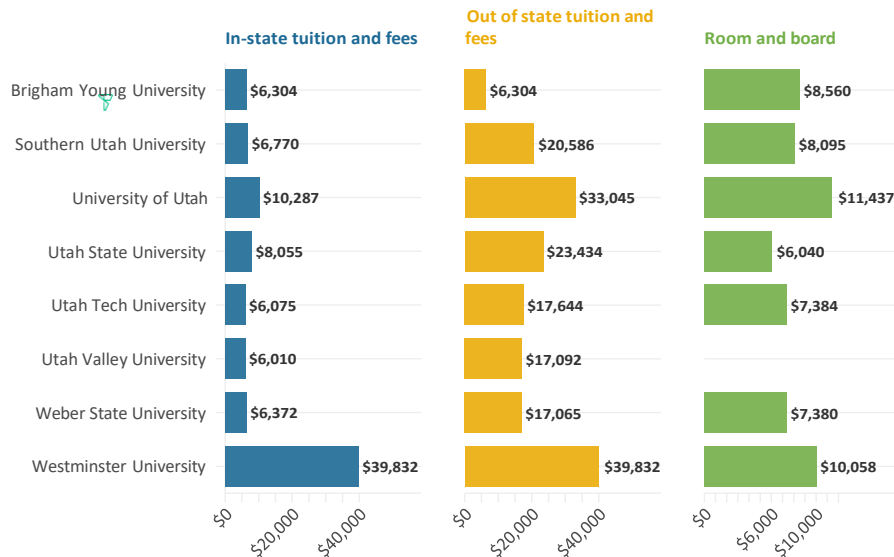
Only the University of Utah and Weber State have any fraternities or sororities — though under 10% of students at each college are part of one.

Utah Valley doesn't have any on-campus housing, while Utah Tech didn't report its on-campus percentage. At both schools, about 80%-90% of students come from Utah. Only 3% of Weber State students live on campus, and 88% are from Utah.

Costs

OK, but let's look at how much colleges cost across the state. BYU and Westminster, as private universities, have the same tuition for in-state and out-of-state students. At the other six Utah colleges, you get a significant discount by being a Utah resident. Some of these tuition numbers are for the 2022-23 school year, others are from 2021-22.

Utah colleges costs



Source: U.S. News and World Report • Utah Valley University does not have on-campus housing.

