

Minutes
Weber State University
Board of Trustees
Oct. 11, 2018 – 9:30 a.m.
Betty Hess Lampros Boardroom (MA Room 319)
3850 Dixon Parkway, Ogden, UT 84408

Trustee Members:

Ms. Karla Bergeson
Mr. Marty Carpenter
Ms. Danielle Croyle
Ms. Karen Fairbanks
Mr. Nolan Karras (Chair)
Mr. Scott Parson
Mr. Jordan Slater
Mr. Jeff Stephens

Excused:

Ms. Kearston Cutrubus
Mr. Don Salazar

Weber State University Representatives:

Dr. Norm Tarbox, Interim President, Vice President for Administrative Affairs
Dr. Madonne Miner, Provost
Dr. Brad Mortensen, Vice President for University Advancement
Dr. Brett Perozzi, Vice President for Student Affairs
Dr. Bret Ellis, Vice President for Information Technology
Mr. Richard G. Hill, General Counsel
Ms. Stephanie Hollist, Deputy General Counsel
Ms. Jackie Shafer, Chair, Staff Advisory Committee
Dr. John Kowaleski, Executive Director, Marketing and Communications
Mr. Morris Haggerty, Assistant Attorney General
Dr. Barry Gomberg, Executive Director of Equal Opportunity/Affirmative Action
Mr. Aaron Garza, Deputy Director of Equal Opportunity/Affirmative Action
Ms. Amy Crosbie, Associate Athletics Director
Ms. Sherri Cox, Administrative Assistant, President's Office

Press Present:

No representatives from the press were present

Welcome

Approval,
Ratification of
Meeting Minutes
(Sept. 13, 2018)

Open Meetings
Training

Dean's
Presentation
(Dr. Barry
Gomberg)

(Ms. Amy
Crosbie)

- I. The meeting convened at 9:30 a.m.
- II. Chair Mr. Nolan Karras welcomed those in attendance.
- III. Upon a motion from Mr. Marty Carpenter, with a second by Ms. Danielle Croyle, the Board of Trustees unanimously approved the meeting minutes for Sept. 13, 2018.
- IV. Mr. Morris Haggerty, Assistant Attorney General, gave the attached presentation on Open Meetings Training. Some key points included:
 - 1- A quorum of 6 or more trustees constitutes a public meeting. Without a quorum, no action can take place
 - 2- Public notice and an agenda of meeting must be posted 24 hours in advance with topics, location, time and date.
 - 3- Only topics listed on agenda can be voted on.
 - 4- Members can attend electronically, call in, or link in.
 - 5- Recording/meeting minutes must be posted on public website within 3 days.
 - 6- Rules regarding closed meetings within an open meeting
- V. Dr. Barry Gomberg, Executive Director of Equal Opportunity/Affirmative Action, started by introducing Deputy Director, Aaron Garza and thanking the administration for creating his position in the EO/AA office, thanking other associates he works with and thanking the Board for approving PPM – 3-32.

Dr. Gomberg led a discussion on Title IX using the attached handout, including 14 leading standards in Title IX's enforcement as shown in the attached outline. Other points made included sexual misconduct, sections 5 & 6 on victims and respondents, forthcoming changes to the document, training needs to be conducted annually and programs mandated. WSU is in compliance with Title IX rules.
- VI. Dr. Gomberg introduced Ms. Amy Crosbie, Associate Athletics Director, who gave a presentation on Title IX within the athletics department. Her attached handout included information on different sports at WSU and the year they started for both the men's and women's programs. The following were discussed: three prong test, Title IX's origin, roster management, as well as how the rules pertaining to participation for men's and women's programs equate. All

	athletes and employees are required to take sexual harassment training courses and receive education.
Faculty Report	VII. Dr. Melinda Russell-Stamp gave a faculty report on WSU Growth Mindset Projects. Research focuses on ways to build learning capacity using appropriate praise. Approximately 650 youth in the community are involved with the projects. 35 undergraduate students work 6-8 hours per week learning about and using process praise tutoring and mentoring youth in the community.
WSUSA President's Report	VIII. Student Body President Jordan Slater gave the attached report on WSUSA events: <ol style="list-style-type: none"> 1. Taters with Slater, which enabled student input on topics of interest. 2. More diversity in food options is being requested at the WSU food pantry to include international choices. 3. Suicide Awareness Walk was a success 4. Homecoming Week activities. 5. Campus Connections Conference in New Orleans with 7 student senators. 6. Homecoming Activities <p>Mr. Slater gave a description of the members of the WSUSA cabinet, including the process of selection for positions and their duties. "Fun Fact Friday" introduced as new program on social media.</p>
Written Reports	IX. Chairman Karras acknowledged the President's Report and the Alumni Report, with encouragement from Ms. Danielle Croyle to purchase WSU license plates. No report was submitted by the Staff Advisory Council.
Business Committee Report	X. Scott Parson, chair of the Business Committee, gave the following report with a recommendation to approve the two action items:
Action Items	<ol style="list-style-type: none"> 1. The Audit Committee report given by Mr. Bryce Barker at the Business Committee meeting gave a favorable update of the last audit committee meeting held Sept. 13, 2018. 2. The institutional discretionary funds annual report was also reviewed and discussed.
ACTION	On a motion to approve both reports made by Mr. Scott

	<p>Parson, seconded by Ms. Karen Fairbanks, the Board of Trustees unanimously approved the motion.</p>
Information Items	<ol style="list-style-type: none"> 3. A report was made on Enterprise Risk Management by Mr. Abel Mkina. <ol style="list-style-type: none"> a. Board to be aware of top 12 safety/risk issues b. Free up Board agenda for more open discussion and broader understanding on issues applying to the university 4. A WSU Budget handout was given by President Norm Tarbox outlining an understanding of the sources of revenue at the university and how funding is allocated.
Personnel & Academic Policy Committee Information Items	<p>XI. Ms. Karen Fairbanks, chair of the Personnel and Academic Committee gave the following report:</p> <ol style="list-style-type: none"> 1. Informational items were discussed at the committee meeting. 2. Strategic Enrollment plan by Dr. Bruce Bowen was introduced to committee.
Consent Calendar	<p>XII. Upon a motion by Mr. Scott Parson to approve the Consent Calendar items, with a second by Mr. Jeff Stephens, the motion passed unanimously.</p>
Discussion	<p>XIII. A discussion on open and closed meetings, proper listing of closed meetings on the agenda and procedures to move to closed session ensued.</p>
ACTION	<p>A motion was made by Mr. Scott Parson to move to a closed session for further discussion of one or more of the topics allowed by Utah Code Section 52-4-205, including pending or reasonably imminent litigation. With a second by Ms. Karen Fairbanks, the Board of Trustees unanimously approved the motion. Voting for were: Nolan Karras, Jeff Stephens, Jordan Slater, Scott Parson, Danielle Croyle, Karla Bergeson, Karen Fairbanks, and Marty Carpenter. Voting against: None</p>
Adjourn to Closed Meeting Session	<p>Board of Trustees held a closed meeting session located at: Betty Hess Lampros Boardroom (MA Room 319) 3850 Dixon Parkway, Ogden, UT 84408. Other meeting attendees included: Norm Tarbox, Rich Hill, Stephanie Hollist, Morris Haggerty and Sherri Cox</p>

