



AGENDA
WEBER STATE UNIVERSITY BOARD OF TRUSTEES
April 15, 2020 – 9:30 a.m.
WSU Ogden Campus
Online Forum

I. Welcome

II. Full Board Agenda Items

- a. Action Items
 - i. Approval of [March 18, 2020 Meeting Minutes](#)
- b. Information Items
 - i. [“Internationalization at WSU”](#) – Dr. Yimin Wang, Sr. International Officer
 - ii. [Faculty Presentation](#) “Internationalization Efforts in the Master of Education Program” – Dr. Louise Moulding, Professor/Teacher Ed/Director of Master of Education Program
 - iii. [COVID-19 Update](#) – President Brad Mortensen
 - iv. [WSUSA Report](#) – Bret Alexander, WSUSA President
 - v. Written Reports – [President](#), [Alumni Association](#) / [AA Mid-Year Highlights](#) and [Staff Advisory Council](#) reports
 - vi. Events Calendar – April 2020 – [Student Affairs](#) / [Student Involvement](#)

III. Personnel and Academic Policy Committee ([Agenda](#))

- a. Action Items
 - i. PPM Changes
 - 1. [PPM 1-13, Faculty Senate Constitution and Bylaws](#)
 - 2. [PPM 8-11, Evaluation of Faculty Members](#)
 - 3. [PPM 8-12, Dated Guidelines for the Tenure Ranking Review Process](#)
 - 4. [PPM 8-13, Maintenance of Professional File](#)
 - 5. [PPM 3-48, Extra Compensation \(Salaried Non-Faculty\)](#)
 - 6. [PPM 10-2, Acceptable Use Policy of University Information Security Resources](#)
 - 7. [PPM 4-19, Grading Policies](#)
 - ii. New Programs
 - 1. [Certificate of Proficiency in Victim Advocacy](#)
 - 2. [AAS in Building Design & Construction Pre-Architecture](#)

- 3. [BS Teaching in Computer Science](#)
 - iii. Program Reviews
 - 1. [Construction](#)
 - 2. [Dental Hygiene](#)
 - 3. [Developmental Math](#)
 - 4. [Early Childhood Education](#)
 - 5. [Economics](#)
 - 6. [Math](#)
 - 7. [Radiologic Sciences](#)
 - 8. [Zoology](#)
 - b. Tenure & Promotion Reviews
 - i. [Tenure Memo](#)
 - ii. [Promotion Memo](#)
 - c. Consent Calendar
 - i. [Personnel Report – March, 2020](#)
 - ii. [Department Chair Recommendations](#)
 - iii. [Early Retirement Request](#)
 - iv. [Emeritus Faculty Recommendations](#)
 - d. Information Items
 - i. March 18, 2020 [Personnel & Academic Policy Committee Meeting Minutes](#)
 - ii. WSUSA Policy Issues
- IV. **Business Committee** ([Agenda](#))
 - a. Action Items – No Action Items to Report
 - b. Consent Calendar Items
 - i. [Financial Report February 2020](#)
 - ii. [Monthly Investment Report February 2020](#)
 - c. Information Items
 - i. March 18, 2020 [Business Committee Meeting Minutes](#)
 - ii. [Employability/Internships/Working on Campus](#)
 - iii. [Quarterly Construction Report](#)
 - iv. [Quarterly Athletic Report](#)
- V. **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.)

VI. Other

VII. Adjourn

Minutes
Weber State University Board of Trustees
March 18, 2020 – 9:00 am
WSU Ogden Campus
Online Forum – Zoom Meeting

Trustee Members:

Mr. Nolan Karras (Chair)

Ms. Kearston Cutrubus (Vice Chair)

Ms. Karla Bergeson

Mr. Marty Carpenter

Mr. Clint Costley

Mr. Don Salazar

Ms. Louenda Downs

Ms. Karen Fairbanks

Excused:

Mr. Bret Alexander

Ms. Amanda Covington

Weber State University Representatives:

Dr. Brad Mortensen, President

Dr. Norm Tarbox, Vice President for Administrative Affairs

Dr. Ravi Krovi, Provost

Dr. Brett Perozzi, Vice President for Student Affairs

Dr. Bret Ellis, Vice President for Information Technology

Dr. Betsy Mennell, Vice President for University Advancement

Ms. Adrienne Andrews, Assistant Vice President of Diversity & Chief Diversity Officer

Mr. Steven Richardson, Director of Strategic Initiatives

Mr. Bryce Barker, Executive Director of Internal Audit

Dr. Bruce Bowen, Associate Provost for Enrollment Services

Mr. Clayton Anderson, Director, Budget & Institutional Research

Ms. Stephanie Hollist, Deputy General Counsel

Ms. Amy Huntington, Chair, SAC / College Access & First Year Transition Coordinator

Mr. John Kowalewski, Executive Director, Marketing and Communications

Dr. Timothy Herzog, Chair, Faculty Senate / Professor of Chemistry

Dr. Jessica Oyler, Interim Assistant Vice President / CHRO

Mr. Dane LeBlanc, Director of Public Safety

Mr. Ty Naylor, IT Marketing and Training Manager

Mr. Raymond Ruiz, IT Support Technician II

Ms. Sherri Cox, Secretary to the Board

Ms. Sanch Datta, Regent, Utah State Board of Education

Press:

No members of the press were present

Draft

	I. The meeting of the Board of Trustees convened at 9:15 a.m. via Zoom digital platform.
Welcome	II. Chair, Mr. Nolan Karras welcomed those in attendance.
Approval of Meeting Minutes (Jan. 22, 2020)	III. Upon a motion from Ms. Karen Fairbanks, with a second by Mr. Marty Carpenter, the Board of Trustees unanimously approved the meeting minutes from Jan 22, 2020.
2020-21 Tuition and Fees Update (President Brad Mortensen)	IV. President Brad Mortensen reported on the following: Weber State University ranked as the most affordable school with best outcomes in the state of Utah. He gave a report on 2020-21 tuition and fees, including a proposed tuition and fees increase of 2.0% that was agreed on with WSUSA council members at the Truth and Tuition hearing on Feb. 24, 2020. This council reviewed all club fees and areas where funds should be allocated for student groups. An hourly wage increase has been proposed for hourly employees to \$9.25. Over 13,000 students received scholarship and financial aid assistance which means that about 70% of the student body received some type of aid, whether from a grant or scholarship. The Catapult Scholarship is continuing to receive donations and is currently in use to assist students trying to complete their degrees. There were no comments from the public concerning the tuition and fees increase of 2.0%.
ACTION	Upon a motion to approve the tuition and fees increase of 2.0% by Ms. Louenda Downs with a second by Ms. Karla Bergeson, the Board of Trustees approved the motion.
COVID-19 Update (Dane LeBlanc)	V. Mr. Dane LeBlanc, Director of Public Safety, gave an update on the university's pandemic plan, which has been in place since 2014. With the COVID-19 situation, we have moved through most of the phases of the plan. A system called COOPS (Continuity of Operations Plans) has been developed which allows employees remote function in most jobs from home, and online instruction. The next step moving forward will involve employees on campus who become ill or need to practice social distancing. It is important to maintain critical functions and educational process at the university during this time.
2020 Legislative Update (President Brad Mortensen)	VI. President Brad Mortensen presented the outcomes of the 2020 legislative session, including a summary of the appropriations and bills that affected higher education. A few of the highlights include: The legislature funded a 2.5%

	<p>salary increase for employees, a 4.53% health benefits increase, and internal funds adjustments. Senate Bill 111 brings together a new formation of the Board of Regents. The board will have a new name, “Utah Board of Higher Education”, and will combine six current regents, Utah’s two and four year schools, Utah’s technical colleges, as well as two student representatives under the same umbrella. This takes effect July 1, 2020. WSU acquired a new building along I-15 by Falcon Hill. It is the USTAR Innovation Center and will be re-branded to reflect Weber State University’s name.</p>
Presentation: Student Success Steering Committee	<p>VII. Vice President Brett Perozzi and Dr. Bruce Bowen, gave a presentation on the Student Success Steering Committee. Belonging, guidance and support, engagement, skills and knowledge, combined with students’ life experiences make up the components of the success model. The SSSC is the central organizing mechanism to coordinate all major student success efforts at WSU. It is co-chaired by the VP for Student Affairs and the Provost.</p>
Written Reports (WSUSA, President, Alumni Assoc., SAC	<p>VIII. Written reports were acknowledged and included in the packet for reference. Reports came from the WSUSA President, President, Alumni Association and Staff Advisory Council.</p>
Events Calendar for March	<p>IX. An events calendar for the month of March was included on the agenda for reference.</p>
Personnel & Academic Policy Committee	<p>X. Ms. Karla Bergeson, chair of the Personnel and Academic Policy Committee, reported on the following action items for business:</p>
College Policy Changes	<ol style="list-style-type: none"> 1. College Policy Changes <ol style="list-style-type: none"> a. EAST Promotion, Tenure, and Post-Tenure Review Policy b. MCOS Post-Tenure Review
ACTION	<p>On a motion to approve the College Policy Changes by Ms. Karen Fairbanks, with a second by Mr. Don Salazar, the motion was approved unanimously by the Board of Trustees.</p>
PPM Changes	<ol style="list-style-type: none"> 2. PPM Changes <ol style="list-style-type: none"> a. PPM 4-21 Awarding of Transfer Credit b. PPM 6-14 Health and Counseling Services

ACTION On a motion to approve the PPM Changes by Ms. Karla Bergeson, with a second by Mr. Don Salazar, the motion was approved unanimously by the Board of Trustees.