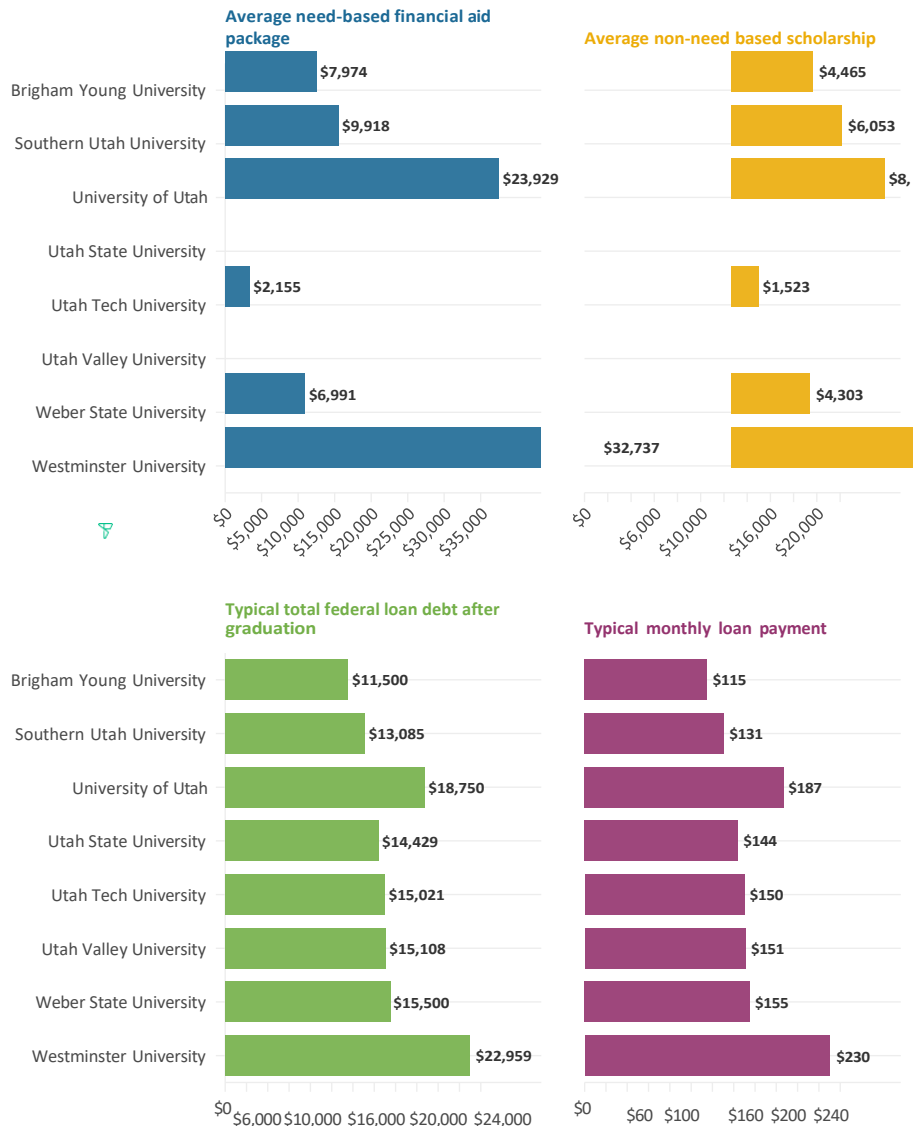
Other than Westminster, the in-state rates for schools are largely similar across the board; you'll spend about \$6K to \$10K on your yearly tuition bill. And while Westminster's base tuition bill is absolutely gigantic compared to other Utah schools — probably the biggest reason for its enrollment decline — I'll note that it's actually [much cheaper](#) than most of the other Western private liberal arts colleges in its sector. I'll also note that I'm not sure I would have written that sentence if I weren't a Westminster alum, desperately trying to defend his school's reputation.

BYU, though, remains just a ridiculously good deal. You understand why out-of-state LDS kids would want to choose its combination of really solid academics and relatively minuscule price point.

Room and board is relatively similar across the state, with the Salt Lake City colleges the slight outliers in costs of living. Frankly, that makes sense given the high value of Sugar House and East Bench real estate.

But I also found it interesting to see how financial aid packages for each school differed.

Financial aid packages given at various Utah colleges



While Westminster and the University of Utah are the most expensive schools in the state, they also give out significantly more in need-based and non-need based scholarships and financial aid than the other six schools, though USU and UVU didn't release their scholarship data. Students at Westminster typically had \$23K in federal student loan debt, students at the U of U had about \$19K, and students at BYU had about \$11K in debt upon graduation. The other five school students all had debt burdens between \$13K and \$16K.

In general, I'd advise everyone to aggressively explore their scholarship and financial aid options, no matter what school you go to. In particular, I beg high school juniors to take the PSAT/NMSQT — the 3-hour test is the qualifying test for the National Merit Scholarship Program, which allowed me to get a full tuition scholarship at hundreds of colleges across the

country (including, at the time, Westminster).

Return on investment

The federal government also reports the default rate on those student loans, though the most recent data is from 2018. By doing so, we can get an idea of where the most burdensome of student loan debt is likely to occur.

Only 1.3% of BYU students defaulted in 2018, compared to 1.7% of University of Utah students. Even with the biggest loans of all the Utah schools, only 1.5% of Westminster students defaulted. Meanwhile, 3.6% of USU students, 4.1% of Weber State students, and a whopping 8.3% of Utah Tech students defaulted on their student loans. Wow. (We had no data on UVU students.)

You can also just compare salaries. The company Payscale keeps track of huge amounts of salary data from thousands of companies, including 52% of the Fortune 500. Payscale shares its data (as of 2021) with U.S. News and World Report to show how different majors at various colleges return different average starting salaries.