Reconvene to
Open Meeting

Meeting
Adjourned

After the closed meeting session ended, the open meeting resumed.

With no further items, the meeting came to a close.

BUSINESS COMMITTEE
OF THE
WEBER STATE UNIVERSITY BOARD OF TRUSTEES

A meeting of the Business Committee of the Weber State University Board of Trustees was held at 8:30 a.m., October 11, 2018, in Room 302A, President's Office.

Members present:

Mr. Scott Parson Danielle Croyle Marty Carpenter
Nolan Karras

Weber State University officials present:

Dr. Norm Tarbox	Interim President, VP for Administrative Services
Dr. Brad Mortensen	Vice President for University Advancement
Mr. Steve Nabor	Sr. Associate VP for Financial Services & CFO
Mr. Rich Hill	University Legal Counsel
Mr. Bryce Barker	Director of Internal Audit
Mr. Abel MKina	Director of Risk Management & Special Projects
Mrs. Anita Preece	Secretary

Visitors: None

Excused: Ms. Kearston Cutrubus

Press: None

BUSINESS COMMITTEE MEETING

Minutes

1. The minutes of the meeting held on September 13, 2018, were approved on a motion by Ms. Croyle, and a second by Mr. Carpenter.

Audit Committee
Report

2. Mr. Bryce Barker, Director of Internal Audit, presented the Audit Committee Report. He mentioned that Ms. Andrea Grover, Information Security Manager, provided a report on IT risk assessments, efforts to enhance security, use of DUO, the USHE assessment, data storage, cloud storage and other areas relating to information security. He also mentioned that Mr. Rich Hill, University Legal Counsel, provided updates on university legal matters.

Mr. Barker reported that 3 scheduled audits were conducted in the following areas:

- Office of the Registrar
- Shepherd Union - Administration/Operations/Finance
- Intercollegiate Athletics

Mr. Barker recommended that these audits be left open for a follow-up audit in six months. Mr. Barker also recommended the NCAA Compliance audit be closed.

Mr. Barker provided a summary of the P-Card Annual Report and noted that the main concern found in p-card audits this past year is for statements not being reconciled within 30 days of the

	<p>statement date.</p> <p>Mr. Barker stated that the EthicsPoint complaints received since the last audit committee meeting were reviewed and addressed by the appropriate university personnel. Mr. Barker mentioned that internal controls will be a discussion agenda item for the January meeting.</p>
Motion	3. On a motion by Mr. Carpenter, and a second by Ms. Croyle, the Audit Committee Report was approved.
WSU Institutional Discretionary Funds Report for year ended 6/30/18	4. Interim President Tarbox explained that the Board of Regents Policy R548, Institutional Discretionary Funds Administration and Accountability, defines and governs the use of discretionary funds at each USHE institution. The use of discretionary funds are regulated by the Regent's policy and are subject to an annual audit. The audit has been completed and expenditures for the past year are in compliance.
Motion	5. On a motion by Mr. Karras, and a second by Ms. Croyle, the Discretionary Funds report was approved.
Enterprise Risk Management Update	6. Mr. Abel Mkina, Director of Risk Management and Special Projects, presented an update to the trustees on Enterprise Risk Management. He mentioned that the Risk Control Committee plays an important role at the university. Mr. Mkina reported that the number one top risk is Safety.
	<p>Mr. Mkina mentioned that there have been many milestones and successes the past year. He reported that in August 2018, the University conducted a full -scale multi-agency active shooter scenario exercise. Since safety (active shooter) is the top risk facing the University, this gave WSU an opportunity to exercise our plan, assess our performance, and identify areas for improvement. Participants in the exercise included Ogden Police and Fire, Metro SWAT and Civil Disorder Unit, Weber County Sheriff, and Roy City Police.</p> <p>Mr. Mkina mentioned that increasing costs of compliance, mitigation and risk transfer efforts continue to be a significant challenge. As we look to FY2020, property, liability, auto, cyber, and other insurance policies premiums are expected to increase. Mr. Karras praised and thanked Mr. Mkina on the good work that the Risk Control Committee is doing.</p>
Special Topics for Committee for FY19	7. Interim President Tarbox mentioned that the trustees were asked what special topics they would like discussed at the Trustees

meetings during FY19. The following topics slated for discussion in the Business Committee include: Space Utilization, Operating Budget Deeper Dive, and Enterprise Risk Management update. Interim President Tarbox asked the trustees if they had any other topics that they would like to discuss. The following are a list of topics that the trustees would like to discuss further:

- Gang Solutions (January)
- Placement Data (starting salaries and career services available to Alumni)
- Certificates (what is offered at WSU)
- Micro Credentials - Minors that are industry related
- Strategic Workforce Initiatives
- K-16 Alliance

WSU Introduction to
Budgeting

8. Interim President Tarbox mentioned that he would explain WSU Budgeting in small doses a few times a year at the trustees meetings. He distributed a handout, "Popping the Lid off the Budget." He explained that this chart outlines sources of funding, uses, and decision making. He also discussed the Budget Guiding Principles with the Business Committee.

Trustee Karras suggested that the new trustees should get a copy of this handout as part of new trustee training.