Program Reviews

3. Program Reviews

- a. Nursing
- b. Respiratory Therapy

Program Name Changes

4. Program Name Changes

- a. Associates in Communication
- b. Department of Botany and Plant Ecology
- c. French for the Professions
- d. French for the Professions Minor
- e. German for the Professions
- f. German for the Professions Minor
- g. MSRA Innovation and Improvement
- h. Spanish for the Professions
- i. Spanish for the Professions Minor

ACTION

On a motion to approve the Program Reviews and Program Name Changes by Ms. Karla Bergeson, with a second by Ms. Louenda Downs, the motion was approved unanimously by the Board of Trustees.

New Certificates

5. New Certificates

- a. Certificate of Proficiency in Cybersecurity
- b. Certificate of Proficiency in Facilities Management
- c. Certificate of Proficiency in Field Botany
- d. Certificate of Proficiency in Juvenile Justice
- e. Certificate of Proficiency in Limited Radiographer
- f. Certificate of Proficiency in Rhetoric and Writing (Graduate)

New Emphases

6. New Emphases

- a. Master of Science in Radiologic Sciences: Cardiac Specialist Emphasis
- b. Master of Science in Radiologic Sciences: RA Emphasis

ACTION

On a motion to approve the New Certificates and New Emphases by Ms. Karla Bergeson, with a second by Mr. Don Salazar, the motion was approved unanimously by the Board of Trustees.

New Programs

7. New Programs

- a. AS in Technical Theatre
- b. AA in Dance

	<ul style="list-style-type: none"> c. BS Building Design & Construction d. BS in Health Administration e. BS Health Information Management
ACTION	On a motion to approve the New Programs by Ms. Karla Bergeson, with a second by Ms. Louenda Downs, the motion was approved unanimously by the Board of Trustees.
Consent Calendar	<p>X. The Board of Trustees had the opportunity to review Consent Calendar items, including the following, which were brought before the Board of Trustees for approval:</p> <ul style="list-style-type: none"> 1. Department Chair Appointments 2. Early Retirement Request – David R. Lynch 3. Personnel Reports – January and February 2020
ACTION	On a motion to approve Consent Calendar items by Ms. Karla Bergeson, with a second by Ms. Kearston Cutrubus, the motion was approved unanimously by the Board of Trustees.
Business Committee Report Action Items	<p>XI. Ms. Karen Fairbanks brought the following report before the Board of Trustees concerning the Business Committee:</p> <ul style="list-style-type: none"> 1. Quarterly Audit Report
ACTION	<p>Upon a motion to approve the Quarterly Audit Report, by Ms. Karen Fairbanks, with a second by Ms. Louenda Downs, the Board of Trustees unanimously approved the motion.</p> <ul style="list-style-type: none"> 2. Property Sale – Harrison 3. Property Sale – Highway 89
ACTION	Upon a motion to approve the property sales by Ms. Karen Fairbanks, with a second by Mr. Don Salazar, the Board of Trustees unanimously approved the motion.
Consent Calendar	<p>XII. The Board of Trustees had the opportunity to review Consent Calendar items, including the following, which were brought before the Board of Trustees for approval:</p> <ul style="list-style-type: none"> 1. Financial Reports (Dec. 2019 and Jan. 2020) 2. Monthly Investment Reports (Dec. 2019 and Jan. 2020)
ACTION	On a motion to approve the Consent Calendar, by Ms. Karen Fairbanks, with a second by Ms. Louenda Downs, the Board of

	Trustees unanimously approved the motion.
Closed Executive Session	XI. Trustee Karen Fairbanks made a motion to close the meeting, as permitted under law for purposes of “discussion of the character, professional competence, or physical or mental health of individuals, deployment of security personnel, devices or systems, and strategy regarding pending or reasonable eminent litigation.” Trustees Nolan Karras, Karla Bergeson, Kearston Cutrubus, Louenda Downs, Karen Fairbanks, Marty Carpenter, and Don Salazar voted unanimously to close the meeting, as permitted under law.
ACTION	On a motion to move from closed session back into open session made by Mr. Marty Carpenter, with a second by Ms. Karen Fairbanks, the Board of Trustees approved the motion unanimously.
ACTION	On a motion to move back into open session made by Ms. Louenda Downs, with a second by Mr. Marty Carpenter, the Board of Trustees unanimously approved the motion.
Approval of Honorary Degree Recipients (President Brad Mortensen)	XII. President Brad Mortensen recommended the following Honorary Degree recipients for commencement: Dr. James Hurst and Dr. Sam Zeveloff, with Ms. Crystal Maggelet as spring 2020 speaker, and Mr. Joe McQueen receiving a posthumous degree.
ACTION	On a motion to approve the recommendations for Honorary Degree recipients by Ms. Louenda Downs, with a second by Ms. Karen Fairbanks, the Board of Trustees approved the motion unanimously.
Meeting Adjourned	XIII. With no further items, a motion to adjourn the meeting was made by Ms. Louenda Downs, with a second by Mr. Marty Carpenter, the Board of Trustees unanimously approved the motion.
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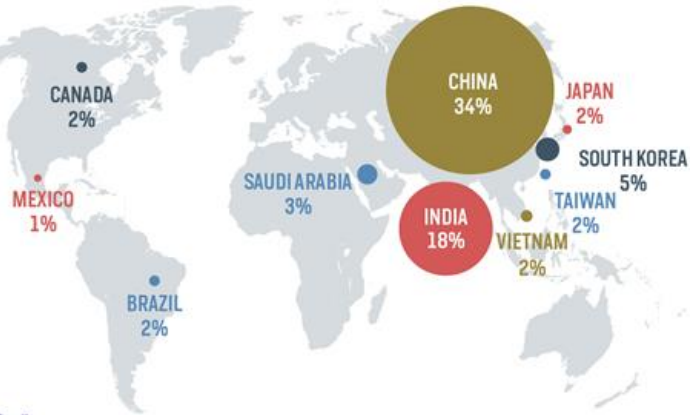


WEBER STATE
UNIVERSITY

Internationalization Update for Board of Trustees Meeting April 15th, 2020



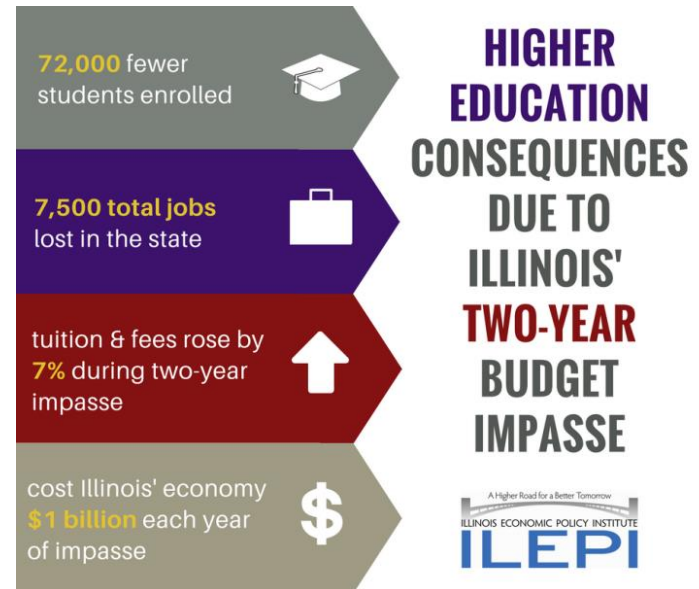
TOP TEN PLACES OF ORIGIN OF INTERNATIONAL STUDENTS



52% of international students come from China and India.

Source: Open Doors: Report on International Educational Exchange is a comprehensive information resource on international students and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit www.iie.org/opendoors.