I've selected four different majors across four different industries — these four were primarily selected because a majority of Utah's colleges had data in each of these majors.

Salary after selected majors
at various Utah colleges



Source: [U.S. News and World Report](#), [Payscale](#) • Blank numbers didn't have a large enough sample for Payscale to collect data.

In general, BYU's rate of return was typically highest. Accounting students at BYU made an average of \$63,300 in their first job out of college, whereas accounting students at other

colleges made anywhere from \$44K to \$55K. Only in nursing were Westminster students able to surpass BYU students in salaries earned, around \$63K. BYU's student salaries also typically outranked those from University of Utah students in over 90% of majors, save for students in sociology and fine arts. Utah Tech and Utah Valley students, meanwhile, tended to have the lowest salaries of the bunch.

But one size does not fit all, especially when it comes to education. These stats are meant to give a wide audience a general idea of what's going on at each school. If you're making a collegiate choice, make sure to dig in to what's important to you.

Andy Larsen is a data columnist for *The Salt Lake Tribune*. You can reach him at alarsen@sltrib.com.

Amplify Weber State

The Campaign for Weber State University
Board of Trustees

August 14, 2023



WEBER STATE
UNIVERSITY

Comprehensive Campaign Defined

- Counts all private dollars from all sources over eight-year period.
- Provides promotional umbrella for all university units to benefit from stepped-up private support – key units strive toward a fundraising target.
- Follows the university strategic plan, presenting featured priorities (student, faculty, program, and facility support). But all gifts to all areas are welcomed and encouraged.
- Mobilizes the entire university enterprise toward greater fundraising involvement. Engagement opportunity for high-capacity volunteers.
- Forces focus, internal planning, deadlines, expectations, competition, and urgency to boost new levels of philanthropy.



Campaign to Amplify the Weber State Story

- A platform to boldly talk about Weber State (and its many component parts) – its rich past, its current impact, and its vision for an even brighter future.
- An opportunity to show compelling evidence that WSU is fulfilling its mission –changing/enhancing lives and tackling some of society’s biggest issues.
- A vehicle to exhibit WSU’s exceptional value to students, their families, the State of Utah and beyond.
- A chance to demonstrate how philanthropy complements tuition and state revenues, providing enrichment . . . margin of excellence . . . and good-to-great support.



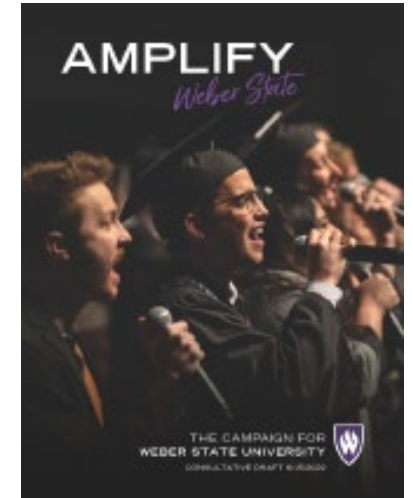
Keys to Successful Campaign

- They are about ideas, not needs or money
- They are built on strong academic strategic planning
- They have active involvement of academic leadership and volunteers at all levels



Timeline: *Amplify Weber State Campaign*

- | | |
|---|----------------------|
| • Campaign counting begins
(Leadership gifts phase) | July 1, 2020 |
| • WSU Strategic Plan Rollout | Sept.-Nov. 2021 |
| • Online Survey | October 2021 |
| • Campaign Priority Setting | Fall 2021-2023 |
| • Feasibility Study Conducted | 6/20/22-7/15/22 |
| • Leadership Phase | Ongoing |
| • Public phase/public launch | Fall 2025 |
| • Campaign concludes | June 30, 2028 |