Consent Items

9. On a motion by Mr. Karras, and a second by Ms. Croyle, the following consent items were approved:
- Financial Report (August)
 - Monthly Investment Report (August)
 - WSU Institutional Residence Annual Report

Adjournment

10. The meeting adjourned at 9:35 a.m.

Board of Trustees
Personnel and Academic Policy Committee
October 11, 2018

Members present: Karen Fairbanks, Jeff Stephens, Madonne Miner, Jordan Slater, Brett Perozzi
Guests: Bruce Bowen, Eric Amsel

1. Personnel Changes were presented to the committee.
2. The following Early Retirement Request was approved by the committee:
Kathy Lee Rhodes, Shipping and Receiving Purchasing Support Services, Total Early Retirement 11/30/2018
3. Presentation to the committee by Dr. Bruce Bowen on the Strategic Enrollment Plan.

Utah Open and Public Meetings Act

Utah Code
52-4-101
et. seq.

Why are you here?

- ▶ **52-4-104 Training:** The presiding officer of the public body shall ensure that the members of the public body are provided with annual training on the requirements of this chapter.
- ▶ A public body is any administrative, advisory, executive, or legislative body of the state or its political subdivisions that:
 - ▶ is created by the Utah Constitution, statute, rule, ordinance, or resolution;
 - ▶ consists of two or more persons;
 - ▶ expends, disburses, or is supported in whole or in part by tax revenue; and
 - ▶ is vested with the authority to make decisions regarding the public's business.

§52-4-102 Declaration of Public Policy

- (1) The Legislature finds and declares that the state, its agencies and political subdivisions exist to aid in the conduct of the peoples business.
- (2) It is the intent of the Legislature that the state, its agencies and its political subdivisions : (a) take their actions openly; and (b) conduct their deliberations openly.

In other
words:

You are conducting
the people's
business so you
should do so in full
public view of the
people.



When do you have to have an open meeting?

- ▶ Meeting means a convening of a public body ... **with a quorum present**, including a workshop or an executive session, whether in person or by means of electronic communications, for the purpose of discussing, receiving comments from the public about, or acting upon a matter over which the public body or specific body has jurisdiction or advisory power.
- ▶ “Meeting” does not mean a chance gathering or social gathering.

What has to occur before we have a meeting?

- ▶ Public notice at least 24 hours before each meeting including
 - ▶ the date, time and place of the meeting
 - ▶ Include an agenda that lists specific topics to be considered
 - ▶ Be posted in specified places including the Utah Public Notice Website
 - ▶ And be provided to a newspaper or local media correspondent
 - ▶ Encouraged to provide electronic notice
- ▶ You may call an emergency meeting with less than 24 hours' notice "to consider matters of an **emergency** or **urgent nature**" if you give the best notice practicable.





Welcome to the Utah Public Notice Website: Your central source for all public notice information in Utah

Find a Notice

Advanced Search

First select your Government, then the entity and then finally the Body. Results will appear below.

Government ?

- State
- County
- Cities
- Schools
- Special Districts
- Higher Education
- Interlocal
- Courts

Entity ?

- Utah State Board of Regents - Utah System of Higher Education
- Utah System of Technical Colleges--Board of Trustees

Body(s) ?

- University of Utah Research Foundation Board (UURF)
- Utah State University--Board of Trustees
- Utah Valley University - Board of Trustees
- UVU Foundation Board
- Weber State University--Board of Trustees
- WSU Research Foundation Board of Directors

Please note: Results for the browse search are limited to the last 6 months. To do a full archive search use the advanced search.

Subscribe to this Body

Browse Weber State University--Board of Trustees Results

Notice	Event Date	Status	Attachments
Board of Trustees Executive Committee Meeting	12/12/2017	Scheduled	12-12-17 Exec Committee.mp3 Audio Recording Added: 2017/12/12 04:53 PM Trustees Exec. Minutes 12-12-17 .pdf Meeting Minutes Added: 2018/01/03 11:39 AM
			WSUDec2017Trustees.mp3 Audio Recording

A public notice that is required to include an agenda under Subsection (1) shall provide reasonable specificity to notify the public as to the topics to be considered at the meeting. Each topic shall be listed under an agenda item on the meeting agenda.

At the discretion of the presiding member of the public body, a topic raised by the public may be discussed during an open meeting, even if the topic raised by the public was not included in the agenda or advance public notice for the meeting but

A public body may not take final action on a topic in an open meeting unless the topic is listed under an agenda item and included with the advance public notice required by this section.

You can attend a meeting electronically

- ▶ You can meet by phone, video or otherwise if you adopt a rule governing electronic meetings.
- ▶ You still must give public notice of a meeting including notice to members of the board so they may participate electronically.
- ▶ Establish an anchor location where you would normally meet and allow the public to attend there.





'Hang on a sec...I don't remember this being scheduled as a **video** conference call.'

What happens at the meeting?

1

Written minutes must be kept and a recording.

2

Minutes must be available to the public within 30 days.

3

Recordings must be posted on the public meetings website within 3 days.



§52-4-204 Closing Meetings

- IS THERE A PROCESS TO CLOSE MEETINGS?
- YES, 52-4-204
 - A Quorum must be present.
 - Two-thirds of the body must vote to close the meeting.
 - The body must first hold a public meeting with proper notice before entering into the closed meeting.
 - The body must publicly disclose:
 - The vote by name of each member for or against entering into the closed meeting
 - The reasons for holding the closed meeting
 - Location of the closed meeting



When may a meeting be closed?

- (a) Discussion of the character, professional competence, or physical or mental health of an individual;
- (b) strategy sessions to discuss collective bargaining;
- (c) strategy sessions to discuss pending or reasonably imminent litigation;
- (d) strategy sessions to discuss the purchase, exchange, or

lease of real property, including water shares, if public discussion of the transaction would: disclose the appraisal or estimated value of the property under consideration; or prevent the public body from completing the transaction on the best possible terms;

(e) strategy sessions to discuss the sale of real property, including any form of a water right or water shares, if same as above;

(f) discussion regarding deployment of security personnel, devices, or systems;

(g) investigative proceedings regarding allegations of criminal misconduct....



A meeting generally does not have to be closed, it is discretionary.



You cannot take final action in a closed meeting, you must return to an open meeting and take a public vote.

Penalties:



Any final action is
voidable within 90 days



It is a class B misdemeanor
to knowingly or
intentionally violate the
provisions of the Open and
Public Meetings Act.