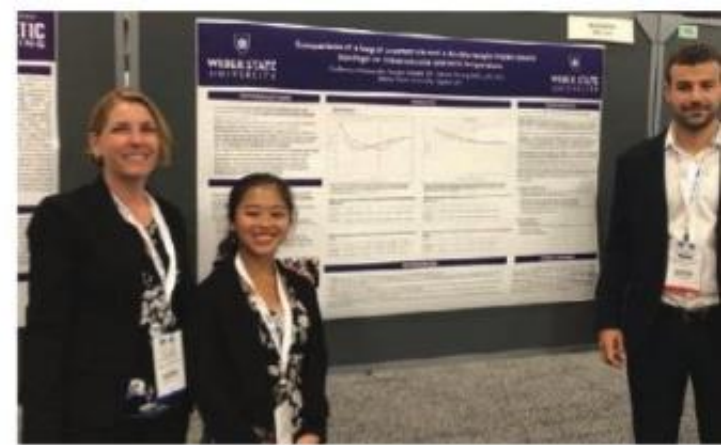
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危機

Crisis = Risk + Opportunity

GOING INTERNATIONAL ON YOUR CAMPUS





西南大学

SOUTHWEST UNIVERSITY

Professor Brad Mortensen
President
Weber State University, USA

Dear Professor Brad Mortensen:

Greetings from Southwest University (SWU), Chongqing, China.

In light of recent increasing spread of the coronavirus (Covid-19) in the wider international community, we would like to express our sincere concern regarding Weber State University and the USA.

We would also like to share with you the measures we have taken to address the issues. As you may be aware, all universities in China still haven't officially started their spring semester yet. Students are taking online courses from home and are not allowed to return to campus until further notice. SWU has set up a Coronavirus Prevention and Control Headquarter in late January to oversee and review the challenges that our university is encountering due to the Covid-19 outbreak. All executive offices at SWU partially started their work two weeks ago with limited staff members and work time. This situation will remain the same until we hear other recommendations from the government.

We are certain that Weber State University is also taking every possible effective measure to ensure the safety and well-being of your students, staffs and faculties. Our care and thoughts are with you constantly at this challenging time. If there's anything we can be of assistance, please do not hesitate to contact us.

Weber State University is a valued partner of ours. We cherish our friendship deeply and are committed to expanding our collaboration. It is our sincerest hope that the international community will work together and get through this hardship as soon as possible and things will return to normalcy in the near future.

Once again, please accept our best regards. We look forward to seeing you on the beautiful SWU campus very soon.

Sincerely,

ZHANG Weiguo
President
Southwest University

No. 2 Tiansheng Road, Beibei, Chongqing, P. R. China 400715

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Office of International Cooperation & Exchanges Add: Beibei, Chongqing, P. R. China 400715 <http://www.swu.edu.cn> E-Mail: efoffice@swu.edu.cn
国际合作与交流处 地址: 中国重庆市北碚区 400715 电话 (Tel): 86-23-6825 0773 传真 (Fax): 86-23-6886 3805



Weber State University Internationalization Planning Process: Stage I Environmental Scan Completed





1. Study abroad : #17 among Masters' Level Institutions (IIE, 2019).
2. Access for international students.
3. University partners that provide a myriad global opportunities to our students and faculty.



1. Global Learning Community of Practice
2. Global Learning Seminar Series
3. College level internationalization committees
4. Taking the lead on international conferences/research, etc.
5. Curriculum/program integration of the study abroad / global learning.



COMMUNITY

- Education
- Culture
- Economy



Internationalization Efforts in the Master of Education

Louise Richards Moulding, Ph.D.
Director, M.Ed. Program



WEBER STATE UNIVERSITY

Moyes College of Education

— MASTER OF —
EDUCATION

Background

➤ Master of Education Four Emphases

- Curriculum & Instruction
- Family Life Education
- Higher Education Leadership
- Educational Leadership (not available for internationalization due to state licensing)



Shanghai Normal University Tianhua College



Tianhua College is a private undergraduate college spun off from Shanghai Normal University, which is public. As a private college, it has a major investor, CEO, then the president.



Schedule

- June:
 - English language pathway courses by WSU faculty with local support
- July:
 - Four MEd courses taught by WSU faculty via Zoom with local support
- August:
 - Qualified students transfer to WSU Fall 2020 with in-state tuition



Features of Partnership



- Efficient - Degree completion in 3 to 4 semesters
(depending on emphasis)
- Supportive of Faculty Development - Weber State & Tianhua College
- Recruitment
 - Local dual-language immersion (DLI) schools with international teachers
 - International students for Higher Education
- Leadership emphasis
- Social-cultural engagement

Weber State COVID-19 Update

Wednesday, April 15, 2020

RESPONSE TIMELINE

Action	Date
Office of Emergency Management begins monitoring COVID-19 and revises Pandemic Response Plan	Early to mid January
Campuswide "Preventing Viral Infections" Message	Friday, January 31
Cancellation of Spring Break Trip to Singapore (via Korea)	Wednesday, February 25
Activation of COVID-19 Incident Management Team	Wednesday, March 4
Notice to campus of class cancellation	Thursday, March 12
Classes cancelled	March 13-17
Big Sky Conference suspends all spring sports until further notice	Friday, March 13
Encourage if can work from home, work from home	Sunday, March 15
Campus Town Hall	Monday, March 16
Closure of Stewart Library, Shepherd Union, and Stromberg Complex	Monday, March 16
Cancel all study abroad through May 10	Monday, March 16
WSU Athletics suspends all athletic activities	Tuesday, March 17
Closure of all computer labs and testing centers	Tuesday, March 17
Withdrawal, credit/no-credit, audit deadline extended to April 17	Tuesday, March 17
Classes resume in online, remote format	Wednesday, March 18
Commencement Postponed	Wednesday, March 18

<u>Big Sky Conference cancels all spring competitions and championships, suspends all practices</u>	Wednesday, March 18
<u>WSU's First COVID-19 Case Confirmed</u>	Saturday, March 21
<u>Students with alternatives asked to check out of on-campus housing</u>	Wednesday, March 25
<u>Summer Session announced as Online and Virtual only</u>	Thursday, March 26
<u>Chief Diversity Officer Message on Respect, Dignity, & Humanity</u>	Friday, March 27
<u>Faculty/Staff Town Hall</u>	Friday, March 27
<u>Update to students on Virtual Resources</u>	Monday, March 30
<u>Student Town Hall</u>	Tuesday, March 31
<u>Dumke College donates ventilators and PPE to local healthcare organizations</u>	Wednesday, April 1
<u>"Stay Safe, Stay Home" Directive through May 10</u>	Thursday, April 2
<u>Faculty/Staff Town Hall</u>	Friday, April 3
<u>Goddard School leads 3D printing of face shields</u>	Wednesday, April 8
<u>Credit/No-credit deadline further extended to April 24</u>	Friday, April 10
Faculty/Staff Town Hall	Friday, April 10
Student Town Hall	Tuesday, April 14

WSUSA REPORT

1. New student body officers!
 - a. Ben Ferney will be the next Student Body President



2. Virtual Activities due to COVID-19

4/16/2020	TEDTalk
4/17/2020	Wildcat Dream and Lisa Ellis Award winners
4/20/2020	Motivation Monday - Quarantine Quotes
4/20/2020	Cozy Cubby #2
4/20/2020	Talent Show submissions due
4/21/2020	Trivia Tuesday
4/22/2020	Excellence in Leadership
4/23/2020	Mini Talent Show/Weber's Got Talent pt. 2
4/25/2020	Self-Care Saturday

- a. WSUSA has the presence and resources to deliver mass aid and inspiration during these times. One of the ideas includes WSU's Facilities Management donating/supplying essentials (i.e. toilet paper, grocery store gift cards, etc.) to assist many WSU students in this hard time.



**President's Report
WSU Board of Trustees
April 15, 2020**

Students

1. Student Reference Websites for COVID-19 | Student Affairs created several websites to lessen the stress of students as they complete their semester wholly in a new environment virtually. Each website addresses the most popular needs of students.

- <https://www.weber.edu/keepingconnected>: As we have moved to 100% virtual services, this is now a place students can go to to find out how to stay connected to campus.
- <https://www.weber.edu/StudentAffairs/help.html>: This is an original Student Affairs website but now with updated info such as phone numbers of folks on campus who can help students apply for food stamps.
- <https://weber.edu/ccel/pantry.html>: The Weber Cares Food Pantry has now been moved to community pantries but was able to help students with food insecurity, even after building restrictions went into place via curbside pick up at the library.
- <https://www.weber.edu/diversity/stress-busters.html>: Diversity and Inclusive Programs hosted a Stress Busters virtual workshop on April 1, 2020.
- <https://weber.edu/accessanddiversity/pmp>: Virtual Mentoring Monday is a virtual event (Zoom meeting space) where different peer mentors are scheduled to be logged on and available throughout the day from 8 a.m. to 6 p.m.