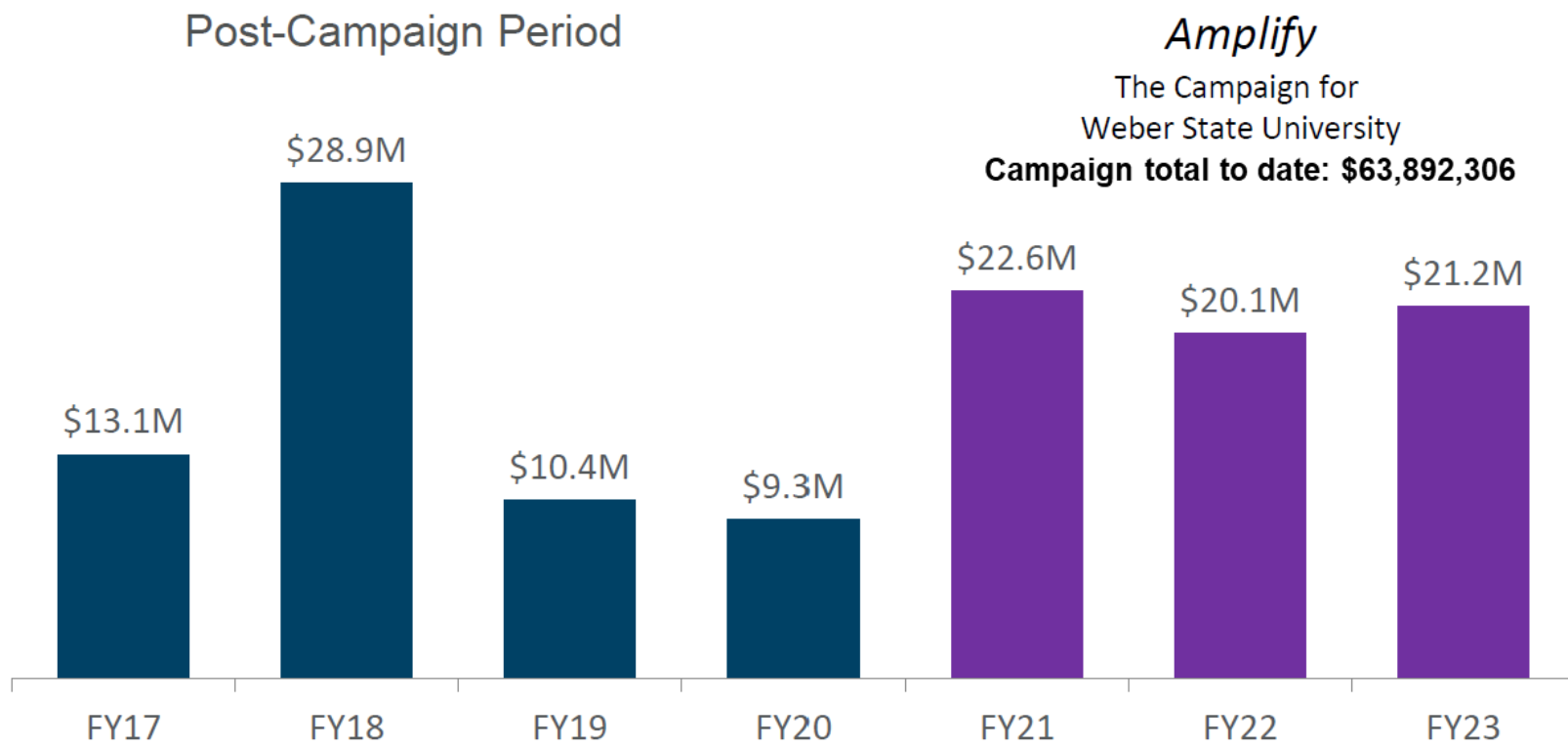
Working Goal

\$200 Million

(Need to raise \$30M FY24 & FY25)

Where are we now?