WEBER STATE UNIVERSITY
BOARD OF TRUSTEES

TITLE IX UPDATE
October 10, 2018

Presented by Barry Gomberg
Executive Director Affirmative Action/Equal Opportunity

I. WHAT IS TITLE IX:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX applies to institutions that receive federal financial assistance from the U.S. Department of Education, including state and local educational agencies. These agencies include approximately 16,500 local school districts, 7,000 postsecondary institutions, as well as charter schools, for-profit schools, libraries, and museums. Also included are vocational rehabilitation agencies and education agencies of 50 states, the District of Columbia, and territories and possessions of the United States.

II. WHAT ARE THE LEADING ISSUES IN TITLE IX ENFORCEMENT TODAY?

- A. Department of Education *Possible* Changes (mandatory vs. permissive):
1. Expanded "interim measures" (mandatory) OK
 2. Equity in interim & "permanent" support measures (mandatory) OK
 3. Equity in investigations (mandatory) OK
 4. Presumption of "innocence" (mandatory) OK
 5. *Victims & perpetrators can request exchanges of information* (mandatory)
 6. *Victims & perpetrators can cross-examine each other* (mandatory)
 7. Who can appeal findings and sanctions (semi-mandatory) OK
 8. Narrower definition of Sexual Harassment (permissive?) OK
 9. Burden of proof (permissive) OK
 10. Informal processes such as mediation may be used to resolve sexual misconduct claims, including sexual assault (permissive) OK
 11. More flexible timelines for sexual assault investigations (permissive) OK
 12. Only formal complaints must be investigated (permissive) OK
 13. Only incidents on campus or within University programs must be investigated (permissive) OK
 14. Lower OCR standard for institutional response (n/a) OK
- B. Title IX minimum standards vs. standards for institutional policy
- C. Training for prevention (NASPA *Culture of Respect*)

III. HOW WSU ADDRESSES THESE ISSUES WITH BEST PRACTICES

The Title IX Coordinator	<ul style="list-style-type: none"> • Roles include: <ul style="list-style-type: none"> ○ Ensuring Title IX compliance ○ Coordinating investigations & ○ Looking for systemic issues • Must avoid conflicts of interest in roles • Contact information must be broadly disseminated
Notice of Nondiscrimination	<ul style="list-style-type: none"> • Must clearly prohibit sex discrimination • Should prohibit sexual harassment and violence • Must be distributed widely on an annual basis • Use multiple media to disseminate • Must be easily accessible to the University community
The Title IX Self-Evaluation Requirement	<ul style="list-style-type: none"> • Areas covered by Title IX include: <ul style="list-style-type: none"> ○ Admission to all classes & programs with limits on single-sex education ○ Counseling, guidance & career education, ○ Athletics, ○ Pregnancy & parenting restrictions ○ Institutional discipline practices & ○ Employment • To the extent policies and procedures do not comply with the requirements of Title IX, the University should: <ol style="list-style-type: none"> 1) Modify the policies and procedures to bring them into compliance, and 2) Take appropriate steps to remedy any discrimination that resulted from these practices. • Educational institutions should document the evaluation and any required modifications.
Equitable Grievance Procedures	<ul style="list-style-type: none"> • <u>Both</u> the complainant and respondent have the same rights to: <ol style="list-style-type: none"> 1) Adviser of choice (may be an attorney) being present 2) Present evidence directly and/or through witnesses, 3) <i>All parties may request evidence of each other and cross-examine each other</i> 4) Timely access to information 5) Participation in proceedings where testimony is presented 6) Receive final decision in writing at same time 7) No requirement of non-disclosure 8) Appeal rights

<p>The Discrimination and Harassment Policy</p>	<ul style="list-style-type: none"> • Must include a clear explanation of prohibited conduct, with definitions and examples • Must address conduct of students, employees and others • "Responsible employees" must report • Both victims & third parties should report • Should encourage early reporting • Complaint procedures should be clear and accessible • Clear descriptions of what may provide the basis for a complaint • What to do if students have been the victim of sexual harassment or sexual assault • Should provide both informal and formal procedures (Mediation can be appropriate for complaints involving sexual violence) • Where complaints can be directed (with a bypass if person who normally receives complaints is the alleged harasser) • Protections of confidentiality, to the extent possible • Assurance of prompt, thorough and impartial investigations • Hearings, if used, must be even-handed (if accused gets to have an attorney, the accusing student must have that option) • Encouragement for students and employees to cooperate with the investigation process • Consideration of "balanced" actions, when necessary, to prevent further discrimination or harassment (e.g., no-contact orders, changing academic or extracurricular schedules, etc.) • A commitment to take prompt corrective action • A description of the possible disciplinary measures • Assurances of protection against retaliation for making a good-faith harassment complaint
<p>Supportive Measures</p>	<ul style="list-style-type: none"> • Should provide non-disciplinary individualized services that are nonpunitive, time-limited and narrowly tailored to keep students in school, such as: <ul style="list-style-type: none"> ○ Changes in class schedules ○ Campus escort services, mutual restrictions on contact between the parties ○ Changes in housing ○ Leaves of absences ○ Increased security and monitoring

<p>Training should be:</p>	<ul style="list-style-type: none"> • Mandatory with attendance recorded and preserved • Enforced • Trauma-informed • Integrated into and targeting existing structures • Culturally and age appropriate • Annually throughout students' & employees' tenure • Assessed
<p>Training for students and employees should include:</p>	<ul style="list-style-type: none"> • How “unwelcome conduct” and “hostile environment” are analyzed • Bystander intervention skills and empowerment opportunities • The substance of policies prohibiting harassment and discrimination • The evidentiary standard used in investigations and hearings • Coverage that includes all students, employees and visitors against harassment and discrimination • Definitions with examples of the prohibited behaviors; • Procedures for reporting discrimination and harassment • How to prevent discrimination and harassment, and • The definition of retaliation and the fact that it is illegal following the reporting of a discrimination or harassment or other “protected activities” such as third-party reports, supporting an alleged victim, opposing practices prohibited by policy or law • All should demonstrate understanding of key concepts and policies.
<p>Employee training is most critical for:</p>	<ul style="list-style-type: none"> • Personnel who address sexual violence complaints • Administrators and other supervisors (they need to demonstrate support for the training) • Others likely to receive reports of discrimination and harassment • Part-time & “casual” employees need to be exposed to policies in these areas, even if they are not required to attend “in-class” sessions.