2. WSU Piano Students Win Top State Awards | At the Utah Music Teachers Association 2020 State Concerto Competition Collegiate Division on Saturday, Feb. 15, 2020, WSU piano students studying with Dr. Yu-Jane Yang achieved another historical record when taking four out of the six top prizes.

1st place - Min-Shan (Susan) Tsai

3rd place - Ting-Yu (Cindy) Lu

Honorable Mention: Shu-Han Shen and Miranda Hoggan

3. Senior Student Awarded Prestigious NSF Fellowship | On April 2, Chyanne Smith, a senior zoology student, received the news of her life; the National Science Foundation (NSF) awarded her a graduate research fellowship. For a fellowship that the NSF disproportionately awards to graduates of Berkeley, Harvard, MIT, and the likes, Chyanne, however, stood out among applicants and ultimately gave Weber State another historic distinction.

Chyanne shared, “I am so excited; this is life-changing for me. The Weber State College of Science and Zoology Department have provided me with so many opportunities that made me a competitive applicant. Additionally, multiple professors were willing to give me advice, read my proposal, and provide letters of recommendation. I am so proud to be from Weber State.”

4. **Student Researchers Study Bird Population** | Students are gaining hands-on experience in avian research through an ongoing study of bird populations near the Ogden campus. The research began in fall 2019 when zoology professor, John Cavitt, led students to set up a bird banding station in the foothills east of Stewart Stadium. Watch a video of the study [here](#).

Faculty

1. **Dumke CHP Donates to Local Hospitals** | Medical facilities are currently facing a severe shortage of vital supplies needed to deal with the COVID-19 pandemic. Weber State University’s Dr. Ezekiel R. Dumke College of Health Professions has helped fill that need by providing ventilators and personal protective equipment (PPE) to local hospitals and clinics.
2. **Professor Writes New Book on Utah’s Air Quality** | A newly-released collection of edited essays titled, “Utah’s Air Quality Issues: Problems and Solutions,” provides an easy-to-understand overview of challenges to the state caused by pollution. The volume, edited by Hal Crimmel, Weber State University English department chair, is a collaboration among scholars from a variety of fields that outlines the causes, impacts and possible solutions to Utah’s air-quality concerns.

University wide

1. **COVID-19 Surveys and Town Halls** | In addition to regular email communications and information on weber.edu/coronavirus, we have facilitated surveys and regular town halls to stay connected and respond to questions and issues. A panel of administrators, faculty, staff, and student leaders have conducted an all-campus town hall, three faculty-staff town halls, and two student town halls. Links to the slides and presentations are available [here](#).
2. **WSU Promotes the Census - #WildcatsCount** | Weber State used online resources and social media with the campaign of #WildcatsCount to remind everyone of the importance of completing the Census by April 1. Information and messaging, including video messages from students and a link to the census form, are available [here](#).
3. **Strategic Planning** | Facilitator Dr. John Welty has worked to regroup his initial strategic planning conversations in a virtual format. Campus groups of faculty, staff, students, and administrators and a group of community leaders met with him on April 13 and 14 to share their thoughts on WSU’s strengths, opportunities, threats, and areas of distinction. Dr. Welty will also meet with the National Advisory Council and Trustees on April 17.

4. **Solving Climate Utah by 2030** | The WSU Sustainability Practices & Research Center (SPARC) facilitated the virtual statewide conversation on “Solving Climate Utah by 2030” on April 7. The overall series will include 52 university-hosted webinars, including one in almost every state, Puerto Rico, and five countries internationally. Panelists included Sarah Wright of Utah Clean Energy; Aimee Urbina of Sunrise Movement Ogden; Piper Christian, a youth activist leader and University of Utah student; and WSU’s Brad Mortensen.



**Weber State University Alumni Association President's Report
WSU Board of Trustees
April 2020**

➤ WSUAA Membership

In the spirit of preparing our graduates to transition into their next chapter, WSUAA hosted its spring 2020 run of *Build Your Brand*. We partnered with WSU's Career Services to offer a one-stop-shop for graduates and young alumni to polish their professional profiles and become acquainted with the Alumni Association and the benefits of being a member. Participants had a professional head shot taken by the university's portrait photographer, received an Alumni Association membership, and had one-on-one resume and LinkedIn profile reviews with career counselors.

Total Membership: 2,055

Lifetime: 608

Phone: 360

General: 929

Grad: 158

➤ Scholarships

The WSUAA scholarship inquiry process for FY21 is progressing. An email was sent to students notifying them to apply online for Alumni Association scholarships beginning early January 2020. The deadline date for completed applications was March 2, 2020. The WSUAA Board of Directors Student Relations Committee is currently reviewing applicants and scoring the applicants based on their responses to five essay questions. Scholarship nominations is anticipated to begin mid-May 2020.

➤ Emeriti

The Emeriti Alumni Council held its regular meetings in March. Tim Crompton spoke to the Council about WSU athletics and gave the Council a tour of the new Barbara and Rory Youngberg Football Center. Council members also attended WSU Day at the State Capitol on March 2, 2020. Dr. Willard Maughan named doctor of the year by Weber County Medical Society. Due to the COVID-19 pandemic, all group events were canceled in March.

Save the date: WSU Alumni Golf Classic will be June 5, 2020
Registration is now open at alumni.weber.edu/golf

➤ Regional Alumni Networks

Regional Alumni Network events: On March 11-14 the Big Sky Men's and Women's Basketball Tournaments were held in Boise. Due to the COVID-19 pandemic, this event was canceled.

➤ Student Alumni Association

We had 102 Cat2Cat Student Scholarship applications during the 4+ weeks that the application was open. The 2020-2021 Cat2Cat Student Scholarship deadline closed in March.

➤ Young Alumni Council

In March, the YAC began reviewing applications for the 2020-2021 Cat2Cat Student Scholarship Applications. The Young Alumni will be pleased to award 12 Cat2Cat Scholarships to students, which is double the maximum Cat2Cat Student Scholarships that have ever been awarded annually. Evaluation scores of applications from the Young Alumni Council review committee will be reviewed in April, and will be submitted by May 1, 2020 to the WSU Scholarship Office for disbursement for 2020-2021.

➤ Alumni Mid-Year Highlights

Alumni Relations focuses on four industry-wide categories for Alumni Engagement. We are proud to present the midyear accomplishments for WSUAA including the Board of Directors, Emeriti Alumni Council, Young Alumni Council, and the Student Alumni Association.

See Attached FY20 Mid-Year Highlights page



WEBER STATE UNIVERSITY

Alumni Association

Alumni Relations FY 20 Mid-Year Highlights

Overview of industry-wide categories for alumni engagement

VOLUNTEER

Rewarding opportunities for ambassadors and influencers



- Liberty Mutual Affinity Partnership (Income received \$18,800)
- New opportunities for Board and Council (trustees, advisory, planning councils, college town)
- Donated 250 shoeboxes for veterans

EXPERIENTIAL

Meaningful experiences that inspire alumni



- 1,086 completed traditions through Tradition Keeper App
- Total memberships = 2,018 up 12%
- Build Your Brand registration sold out past 2 years
- Administered 10+ of event surveys

PHILANTHROPIC

Blended opportunities for financial contributions



- WSU License plates as of 1/1/20 \$10,900
- Average Phonathon gift \$106.87, credit cards 43% of gifts
- Phonathon Membership as of 3/9/20= 147 (\$5,140)
- SFRC secured base funding \$7000
- CATapult through phonathon \$12,463.08

COMMUNICATION

Interactive and consistent messaging



- 400 mobile downloads of Traditions Keeper App
- New employee portal donations through eweber will launch June 2020
- Phonathon fulfillment rate 65.37% Fall19 & Spring20 (\$55,466.47)

WHAT WE CAN DO FOR YOU

- New Gym pass additions Davis Campus & by semester options
- Advertise membership based discounts to current dues-paying members
- Host social and professional networking activities
- Expand partnerships for alumni involvement
- Building rental options for meetings and events **33/265**
- Alumni Newsletter outreach for campus events and activities
- Evaluate ways to support local community events in your area
- Drive with pride license plate to support student scholarships



WEBER STATE UNIVERSITY

Staff Advisory Council

Staff Advisory Council Report

April 2020

Staff Advisory Council (SAC) is a group of 14 staff employees who represent the voice of over 950 non-exempt and exempt staff members to the university administration from all divisions of campus: Academic Affairs, Student Affairs, Information Technology, Administrative Services, University Advancement and the President's Office. In addition to supporting the mission and vision of the university and encouraging staff to maintain a commitment to student success, our purpose is to seek input from non-exempt and exempt staff on current Weber State topics and issues, and to communicate with staff the resolutions or changes to the various policies and procedures that affect them.