WSU Gifts and Commitments FY 17 through FY 23



New since campaign inception

- New Scholarships: 89 (42 endowed, 47 non-endowed)
- New Bequests: 23
- First time major gifts: 99



Made possible by Philanthropy During Campaign

- CATapult (Started before campaign, January 2020)
 - Approximately 1,800 students have received CATapult scholarships. Some were Emergency funds during the first year of the pandemic, including for students ineligible for federal relief funds. This year, we paid student balances of less than \$500.
- eHSI goal – Ally Financial's \$500K resulted in hiring of Executive Director (started Sept. 2022)
- TheDream.US – Scholarships for undocumented students
- Miller Advanced Research & Solutions (MARS) Center - \$3.5M from Larry H. and Gail Miller Family Foundation
- Dumke Arts Plaza \$2M
- America First Credit Union – MicroFund Statewide - \$1.25M
- Roger Trincherro – Football Coach Endowment \$1.125M
- Ogden Foster Scholarship Program



What's next?



Continue Campaign Committee Recruitment

10 Agreed to Serve so far (including 2 couples)

5 pending asks (including 2 couples)

3 Pending decisions

Continued refinement of Campaign Priorities

Campaign Purpose

Support WSU Strategic Plan: Amplified: A 5-year Plan for Growth with a focus on our core themes of Access, Learning and Community. Simply put, this campaign is focused on student success. This includes direct support to students, faculty and programs. Currently, the campaign does not include any significant capital projects.

Current “Big W” Funding Raising Priorities

- Access and Completion (Catapult) scholarships
- eHSI – Support WSU’s goal to become an emerging Hispanic-Serving Institution
- Learning Communities (first-year programs to connect and retain students)
- Teaching Excellence
- Signature Clusters
 - Advanced Manufacturing, Materials, Aerospace and Defense
 - Sustainability and Air Quality



Revised Case Statement, Unit Featured Priorities

- Next version of campaign statement by early fall
- Continued refinement of unit featured priorities

Secure Major Gift Commitments



Trustee Involvement

- Assist in planning, implementing and executing fund-raising (Statutory Responsibility)
- Lead by example and contribute as able
- Passion and content expertise
- Articulate how philanthropy can improve programs and elevate lives
- Willingness to engage with external audiences to promote Weber State University



Impact





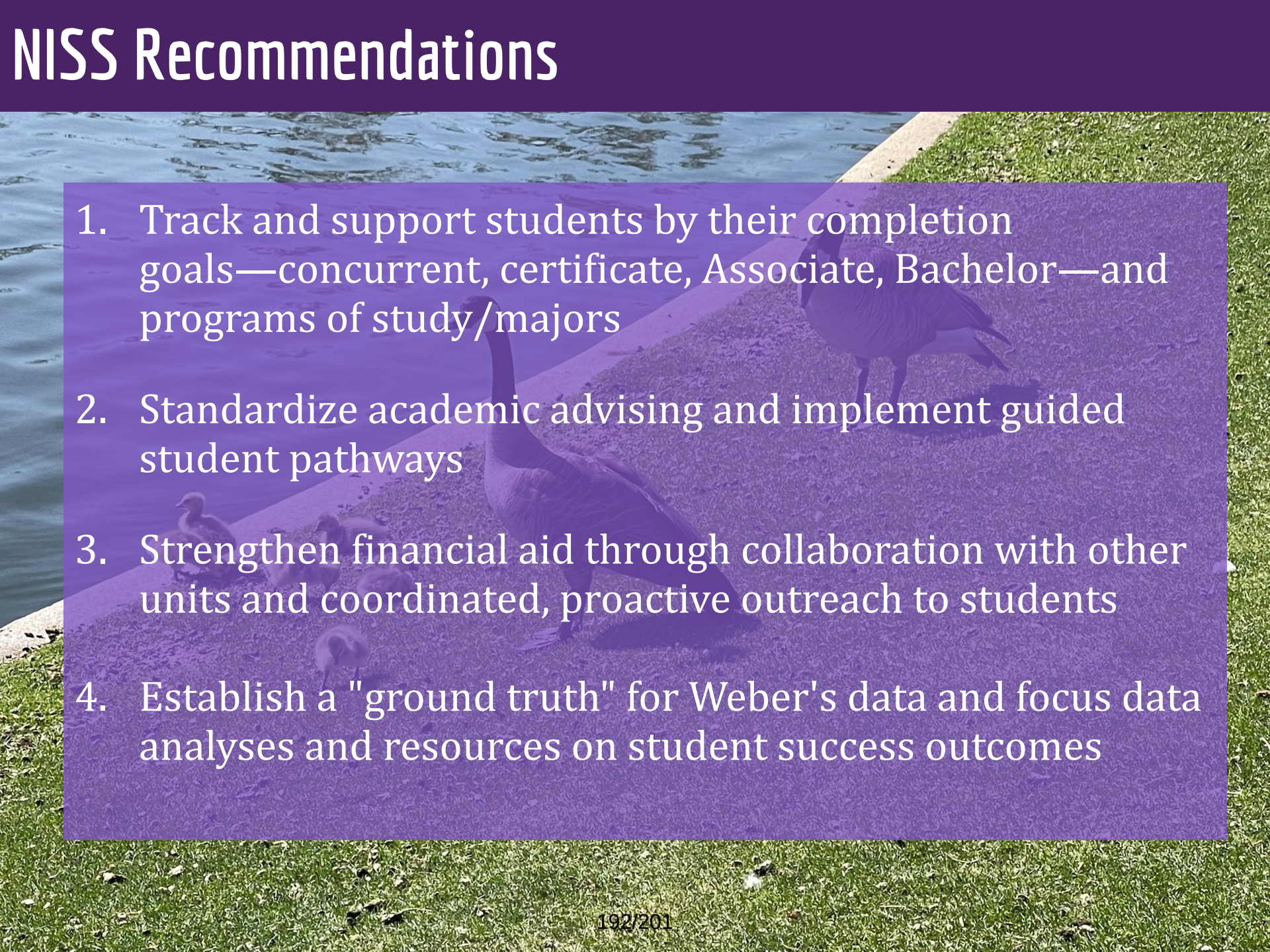
WSU Student Success Playbook Implementation Update- Fall 2023