WEBER STATE

TITLE



PARTICIPATION ATHLETICS SCHOLARSHIPS TREATMENT

PARTICIPATION – 3 PRONG TEST

- 1) Participation Proportionate to Full-Time Undergraduate Enrollment
- 2) Continued Program Expansion for the Underrepresented Sex
- 3) Fully and Effectively Accommodate the Underrepresented Sex

WEBER STATE HISTORY OF SPORTS

M 1962 W 1974	M 1962	M 1963 W 1982	M 1964 W 1979	M 1964 W 1979	M 1965 W 1979	W 1974 W 2010	W 1974	W 1996

* Dropped Sports: Baseball ('74), Swimming ('74), Gymnastics ('79), Wrestling ('88), Softball ('83)

ATHLETICS SCHOLARSHIPS

Provide male and female athletes with athletic scholarship dollars proportionate to their respective rates of participation.

EQUITABLE TREATMENT

Equipment & Supplies ♦ Scheduling of games & practice ♦ Travel & Per Diem ♦ Coaching & Academic Tutoring Compensation ♦ Locker Rooms, Practice, & Competitive Facilities ♦ Medical & Training Facilities/Services ♦ Housing & Dining Facilities/Services ♦ Publicity ♦ Recruitment

TITLE IX INITIATIVE HIGHLIGHTS

<ul style="list-style-type: none"> • Expansion of Women’s Track Locker Room • Addition of Marquardt Field House • Lights at soccer field • Bleachers at soccer field • Full books for SB & SOC • Increased flight trips for softball • Added indoor golf practice facility 	<ul style="list-style-type: none"> • Added 3rd Asst. for SB • Added 1 FTE to athletic training staff • Added 1 FTE to strength & conditioning staff • Added Dir. of Player Development for golf • Added 1 FTE to academic staff • Replaced lights at stadium 	<ul style="list-style-type: none"> • Bid for the 2018 BS Soccer Championships • Summer aid for all student-athletes • Upgrades in MB & WB locker rooms • Increased adidas promo money for all women’s sports • Upgraded score board in Dee Events Center 	<ul style="list-style-type: none"> • Supported WB & SB in Non-NCAA post season • Made improvements to SB field • Secured NCAA Grant for student-athlete development • Re-surfaced tennis courts • Remodeled volleyball coaching offices
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MINDSET (CAROL DWECK)

- Growth Mindset: The Belief that people can change their intelligence through effort, practice, & using the right strategies.



My intelligence
can improve if I
work hard!

- Fixed Mindset: The belief that people are born with a certain amount of intelligence or talent that cannot be changed.



I just didn't inherit
the math gene.

Developing Growth Mindset:

- Instruction (article *You Can Grow Your Intelligence, neural demonstration*)
- *Process Praise rather than Ability Praise*

Blackwell, L.S., Trzesniewski, K.H. & Dweck, C.S. (2007). Implicit Theories of Intelligence Predict Achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246-263.

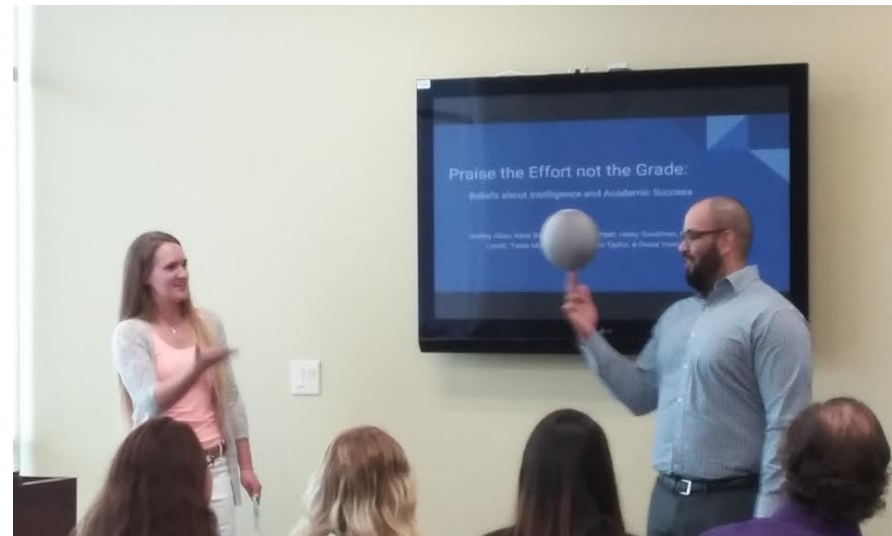
WSU GROWTH MINDSET PROJECT (2016-2018)

35 WSU Psychology students (6-8 hours per week)



Hendricks, A. (Spring, 2016) Do You Tell Your Kids They're Smart? WSU Alumni Magazine

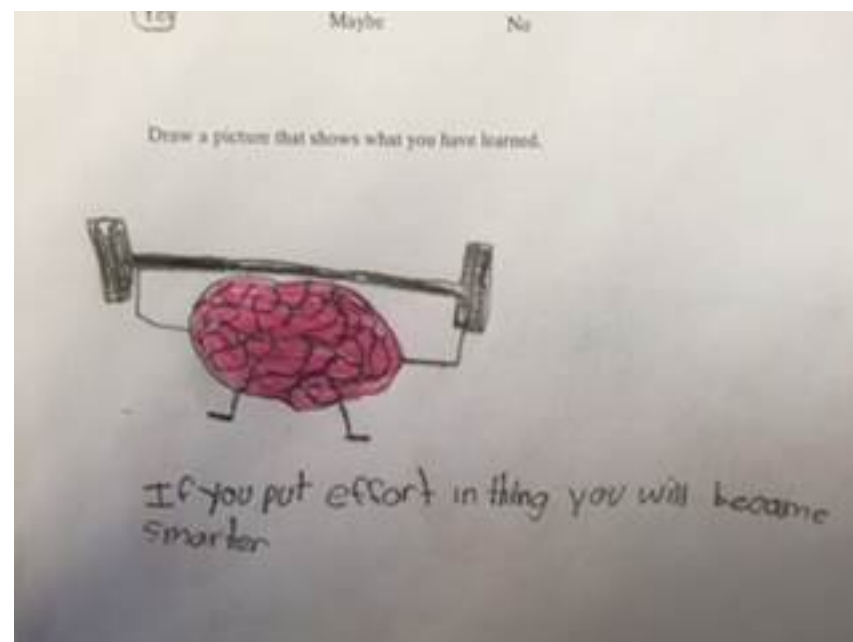
Classroom Activities & Demonstrations



Campus Visits (funded by Hall Grant)