1. SAC leadership (Chair and Vice-Chair) are involved in University Planning Committee's work on updating the University's Strategic Plan. Working with President Mortensen and Steven Richardson, SAC will have a virtual meeting on April 13th with the consultant leading the process to gather input on the University's Strategic Planning.
2. SAC and SAC leadership are involved when needed on University responses, policies and communication around campus changes due to the COVID-19 virus.
3. SAC chair and vice-chair involved in development of a Policy on Policies for the University and advocating for SAC and staff involvement in the process of creating or updating policies in the PPM. During a virtual meeting in the last month, there was continued discussion around the role of SAC in proposing or reviewing PPM changes..
4. SAC is proposing a policy change to provide paid family leave to staff employees. WSU currently has no paid leave for staff employees on the birth or adoption of a child, other than the employee's accumulated sick and vacation time. Staff are able to use up to 12 weeks unpaid under the federal FMLA law. The proposed changes will affect PPM 3-26 and 3-29a. The proposed changes were presented to Vice Presidents at their staff meeting with President Mortensen on April 6, 2020.
5. SAC Staff Equity Sub-Committee proposed revisions to PPM 3-48 related to extra compensation for staff, especially as it relates to staff teaching as adjunct in departments across the university. The proposed changes improve equity and establish practices to support communication for staff receiving extra compensation. President's Council supported the proposed changes at their April meeting.

Personnel and Academic Policy Committee

Weber State University Board of Trustees
Personnel and Academic Policy Committee
April 15, 2020
8:30 AM • via Zoom

1. March 2020 Meeting Minutes Approval	Committee Action Only
2. PPM Changes	Recommend to Full Board
PPM 1-13, Faculty Senate Constitution and Bylaws	
PPM 8-11, Evaluation of Faculty Members	
PPM 8-12, Dated Guidelines for the Tenure Ranking Review Process	
PPM 8-13, Maintenance of Professional File	
PPM 3-48, Extra Compensation (Salaried Non-Faculty)	
PPM 10-2, Acceptable Use Policy of University Information Security Resources	
PPM 4-19, Grading Policies	
3. New Programs	Recommend to Full Board
Certificate of Proficiency in Victim Advocacy	
AAS in Pre-Architecture	
BS Teaching Computer Science	
4. Program Reviews	Recommend to Full Board
Construction	
Dental Hygiene	
Developmental Math	
Early Childhood Education	
Economics	
Math	
Radiologic Sciences	
Zoology	
5. Tenure & Promotion Reviews	Recommend to Full Board
Tenure Memo	
Promotion Memo	
6. Consent Calendar	Recommend to Full Board
<i>Personnel Report:</i>	
March 2020	
<i>Department Chair Appointments:</i>	
Mark Bigler, Social Work, starting 7/1/20	
Dan Magda, Mechanical Engineering, starting 7/1/2020	
<i>Early Retirement Requests:</i>	
Kelly Troy Lee, Housing Maintenance, Full Retirement, 4/30/20	

	<i>Emeritus Faculty Recommendations:</i>	
	Madonne Miner, Professor Emerita of English	
	James Young - Professor Emeritus of English	
	Naseem Banerji - Professor Emerita of Visual Arts	
	Timothy Conrad - Associate Professor Emeritus of English	
	Mohammad Sondossi - Professor Emeritus of Microbiology	
	Steven Eichmeier - Professor Emeritus of Professional Sales	
	Ann Ellis - Associate Professor Emerita of Teacher Education	
	David Lynch - Professor Emeritus of Criminal Justice	
	Cliff Nowell, Professor Emeritus of Economics	
	Joseph Wolfe - Professor Emeritus of Construction and Building Sciences	
7. WSUSA Policy Issues		Information Only



PPM 1-13, Faculty Senate Constitution and Bylaws

No. 1-13	Rev. 9-13-18	Date: 4-20-77
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CONSTITUTION OF THE

WEBER STATE UNIVERSITY FACULTY GOVERNMENT

The purpose of this Constitution is to establish an organization through which faculty personnel and students may share in the formulation of academic policy. The authority and responsibility of this organization is determined through the authority delegated to the president of the University by the Utah State Board of Regents. Having grown out of the mutual trust and respect that exists between the faculty, administration and students of Weber State University, the academic government shall strive constantly to aid in achieving the aims of the entire University.

ARTICLE C-I. THE GENERAL FACULTY

Section 1. Membership

The general faculty membership shall be composed of faculty members holding full-time salaried appointments, with the rank of professor, associate professor, assistant professor, or title of instructor, and whose primary function is that of instruction but who may also hold administrative appointments at the organizational level of department chair or lower. Each member of the general faculty shall have voting power and shall have representation through an organizational unit as defined in the Bylaws.

Section 2. Officers

The chair and the vice chair elected by the Faculty Senate from among the faculty members of the Executive Committee shall preside as chair and vice chair respectively of the general faculty.

Section 3. Meetings

Meetings shall be held

3.1 on the call of the president or chair.

3.2 on the call of the Faculty Senate.

3.3 on the written petition of 10 percent of the general faculty.

ARTICLE C-II. FACULTY SENATE

Section 1. Name

There is hereby created the Weber State University Faculty Senate which shall be the deliberative and legislative agency of the academic community and hereinafter shall be referred to as the Faculty Senate.

Section 2. Powers

2.1 Formulation of Policy

The Faculty Senate, subject to the provisions of state and federal law, subject to consistency with the general objectives established by the Board of Trustees, subject to the approval of the Board of Trustees and subject to the referendum power of the general faculty, has legislative power on educational policies and academic procedures. The Faculty Senate shall formulate policy concerning the following:

2.1.1 standards for admission and retention of students

2.1.2 requirements for all degrees, certificates, titles, etc.

2.1.3 curriculum

2.1.4 appointment, promotion, tenure and dismissal of faculty personnel

2.1.5 standards for student activities and general student conduct

2.1.6 academic freedom for faculty personnel

2.1.7 grievances which may arise

2.1.8 formulation of bylaws governing all nominations and elections provided for in the faculty Constitution and governing such other procedures and processes as require detailed clarification

2.1.9 The listing of the foregoing functions shall not be construed as denying the Faculty Senate other functions of concern to the general faculty.

The Faculty Senate is authorized to recommend policy on the following matters:

2.1.10 expenditure of funds allocated for instruction, research and travel

2.1.11 faculty salaries, annuities, insurance programs and leaves of absence

2.1.12 selection and retention of academic administrators

2.1.13 teaching load of faculty personnel

2.2 Establishment and Maintenance of Committees

The Faculty Senate shall establish and maintain standing and ad hoc committees as it deems necessary to carry out its functions.

2.3 Ratification and Review of Policy by General Faculty

No new University policy shall become effective by action of the Faculty Senate until the general faculty shall have had an opportunity to review it.

2.3.1 Distribution of Minutes -- an abstract of the minutes of all Faculty Senate meetings shall be distributed to the general faculty.

2.3.2 Challenging Senate Action -- the general faculty may challenge decisions made by the Faculty Senate as established in the Bylaws.

2.4 Emergency Business

When a majority of the Faculty Senate is not able to meet, the Executive Committee shall be empowered to act upon matters of routine or emergency business in accordance with established University policy.

Section 3. Membership

The Faculty Senate shall consist of designated administrative members, elected members of the general faculty and appointed student members chosen in ratios proportionate to the number of members in each organizational unit as hereinafter provided in the Bylaws. The number of elected members shall be determined by maintaining not less than a one (1) to three (3) ratio between administrative and faculty members. The total number of administrative and faculty members shall not exceed 52.

3.1 Faculty Members

Faculty members shall consist of members of the general faculty chosen in ratios proportionate to the number of members in each organizational unit as hereinafter provided in the Bylaws. Members shall be elected for three-year terms. No member shall be eligible to serve more than two consecutive terms. The appropriate ratios shall be set yearly by the Committee on Constitutional Review, Apportionment and Organization. Any professor, associate professor, assistant professor, instructor or instructor specialist of the general faculty may be elected a member of the Faculty Senate.