191/201



WEBER STATE
UNIVERSITY

NISS Recommendations

- 
1. Track and support students by their completion goals—concurrent, certificate, Associate, Bachelor—and programs of study/majors
 2. Standardize academic advising and implement guided student pathways
 3. Strengthen financial aid through collaboration with other units and coordinated, proactive outreach to students
 4. Establish a "ground truth" for Weber's data and focus data analyses and resources on student success outcomes

Better track and support students by their completion goals and programs of study/majors

- Concurrent enrollment functions centralized in summer 2022.
 - One new advisor will be added in 23-24. Junior high outreach will be implemented.
- Mandatory orientation implemented summer 2022.
 - Fall 2024 orientation will be revised to include mandatory advising.
- Organized 12 introductory learning communities for students for a total of 22 communities overall (Fall 2022). Continuing to run 22 communities in 23-24.
- Admissions application revised to capture “still exploring” majors and degree intent.
 - Working to revise the way we capture and communication information with newly admitted students.

Better track and support students by their completion goals and programs of study/majors

- Program of study application to allow students to easily change their major was implemented fall 2022.
- Three transition advisors were hired in fall 2022.
- Implement a common recruitment CRM across campus to streamline communication (Fall 2022 through Fall 2023).
 - Explore options to go to RFP for new CRM tool in 23-24
 - Common admissions application to be implemented 2025.
- Student communication plans being revised by student type (e.g., students directly out of high school, students attending college later in life).
- Exploring options for required first year seminar experience (Fall 2024 pilot) & for career readiness faculty grants (Fall 2023).