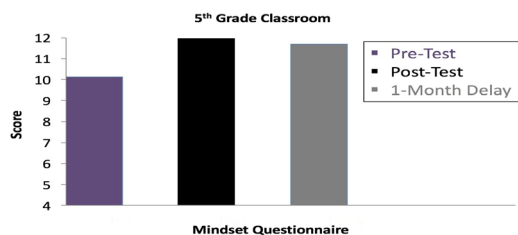
WSU GROWTH MINDSET PROJECT

- Approximately 650 youth
- Sites: Washington Terrace Elementary (Third Grade Classroom, Fifth Grade Classroom, entire school), Mount Ogden Junior High (8th grade math), Youth Impact After-School Program, James Madison Elementary (Fifth Grade class)
- Programs: Latinos in Actions (WSU, 2016), Summer Bridge Program (WSU, 2016-2018), WSU Prep Program (WSU 2016-2018)



WSU GROWTH MINDSET PROJECT

Benefits to Community



- Teacher & Student Report
- Teacher observations
- Pre-Post Test (Booster Sessions Warranted)
- Applications

Benefits to WSU Students

- Application to self
- Community Research
- Presentation Skills (Staff Trainings, Parents, RMPA, Research Symposium, CECL)
- Extended involvement in community
- Career Decision-making

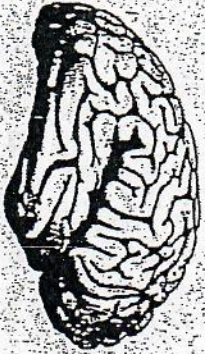
You Can Grow Your Intelligence

New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb--and stays that way for life. But new research shows that the brain is more like a muscle--it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

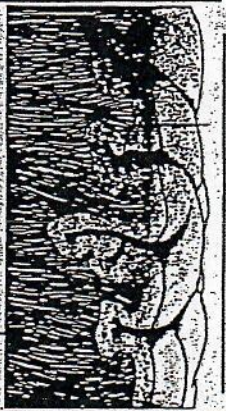
Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"

But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.



Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

1



A Section of the Cerebellum (www.thelibrary.com)

When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then things that you once found very hard or even impossible to do--like speaking a foreign language or doing algebra--seem to become easy. The result is a stronger, smarter brain.



A Typical Nerve Cell

How Do We Know the Brain Can Grow Stronger?

Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out

that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how get along with the other animals.

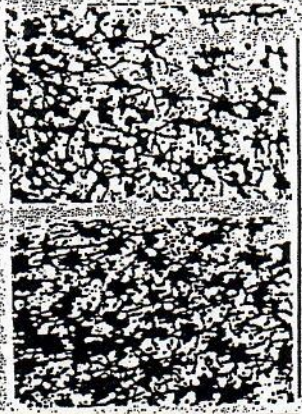
These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys.

The animals who were exercising their brains by playing with toys and each other were also "smarter"--they were better at solving problems and learning new things.

Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cages with younger animals and new toys to explore, their brains grew by about 10%!

2





Nerves in brain of animal living in bare cage. Brain of animal living with other animals and toys.

Children's Brain Growth

Another thing that got scientists thinking about the brain: growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first few years of life. How do they do this?

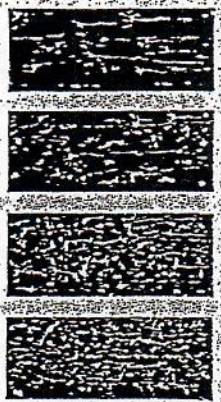
The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard!

Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds. Then, words start coming. And by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don't forget it. The child's brain has changed—it has actually gotten smarter.

This can happen because learning causes permanent changes in the brain. The babies' brain cells get larger and grow new connections between them. These new, stronger connections make the child's brain stronger and smarter, just like a weightlifter's big muscles make them strong.



Newborn 3 months 15 months 2 years
Development of nerve cells in the brain from birth to 2 years old. The nerve cells grow both in size and in number of connections between them.

something that grownups find very hard to do. They just need to build up their "reading muscles" too.

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete you have to exercise and practice. By practicing you make your brain stronger. You also learn skills that let you use your brain in a smarter way—just like a basketball player learns new moves.

But many people miss out on the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

The Real Truth About "Smart" and "Dumb"

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't solve math problems, or spell a word right, or read fast—even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things—because their brain "muscles" have gotten stronger!

The students everyone thinks is the "smartest" may not have been born any different from anyone else. But before they started school, they may have started to practice reading. They had already started to build up their "reading muscles." Then, in the classroom, everyone said, "That's the smartest student in the class."

They don't realize that any of the other students could learn to do as well if they exercised and practiced reading as much. Remember, all of those other students learned to speak at least one whole language already—





A) UPDATES

- 1) Taters with Slater
 - a. More tutors for upper division math classes. (More well known for the ones we already have)
 - b. Drop-In tutor for Chemistry Majors (Verses 2-day appointment scheduling)
 - c. Tutors and Aids for the Engineering Program
- 2) Diversity Conference
- 3) Resolution was passed in Student Senate for the WSU Food Pantry
- 4) Suicide Awareness Walk
- 5) Campus Connections Conference: New Orleans



B) UPCOMING EVENTS

- 1) Homecoming!
 - a. Sunday Morning: Paint the Town
 - b. Monday: Pep Rally
 - c. Tuesday: Casino Night
 - d. Friday: Homecoming Dance
 - e. Homecoming Football Game// Tailgate w/Backseat Lovers

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WSUSA PRESIDENT

LIVVY WILKES
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CHOI**
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**KATIE
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ORGS VP

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HEALTH

**LIVVY
WILKES**
CHIEF OF
STAFF

WSU FY20 Budget Guiding Principles

1. Affordability Compact

- Maintain low tuition levels while encouraging legislative commitment to higher education
- Keep WSU affordable to low-income families through Dream Weber and other programs