3.2 Administrative Members

The president, the provost and 11 (eleven) additional administrators of the University shall be administrative members of the Faculty Senate without the right to vote but with the right to

discuss, to make motions and to second motions. The 11 administrative members shall be appointed by the president for a term of not less than one academic year. Administrators above the position of department chair shall be eligible for appointment as administrative members of the Senate but shall not be eligible for election as faculty members.

3.3 Student Members

Student members shall consist of four (4) designated students duly appointed by the Executive Cabinet of the Weber State University Student Association. Student members shall have the right to discuss, make motions, second motions and to vote.

Section 4. Officers

The chair and vice chair of the Faculty Senate shall be elected by the voting members of the Senate from among the faculty members of the Executive Committee. The term of office shall be for one year. A secretary will be designated by the Senate.

Section 5. Executive Committee

Nine (9) members from among the elected faculty members of the Faculty Senate shall be elected annually by the general faculty to serve as the Executive Committee. The president and the provost shall serve as administrative members without the right to vote. This committee shall meet at the call of the chair or on the request of any two of its members. It shall serve as the steering committee of the Faculty Senate and shall, if requested by the president, represent, or designate persons to represent, the Faculty Senate with other University bodies. The chair and vice chair of the Faculty Senate shall be chair and vice chair of the Executive Committee.

The Executive Committee shall serve as the agenda committee for the Faculty Senate. It shall provide for the reporting to the Faculty Senate by administrative officers, by chairs of standing and ad hoc committees and by individuals. The Executive Committee shall recommend to the Faculty Senate the membership of committees. Committees may be composed of members of the Faculty Senate, elected or administrative, or of members of the general faculty.

Section 6. Meetings

6.1 Regular Meetings

Regular meetings of the Faculty Senate shall be held at least once a month during the academic school year.

6.2 Special Meetings

Special meetings may be called upon due notice at any time during the academic year

6.2.1 by the chair of the Faculty Senate or the president of the University,

6.2.2 upon request by a majority of the Executive Committee,

6.2.3 by a majority vote of the Faculty Senate at any regular or special meeting,

6.2.4 by petition to the chair of at least 25 percent of the Faculty Senate members, or

6.2.5 by petition to the chair of at least 10 percent of the members of the general faculty.

6.3 Faculty Attendance at Senate Meetings

Faculty Senate meetings shall be open to all members of the general faculty except executive sessions as set forth in the Bylaws. Faculty members who are not members of the Faculty Senate may address the Faculty Senate only upon the invitation of the presiding officer of the Faculty Senate.

6.4 Rules and Procedures

The Faculty Senate shall have power to establish rules of procedure and to determine all matters pertaining to its own meetings. Such general regulations as may be established regarding procedure shall be clearly set forth in its Bylaws.

ARTICLE C-III. AMENDMENTS

Amendments shall be proposed to the general faculty by a majority of the total voting membership of the Faculty Senate. The Senate shall not take its final action on an amendment during the first meeting at which it is introduced. This Constitution of the Weber State University Faculty Senate may be amended only by an affirmative vote of three-fifths of the general faculty as determined by electronic ballot, overseen by the secretary of the Senate and by three faculty members appointed by the chair of the Senate. A ballot shall be valid only if received by the secretary of the Faculty Senate within 15 (fifteen) days after the date on which ballots were provided to the general faculty. A faculty member who wishes to abstain from voting shall be provided that opportunity on the ballot. At the end of ten (10) days, the secretary shall send a reminder to all members of the faculty who have not yet submitted ballots. At the end of the 15- (fifteen-) day period, the results of the ballots will be announced to all faculty. (For amendments to the Bylaws see Article B-XIII Amendments.)

ARTICLE C-IV. BYLAWS

The Bylaws, where applicable, shall be the basis for all procedures not specifically provided in the Constitution.

This Constitution was adopted by the general faculty on September 29, 1966, and approved by the president of the University on the same date. It was reported to the Board of Trustees on October 18, 1966.

CONSTITUTIONAL BYLAWS OF THE
WEBER STATE UNIVERSITY FACULTY GOVERNMENT

ARTICLE B-I. RIGHTS AND RESPONSIBILITIES OF FACULTY SENATE

Section 1. Rights of Members

1.1 Elected faculty members shall have full privileges of the Faculty Senate, including the right to introduce and to second motions and to vote.

1.2 Administrative members shall have the right to introduce and to second motions and all other rights and responsibilities specified in the Constitution and Bylaws but not the right to vote.

1.3 Duly appointed student members shall have the right to introduce and to second motions and to vote.

1.4 A representative delegated by a Senate member to attend a Faculty Senate meeting in his or her place shall exercise full rights of the member on any issue brought before the Senate at the meeting and not be limited to the particular issue for which the proxy was granted. His or her name must be communicated to the Senate chair at the commencement of the meeting.

Section 2. Attendance Requirement

A Senate member, without academic assignment for one semester during the regular academic year, must be replaced by election per policy in Article II, Section 4. In other cases, absence of an elected member from three regular meetings of the Senate during the academic year, unless due to illness or official assignment, shall lead to forfeiture of membership. Any seat unoccupied, or that will obviously be unoccupied, for longer than three months for any reason shall be declared vacant by the chair.

Section 3. Availability of Members

Teaching, research and extension schedules shall be arranged to allow attendance of members at regular meetings of the Senate. If, due to unusual circumstances, this is not possible, and if it is known at the time of election, the faculty member involved shall ask that his/her name be withdrawn from nomination.

ARTICLE B-II. ELECTION OF MEMBERS OF THE FACULTY SENATE

Section 1. Terms of Office

Members shall be elected for three-year terms by each organizational unit. In these elections only persons eligible for elective membership in the Senate shall vote.

Section 2. Ratios for Representation

2.1 Each organizational unit shall elect members according to the following determined ratio: total number of general faculty members eligible to vote divided into the total number of voting faculty for each organizational unit times the total number of elected members on the Senate.

The appropriate ratios shall be set yearly by the Committee on Constitutional Review, Apportionment and Organization. Terms shall be so arranged as to provide that one-third, or approximately that number of members, shall be newly elected each year.

2.2 The term "organizational unit," as used in the Constitution and Bylaws, shall refer to the various academic colleges and the Library.

Section 3. Election of New Members

Immediately following the approval of the apportionment (presented to the Faculty Senate no later than the last meeting of the fall semester) of membership by the Faculty Senate, the secretary of the Senate shall inform the faculty of each organizational unit of (1) the names of members whose terms will expire during the current academic year and (2) any changes in apportionment. Organizational unit faculties shall then elect new members in accordance with such election procedures as they may establish; however, a secret ballot shall be used.

Section 4. Election Procedures

The nomination and election procedures of each organizational unit shall be established by vote of the faculty of that unit. The election procedures and any changes in the procedures established by the faculty of an organizational unit shall be reported by the dean to the secretary of the Senate.

Section 5. Disputed Elections

Disputes over election procedures or results shall be adjudicated by the Executive Committee of the Senate.

Section 6. Maximum Representation

No more than three members of any one department shall serve in the Senate at the same time.

Section 7. Election Procedures Results

7.1 Results of the election of new members of the Senate shall be reported officially to the chair of the Senate by the organizational units no later than the eighth week of the spring semester.

7.2 Prior to the eleventh week of spring semester, the Executive Committee shall conduct a formal, documented vote of the general faculty for the purpose of electing members of the Executive Committee for the following year. The faculty must vote for nine members; and in the case of a tie for the ninth member, it shall be decided by the flip of a coin. A secret ballot shall be

used. There is no requirement that every organizational unit be represented on the secret ballot. The highest vote recipient from each organizational unit represented on the secret ballot shall serve as an elected member of the Executive Committee. The next highest vote recipients shall also be elected to the Executive Committee. No more than two members from the same organizational unit shall serve on the Executive Committee at the same time; for this purpose, a top-vote recipient will be eliminated in favor of the next highest vote recipient from another organizational unit.

7.3 The newly elected senators shall be designated as "Senators-elect." They shall assume their duties after the last day of spring semester and continue in office until the last day of the spring semester ending their term.

Section 8. Vacancies

A declared vacancy for one year or less shall be filled according to the election procedures established by the faculty of the organizational unit which elected said Senate member. A person serving a partial term shall be eligible for re-election to only one full term without a lapse of time.

ARTICLE B-III. POWERS AND DUTIES OF THE OFFICERS OF THE FACULTY SENATE

Section 1. Powers of the Chair

The chair of the Senate shall preside at meetings of the Senate. In case of a tie, the chair may cast the deciding vote. The chair also shall serve as chair and preside at meetings of the Executive Committee.

1.1 Power to Call Special Meetings

The chair may call special meetings of the Senate or of its Executive Committee.