Standardize academic advising and implement guided student pathways

- First year, “still exploring” advising in what is now the Student Success Center to allow for a common experience for students was implemented in Spring 2023.
- Increase advising capacity within colleges and in first year advising to reduce advisor to student ratio. Five college advisors hired in fall 2023.
- Identify a lead advisor in each college (Fall 2022).
 - This group has been planning training, career ladders, and common job descriptions.
- Implement transition advisors to assist those returning, transferring, changing majors or not getting into selective programs (Fall 2022 & Fall 2023).
 - This model will be revised to be combined with the Nontraditional Student Center in 23-24 to better serve adult and returning students.
- Implementing MajorFest in spring 2024

Standardize academic advising and implement guided student pathways

Phase 1: First Year Persistence - Fall 2022	Phase 2: Completion - Fall 2022 & 2023	Phase 3: College Advisor Expansion - Fall 2023 & 2024
Continue major and career advising.	Update and utilize long-term academic planning/ grad maps in advising interactions.	College advisors have common job descriptions with 75% of job responsibilities allotted to advising.
Develop common, required training for advisors (inclusive of financial aid, basic needs, etc).	Explore options of experiential major maps.	Common career ladder across all advisors.
Designate lead advisor in each college.	Transition advisors will verify majors of incoming students.	Mandatory first year advising for students.
Develop faculty advisor training in Bridge.		
All advisors utilizing Starfish.		
Hire five exploratory advisors & three transition advisors.	Five college advisors hired in fall 2023.	Three more college advisors hired. Three more transition advisors hired.

Strengthen financial aid through collaboration with other units and coordinated, proactive outreach to students

- Scholarship Universe & Campus Communicator were purchased in fall 2022. The tool will be launched in fall 2023.
- Financial aid data to Starfish screens in summer 2022.
 - ROI data being gathered to add to web pages in 23-24.
- Examine the four year scholarship model to evaluate effectiveness and potentially refine (2023-24).
- FAFSA completion outreach was enhanced including text messaging and FAFSA February marketing.
 - A comprehensive communication and marketing campaign will be launched in 23-24.

Strengthen financial aid through collaboration with other units and coordinated, proactive outreach to students

- A financial aid and scholarship dashboard was launched in spring 2023.
 - A monitoring dashboard will be developed in 23-24.
- A parent communication tool was purchased and implemented in spring 2023. Six family engagement nights were implemented. This included information on how to pay for college. Financial Aid websites are in queue to be updated.
- Exploring innovative grants and aid for students.
 - Cleared balances of students owing \$400 or less.
 - Packing Dream Weber eligible students with funding to include tuition, fees, and books.

Establish a "ground truth" for Weber's data and focus data analyses and resources on student success outcomes..

- Chief Data Officer hired in spring 2023
 - Dr. Ivana Fredotovic
- Areas of emphasis
 - 360 degree view of student
 - Data Governance
 - Data Literacy
 - Data Strategy
- Centralized analysts from across the institution through an Office of Student Success Analytics.

Establish a "ground truth" for Weber's data and focus data analyses and resources on student success outcomes..

- Conceptual information architecture: WSU student life cycle framework
- WSU Data Summit in October
- 'Amplify' strategic plan metrics and goals by college

WSU Upcoming Events 2023

August 2023

Aug. 14–16: Weber State University's Center for Community Engaged Learning and Honors Program host Bowl-a-thon, 9 a.m. to 4 p.m. at The Monarch, 455 25th St., Ogden, UT 84401. The public is invited to create handmade ceramic bowls with the help of experienced potters. Bowls will be sold at a future event to raise money for WSU's Weber Cares Pantry, which supports students experiencing food insecurity. Reserve a time to make a bowl on the [Bowl-a-thon sign up form](#). Register to assist with the event on the [Bowl-a-thon volunteer form](#).

Aug. 21: Back to School Breakfast – Shepherd Union Ballrooms, 8 a.m.
Keynote Speaker Lisa Nunn – Austad Stage, Val A. Browning Center, 10:15 a.m.

September 2023

Sept. 23: Mount Ogden Hike

Sept. 28-29: Diversity Conference, 28th 5:30 p.m. Davis Campus and 29th Ogden Campus 9:30 a.m.

October 2023

Oct. 9-13: Homecoming Week

Oct. 13: Fall National Advisory Committee (NAC) meeting, WSU John A. and Telitha E. Lindquist Alumni Center, 7:30 a.m. – 2 p.m.

Oct. 13: WSU Salutes, Val A. Browning Center, 6:30 p.m.