2. Internal Efficiencies/Reallocations

- Seek first internal sources for current organizational budgetary needs

3. Quality Faculty and Programs

- Encourage quality teaching, research, scholarship through incentive pay for faculty
- Build and support academic programs that address regional economic development needs

4. Student Success

- Increase the availability of necessary courses to graduation
- Increase and improve academic advising
- Target at-risk students early and provide adequate support for success

5. Access and Support for Underrepresented Groups

- Connect with local minority communities and build high-school to college bridges
- Increase tutoring resources for educationally disadvantaged populations

6. Budget Maintenance

- Cover mandated cost increases
- Provide competitive compensation increases for employees
- Optimize fringe benefit programs

7. Recruiting

- Establish student recruitment as an institutional core-competency



WEBER STATE
UNIVERSITY

changing minds

Popping the Lid off the Budget

WSU Budget At A Glance

Sources, Uses, and Decision-making

-----Appropriated Budget-----

-----Non-Appropriated Budget-----

Primary Sources	Tax Funds	Tuition	Gifts / Grants	Cost Recovery	Student Fees	Discretionary	One-time
Origin of Funding	Legislature	Students / Legis.	Federal Agencies State Agencies Donors	Sales, Fee for Service, Fee for Materials, Rentals	Students	Unrestricted Interest and Gifts	Unbudgeted Tuition
Decision Making	"Base Plus" New money directed by legislature Regents also direct spending Trustee review Mandates		Donor Restricted Contractual	Program decisions Cover Cost Regent policies Trustee review Annual Reporting	Std. Fee Comtee. Trustees review Regent review Regent policies	Regent Policy Trustees review Annual audit	President's Council
Types of Uses	Instruction Instructional Support O&M Capital Expenditures Administrative Support		Financial Aid Endowment Federal Grants State Grants	Auxiliaries Service Enterprises Course Fees Self Support Facility Rentals	Activities Union Building Athletics Student Services	Emergencies Scholarships Recognition Campus Imprvmts. Conference Center	One-time only Copping w/ growth Emergencies Campus Imprvmts. Offset Bud Cuts
Percent of Overall Budget	26%	24%	23%	20%	5%	1%	1%



President's Report

WSU Board of Trustees Oct. 11, 2018

1. Weber State University has been identified as one of Healthcare Administration Degree Program's Top 15 Bachelor's in Long-Term Care Administration 2018-2019. In our recent ranking, Weber State University is ranked as #11. The ranking is based on NAB and AUPHA accreditation and affordability using information gathered from the NCES College Navigator Database. The editors of the publication were also impressed when they noticed that the University provides so many opportunities for networking, professional development, and hands-on experience. Congratulations to Dr. Pat Shaw and Company!
2. **College Consensus**, a unique new college review aggregator, has recognized Weber State University in our survey of the *Most Affordable Colleges and Universities for 2018*. Affordable tuition means more students earning their degrees, especially students from marginalized and underrepresented backgrounds, as well as working adults. The College Consensus ranking of the *100 Most Affordable Colleges & Universities* brings students' attention to the institutions that combine proven quality with reasonable costs. Only schools with enough publisher rankings and student reviews to qualify for a College Consensus score were considered for this ranking.
3. Ninety-five new Wildcats met other incoming students, learned about Weber State University from seasoned WSU Peer Mentors, and discovered what Utah has to offer via the "Experience Weber Overnight Adventure" at Pineview Reservoir Aug. 23-24. The department of Campus Recreation, led by the Outdoor Program, facilitated water activities (stand-up paddle boarding/kayaking/canoeing/inflatable slide), campsite sports/games (volleyball/spike ball/Kan Jam/Giant Jenga/corn hole), cooking out and camping, providing these newest Wildcats with friendships and memories that have them very excited to be attending Weber State University. **Experience Weber** is in its fourth year, and once again this year we had the added benefit of ~10 faculty and staff guests who interacted with the incoming students during dinner, answering questions about academic curriculum as well as services available for students.
4. The 14th Annual **Wildcat Block Party**, with the President's Purple Pancakes, to kick off the school year was held August 31. This year's theme was "Saved by the Bell Tower." The block party is a chance to celebrate campus organizations, as well as educate

students and community about how to get involved in University activities. More than 150 groups sponsored booths for the event.

5. The 5th Annual Allen Holmes Diversity Symposium was held on Tuesday, September 18 at Weber State University's Ogden Campus. The theme was "It's Not All in Your Head: Mental Health, Identity, and Athletics" with keynote, Chamique Holdsclaw, former WNBA player. More than 500 participants were engaged during two events including all WSU student athletes.
6. The **Student Services Expo** took place on September 19. This is an annual event geared towards introducing and inviting students to tutorship programs, services, and other resources available to them for free through student fees. There were 29 departments within the Student Affairs Division that participated.
7. Weber State Police and the Office of Access & Diversity hosted the third annual **Eddie's Barbeque**, an event that provides a safe space for participants to talk about policing and race relations, on September 22. The event's purpose is to build strong and trusting relationships between the Weber State Police Department and our community as a whole. The BBQ is a casual setting where those in attendance heard about the steps campus and community police departments are taking to ensure fairness and reduce bias. The barbeque also provided students an opportunity to explore law enforcement as a viable career option by learning about the job from current professionals.
8. Weber State University's Office of the President and Browning Presents! sponsored Dolores Huerta's visit on Tuesday, September 25 for Hispanic Heritage Month. Ms. Huerta is a civil rights activist, labor leader and community organizer who spoke to a packed audience in the Shepherd Union Ballrooms. Her speech, "Hispanics: One Endless Voice to Enhance Our Traditions," drew an audience from all corners of the state and increased our reach in multicultural communities.
9. The annual Graduate School Fair was held on September 26th in the ball rooms and atrium with 114 graduate schools from local and national universities attending. Students had the opportunity to connect with graduate programs they would like to attend and find out information on when, where and how to apply to their preferred programs.



Weber State University Alumni Association President's Report
WSU Board of Trustees
Summer 2018

➤ **Alumni Event**

WSU Lagoon Day 2018 was a success, with over six hundred attendees. We included free ice cream vouchers for dues-paying members and their guests. Along with the greater discount, the ice cream served as an additional incentive to join the association and have the best experience being offered. Wood-grain Alumni Association sunglasses were the give-away this year. Well received by guests, they were a great visual throughout the park during the day. A large terrace was reserved so guests had a common space to gather and enjoy their picnic lunches. When handing out tickets, it was nice to direct guests to a place they were able to unload coolers and picnics before enjoying the day.