1.2 Spokesperson for the Senate

The chair shall serve as the executive officer of the Senate and shall sign the official copies of all Senate actions. On all matters concerning publication or explanation of Senate actions, the chair shall be spokesperson of the Senate.

1.3 Spokesperson for the Executive Committee

The chair shall report and explain to the Senate the recommendations of the Executive Committee.

1.4 Supervisor of the Activities of the Secretary

The chair shall supervise the activities of the secretary of the Senate.

Section 2. Powers of the Vice Chair

The vice chair shall take over the chair of the Senate or of its Executive Committee if the chair is absent, resigns or wishes to express a personal opinion on a matter under discussion.

Section 3. Secretarial Duties

The secretary of the Senate shall publish and distribute to all members of the Senate the agenda and committee reports at least four (4) days in advance of regular meetings and as early as practicable before special meetings. The secretary shall keep the minutes of the Senate, including the call to meetings, a record of attendance at meetings, committee reports as adopted and a record of all the business transacted. After minutes of meetings have been approved by the Senate, the secretary will have them distributed promptly to the general faculty and post them on the web under the Faculty Senate home page. The secretary shall conduct referendums when directed to do so by the Senate or by the Constitution and Bylaws.

ARTICLE B-IV. ELECTION OF OFFICERS OF THE EXECUTIVE COMMITTEE

Section 1. Election of Chair-Elect and Vice Chair-Elect

Each year at an organizational meeting in March, those senators-elect and those senators whose term of office shall continue beyond that academic year shall elect for a one-year term a chair-elect and a vice chair-elect. The term of office of the chair-elect, vice chair-elect and the Executive Committee-elect shall commence following the last day of spring semester and terminate after the last day of the following spring semester.

Section 2. Vacancies

In the event that a vacancy should occur in the Executive Committee, it shall be filled at the next subsequent regular Senate meeting by an election in which the Executive Committee shall act as a nominating committee. The person elected and the person vacating the position shall be from the same organizational unit. Should a vacancy occur in the vice chair, the Senate shall fill the vacancy at its next regular meeting.

Section 3. Composition of the Executive Committee

3.1 The general faculty shall annually elect an Executive Committee of nine (9) members from the elected members of the Faculty Senate. The chair, vice chair and secretary of the Faculty Senate shall serve as chair, vice chair and secretary of the Executive Committee.

3.2 The president and the provost shall serve as the administrative members of the Executive Committee of the Faculty Senate without the right to vote.

Section 4. Powers and Duties of the Executive Committee

4.1 The Executive Committee of the Senate shall have such powers and duties as are delegated to it by the Constitution and Bylaws and by the Faculty Senate.

4.2 As the steering committee of the Senate, the Executive Committee shall give attention to all matters within the scope of the Senate's action, either on its own initiative or upon the request of individual members of the faculty.

4.3 The Executive Committee shall hold a meeting not less than one week before each regular meeting of the Senate. It shall approve the agenda proposed by the chair for the meetings of the Senate and shall cause the agenda and committee reports to be published and distributed to all members of the Senate at least four days prior to regular Senate meetings and as early as practicable prior to special meetings.

4.4 Committee reports to be placed on the Senate agenda must be submitted to the Executive Committee at least four days in advance of the Executive Committee meeting preceding the Senate meeting at which consideration of the report is planned and shall be distributed with the agenda to members of the Faculty Senate.

4.5 The Executive Committee shall include on the Senate agenda any items requested in writing by one-fifth of the voting members of the Faculty Senate, one-tenth of the voting members of the faculty or by the request of the president.

4.6 The Executive Committee may make recommendations to the Senate concerning proposed actions.

4.7 The Executive Committee shall recommend to the Faculty Senate the chairs and members for faculty committees.

4.8 The Executive Committee shall propose a calendar of regular meetings of the Senate for the ensuing year.

4.9 The meetings of the Executive Committee shall be open to all Senate members. The Executive Committee shall keep minutes of its meetings and make them available to all Senate members.

4.10 Members of the Executive Committee of the Faculty Senate shall serve as a faculty advisory board to the president of the University and shall meet with the president to give advice and recommendations on matters concerning Weber State University.

ARTICLE B-V. COMMITTEES OF THE FACULTY SENATE

Section 1. General Provisions

The Faculty Senate shall establish standing committees and ad hoc committees as it deems necessary. The committees are to report on their actions to the Senate annually. Additional reports may be submitted at the request of the Senate or on the initiative of the committees.

Section 2. Action on Committee Reports

Committees of the Faculty Senate are responsible to the Senate in all of their actions. The Faculty Senate may (1) refer any action of a committee back to the committee for further study and recommendation or to some other committee for study and recommendation, (2) disapprove any action of a committee or (3) approve any action with or without modifications and report it to the president of the University or to the duly appointed administrator.

Section 3. Membership of Standing Committees

3.1 Faculty members are appointed to three-year terms with the immediate eligibility for reappointment at the discretion of the Faculty Senate. Those who have completed two consecutive three-year terms on the same committee are not eligible for reappointment until at least one calendar year has elapsed. Students may be appointed to committees for one-year terms with immediate eligibility for reappointment. A student may not serve more than two terms on one committee. Faculty and student committee members have full participation privileges in the work of committees. The number of members on a committee will vary according to the functions of the respective committee.

3.2 The administrative members are appointed by the Faculty Senate at the recommendation of the president. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of administrative members may vary but will not exceed more than one-fifth of the total membership of the committee.

3.3 Ex officio members are appointed by the Faculty Senate at the recommendation of the Executive Committee and Standing Committee. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of ex officio members may vary but will not exceed more than one-fifth of the total membership of the committee.

3.4 All members of the general faculty and all members of the student body in good standing shall be eligible to serve on such committees.

3.5 A member of the Executive Committee may be appointed to serve as a liaison to a Senate standing committee. The liaison has participation privileges in the work of that committee but is not eligible to vote.

Section 4. Standing Committees

The list of standing committees presented below and their responsibilities should not be construed as limiting the power of the Faculty Senate to establish such additional committees as may be deemed necessary or to restrict the right of the Senate to assign additional duties to established standing committees.

4.1 Committee on Academic Resources and Computing

The Committee on Academic Resources and Computing shall recommend policies and operational procedures on the acquisition and utilization of computers and academic resource material.

4.2 Committee on Admissions, Standards and Student Affairs

The Admissions, Standards and Student Affairs Committee shall be concerned with standards for admission, retention and graduation from the University and policies pertaining to student affairs.

4.3 Committee on Appointment, Promotion, Academic Freedom and Tenure

The Committee on Appointment, Promotion, Academic Freedom and Tenure shall formulate policies and operational procedures on these matters and on due process and merit.

4.4 Committee on Constitutional Review, Apportionment and Organization

The Committee on Constitutional Review, Apportionment and Organization shall review, update and preserve the integrity of the Constitution and Bylaws of the Weber State University faculty government. This Committee shall study ratios of college representation on the Senate and recommend procedures for electing its members. The Committee shall also be responsible for recommending policies on the organization and operational procedures of the University.

4.5 Committee on Curriculum

The University Curriculum Committee (UCC) shall study and evaluate the curriculum needs of the University by reviewing program, certificate, and course proposals (including courses proposed to fulfill specific General Education designations as defined in the UCC manual), which have been approved by college curriculum committees or programs that report directly to the Office of Academic Affairs.

4.6 Environmental Initiatives Committee

The Environmental Initiatives Committee, working in conjunction with the Sustainability Practices and Research Center (SPARC), facilitates the integration of environmental and sustainability initiatives into Academic Affairs, Student Affairs, and Facilities Management. This committee also supports SPARC in its activities and role as a local and statewide resource for scientifically-based information and for leadership in addressing sustainability challenges. The committee serves as both advisory board to SPARC and a rotating working group of faculty from across the colleges, which studies, evaluates and makes recommendations for sustainability-supportive policy affecting the campus community. The committee shall be led by Co-Chairs: one faculty member from the EIC and the other the Director of the SPARC, or the Director's designee.

4.7 Committee on General Education Improvement and Assessment

The General Education Committee (GE) shall articulate the mission and goals for the General Education program and University core requirements and review these on a regular basis. The General Education Committee shall define the standards for the General Education program and oversee the assessment of the General Education program and University core requirements.

4.8 Committee on Honorary Degrees

Faculty members on the Honorary Degrees Committee shall review the recommendations presented to them and shall act as the faculty representatives on the Committee on Commencement and Honorary Degrees.