➤ **WSUAA Membership**

Total Membership: 1,673

Lifetime: 554

Phone: 234

General: 879

GRAD: 6

➤ **Membership**

Alumni Relations and Continuing Education have formed a partnership to allow WSUAA dues-paying members to have priority registration on all Community Education courses. Additionally, CE has consulted with Alumni Relations to discuss new programming that would appeal to our alumni. New spring 2019 will be some travel options, mimicking study abroad, but on a smaller scale. Instead of 3-4 week trips geared toward degree seeking students, they will offer two-three day, one week, and some international trips that would be accessible to a greater audience. Priority registration and CE travel options will be available fall 2018 and spring 2019.

➤ **Reunions**

The WSU Band and Jazz Reunion committee met in July and August and has decided to grow the annual Homecoming reunion to include the orchestra, alumni singers, jazz singers, jazz band, concert choir, chamber choir and other groups. The committee decided on the title, "Weber State Music Reunion" and a first-ever "Music Reunion Concert" is being planned for Spring 2018. WSU jazz and band reunion events will still take place during Homecoming 2018 and were advertised in the Wildcat Alumni Newsletter in August 2018.

➤ **Emeriti**

At the Aug 1, meeting the Emeriti Alumni Council asked Dr. Brad Mortensen to speak to the council. On Aug 7, the Emeriti Alumni Executive Council participated in the Alumni Accreditation Review. On Aug 9, the Council attended the WSU Board and Council kick-off meeting. On Aug 27-28, EAC participated in the Ask A Wildcat back-to-school event where they directed students and helped orientate them with the campus.

➤ **Young Alumni Council**

The Young Alumni Council voted on the 2018-2019 Presidency and auxiliary leadership in July 2018. The roles of the Presidency were confirmed in August 2018. Most council members attended the WSUAA Board and Council Kick-off on Thurs., Aug. 9.

➤ **Regional Alumni Networks**

Regional Alumni Network events included the following. July 19, we had WSU night at the Waterfront at Snake River Landing. We partnered with United Way of Idaho and ask our Alumni to bring hygiene items to donate. Two of our Development Directors attended the event and were able to connect with over 20 of our Alumni in Idaho. On Aug 10, we had WSU night with the Bees. This was a successful event with over 300 of our Alumni in attendance. On Aug 18, we traveled to Seattle for WSU night at the Seattle Mariners. We had over 70 of our Alumni in attendance at this event. Two of our Development Directors and Jason Nelson Assistant Direction of Alumni Relations attended.

WSU Alumni Golf Classic will be June 7, 2019.

➤ **Student Alumni Association**

The SAA Council hosted 350 students at WSU's Annual "Block Party" on Fri., Aug. 31. All students were encouraged to submit Homecoming 2018 Royalty nominations. Participants were given a pair of "Color Dash" purple sunglasses, or a cinch sack, and were entered to win a WSU Alumni prize pack, which included a \$50 Wildcat Store gift card. Along with more than 150 nominations, the SAA received contact information for more than 200 students on campus. The SAA Council met in July and August.



VOLUNTEER

Formally defined and rewarding volunteer roles that are endorsed and valued by the institution and support its mission and strategic goals.

FINANCE & GOVERNANCE COMMITTEE

- Board of Directors
- Emeriti Council
- Graduates of the Last Decade

GOAL:

Act as Influencers & Ambassadors for WSU & WSUAA

Strategy 1:

Provide volunteer opportunities on campus and in the community

Strategy 2:

Ensure volunteers are well informed about their roles and the impact they will have

Strategy 3:

Provide opportunities for volunteer reflection and recognition

Strategy 4:

Volunteers provide oversight for strategic goals and finances



EXPERIENTIAL

Meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements and strengthen its reputation.

GOLF & EVENTS COMMITTEE

- Student Alumni Association
- Special Interest Groups
- Association Events

GOAL:

Provide alumni and students with experiences tied to the University

Strategy 1:

Producing events for local and regional alumni

Strategy 2:

Combining resources and establishing partnerships for alumni events and opportunities

Strategy 3:

Increase participation at alumni events

Strategy 4:

Connect students and alumni with opportunities at the University



PHILANTHROPIC

Diverse opportunities for alumni to make philanthropic investments that are meaningful to the donor and support the institution's mission and strategic goals.

STUDENT RELATIONS & SCHOLARSHIP COMMITTEE

- Annual Giving
- Cat2Cat Student Scholarships
- WSUAA Scholarships

GOAL:

Create a culture and tradition of giving

Strategy 1:

Increase donor participation rates

Strategy 2:

Increase donor retention rates

Strategy 3:

Identify purposeful segmentation of giving groups

Strategy 4:

Promote our philanthropic successes



COMMUNICATION

Interactive, meaningful and informative communication with alumni that supports the institution's mission, strategic goals and reputation.

COMMUNITY RELATIONS COMMITTEE

- Regional Alumni Networks
- Membership Program
- Marketing/Data

GOAL:

Inform and influence alumni to increase engagement

Strategy 1:

Establish & promote networks to connect alumni regionally

Strategy 2:

Expand the collection of comprehensive constituent data

Strategy 3:

Educate alumni with information about services and programs that support their interests

Strategy 4:

Increase member acquisition

Drive with Pride

For only \$25 a year, you can help fund WSU student scholarships and flaunt your Wildcat pride!

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Name of registered owner: _____

Mailing address: _____

Phone number: _____ Current plate number: _____

Vehicle year: _____ Vehicle Make/Model: _____

I authorize the Utah State Tax Commission to change/update my current license plate to a WSU collegiate plate.

Signature: _____ Date: _____

Please select one of the following:

- \$45 I am purchasing a WSU plate for the first time. (\$25 contribution; \$20 special plate fee)
- \$20 I am replacing a previously purchased WSU plate (\$20 replacement fee)
- \$20 I am replacing a personalized, previously purchased WSU plate (\$20 replacement fee)

Note: This form is valid only if you are replacing a plate on a currently registered vehicle. If you are purchasing a personalized WSU plate for the first time, you must complete Form TC-817 available on the DMV website: www.dmv.utah.edu. Additional fees apply.



WEBER STATE UNIVERSITY

Alumni Association

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