4.9 Committee on Research, Scholarship and Professional Growth

The Committee on Research, Scholarship and Professional Growth shall recommend policies on research, scholarship, teaching loads, instructional and faculty development and faculty productivity. It shall facilitate faculty in obtaining grants, travel funds, physical facilities, etc., to pursue research and scholarly activities.

4.10 Committee on Salary, Benefits, Budget and Fiscal Planning

The Committee on Salary, Benefits, Budget and Fiscal planning shall study, evaluate and make recommendations on faculty salaries, benefits, budgets and fiscal planning issues.

This Committee shall not exceed nine members with representation from each organization unit. The Faculty Senate chair shall serve as the Executive Committee liaison. A subcommittee shall serve under the direction of this Committee and represent the faculty in salary and related negotiations with the University administration. No two members of this subcommittee shall be from the same organizational unit. This subcommittee shall consist of the Faculty Senate chair, the chair of the Committee on Salary, Benefits, Budget and Fiscal Planning and a third member nominated by the Committee and approved by the Faculty Senate.

4.11 Committee on Teaching, Learning and Assessment

The Committee on Teaching, Learning and Assessment endeavors to enhance the learning environment at Weber State University. When the opportunity and need arise, and as charged by the Executive Committee of the Faculty Senate, the Committee studies, evaluates, and makes recommendations on issues affecting the teaching environment and the assessment of student learning at Weber State University. It also advises the Chair of the Committee in his or her capacity as the Director of the Teaching and Learning Forum and supports the activities of the Teaching and Learning Forum.

This committee shall have one faculty representative from each organizational unit. The Chair of the Committee shall be selected from a pool of applicants by a selection committee appointed by the Executive Committee and comprised of members of the Executive Committee and the Committee on Teaching, Learning and Assessment. The Committee shall be recommended to the Senate by the Executive Committee. The Chair will serve for a three-year term and will be evaluated annually by members of the Committee on Teaching, Learning and Assessment. The Chair of the Committee shall be responsible for the day-to-day operations of the Forum on Teaching and Learning.

Section 5. Establishment of Subcommittees

Standing committees may form subcommittees to carry out committee functions and may invite resource persons from the faculty, staff or student body to assist in the work of committees, but may not form ad hoc committees or appoint a faculty or staff member other than their own members to carry out their functions.

Section 6. Establishment of Ad Hoc Committees

Ad hoc committees are appointed by the Faculty Senate in those instances where a committee is needed to carry out a specific function and none of the existing committees is in a position to accept the responsibility. The composition and powers of such committees will be recommended by the Executive Committee and approved by the Senate. Ad hoc committees continue to function until they have completed their assigned task or until the end of the current academic year, whichever comes first. Ad hoc committees may be reappointed for a second academic year if they have not completed their assigned task. If the task of an ad hoc committee is such that it cannot be completed within a two-year period, consideration should be given to requesting the Faculty Senate to establish the committee as a permanent committee.

Section 7. Committee Procedures

Each committee determines the time, place and frequency of its own meetings. The chair of the committee is responsible for calling meetings. Committee meetings are open meetings unless the chair announces in advance of the date of the meeting that the committee will meet in executive session. The chair is responsible for keeping minutes and forwarding copies of approved minutes to the chair of the Executive Committee. Committees shall conduct their meetings in accordance with the most recent edition of Robert's Rules of Order.

Section 8. Staffing of Committees

Committee assignments will be made in April of each year for the succeeding year by the Faculty Senate upon the recommendation of the Executive Committee. Vacancies will be filled as they occur. A member of a committee who goes on special leave for more than one semester shall be replaced for the duration of the academic year. Committee chairs are responsible for reporting promptly all vacancies on their respective committees to the chair of the Executive Committee. Committee members who are unable to attend for more than one semester shall be replaced. The Executive Committee shall avoid nominating a faculty member to more than one committee during any given year.

Section 9. Attendance Requirement

Absence of a member or a member's designated alternate from three meetings of a committee, unless due to illness or official assignment, shall lead to forfeiture of membership. The chair of the Faculty Senate shall be notified of the vacancy on the committee.

Section 10. Review of Committee Functions and Responsibilities

The Faculty Senate shall inform faculty members of the organization and operation of the University's committee system; shall keep a record of the names, functions and membership of

all committees in an office; shall keep files of the minutes of committees and shall make an annual review of the University committee system, including the functions and responsibilities of each of the committees; and shall submit an annual report to the general faculty.

ARTICLE B-VI. REVIEW FUNCTIONS OF THE FACULTY

Section 1. Areas of Application

The faculty shall express its judgment on administrative action by giving an opinion and recommendation on any case presented to it which raises an issue of salary, the nature or conditions of work, due process in the granting of rank/tenure and other pertinent matters of faculty concern.

Section 2. The Faculty Board of Review

The review function of the faculty shall be exercised by the Faculty Board of Review. The Faculty Board of Review shall be composed of seven regular members and two alternate members; each member must be a tenured member of the teaching faculty. When issues dictate, up to two student members may be added to the Board. The Faculty Senate shall elect at least three regular members and two alternate members each year from a slate of nominees presented by the Executive Committee as the Faculty Board of Review. The Executive Committee shall recommend to the Faculty Senate the chair for the Faculty Board of Review Committee and require Faculty Senate approval of that appointment via motion. Regular members shall hold office after the last day of spring semester for a term of two years; alternate members shall hold office following the last day of spring semester for a term of one year. A member shall complete the review of any case in which consideration began prior to the expiration of the member's term of office. At least one year shall elapse between terms of office. No more than one member of the Faculty Board of Review shall serve at any one time from a single department of the University, or where departments do not exist, from any single program.

Section 3. Responsibilities of the Faculty Board of Review

The Faculty Board of Review shall principally be concerned with, but not limited to, retention of tenured faculty, cases of academic due process with regard to granting of tenure/promotion, salary, work conditions and other pertinent matters of faculty concern.

Section 4. Faculty Code of Rights and Responsibilities

4.1 Academic Freedom, Tenure, Discipline and Termination

The faculty code of rights and responsibilities adopted by the Faculty Senate on February 25, 1975, as amended, is hereby incorporated into these Bylaws by reference and is in every respect an integral part of these Bylaws. All disputes shall be governed by the Faculty Code of Rights and Responsibilities.

4.2 Hearing

Any member of the faculty desiring a review of administrative action in these areas shall request in writing a hearing by the Faculty Board of Review. The Faculty Board of Review shall reserve the right to either hear a case or reject it for hearing.

4.3 Procedure of the Faculty Board of Review

The Faculty Board of Review shall make its own investigations as it deems necessary or advisable in formulating its recommendation. University legal counsel should be consulted with respect to procedure before the Board makes its recommendation. The opinion and recommendation of the Board shall be forwarded in writing to the appropriate administrative official or officials and to the faculty member concerned. The appropriate administrative official shall state in writing the decision with reasons thereof within 20 (twenty) days after receipt of the recommendation. This statement also shall be sent to the faculty member concerned.

4.4 Publicity

Public statements either by faculty members or by administrative officials about cases before the Faculty Board of Review should be avoided. Any announcement of the final decision should include either the complete statement or a fair abridgement of the recommendation of the Faculty Board of Review if it has not previously been released.

4.5 Report to the Faculty Senate

The Faculty Board of Review shall report annually to the Faculty Senate the number and types of cases presented to it and indicate the number of cases in which it was recommended that the faculty member be sustained.

Section 5. Disqualification

If a member of a Faculty Board of Review is involved in a case before the Board, or is a member of a department from which a case arises, that member shall be disqualified to hear or investigate the case.

Section 6. Personal Disqualification

Members of the Faculty Board of Review shall disqualify themselves from hearing or investigating a case whenever they believe they cannot render an impartial judgment.

Section 7. Appointment of Temporary Member

Whenever a member of the Faculty Board of Review is disqualified by the terms of Sections 5 or 6 above or is no longer a member of the teaching faculty, the Executive Committee shall appoint one of the elected alternate members to fill the vacancy for the particular case pending before the Board. If no alternate members remain to fill the vacancy, the Executive Committee shall appoint a member to fill the vacancy for the particular case pending before the Board.

Section 8. Disposition of Records

Accurate and complete records will be maintained by the Board of Review on all cases presented to them. These records will be classified as "private data" under the Utah Information Practices Act and will be sealed and filed through the President's Office. Permission to examine the record of cases other than those under consideration must be obtained from the president of the University and be consistent with the Utah Information Practices Act.

ARTICLE B-VII. QUORUMS

Section 1. Faculty Senate Quorum

A majority of elected members shall constitute a quorum of the Faculty Senate.

Section 2. Committee Quorums

On all committees of the Faculty Senate, a majority of voting faculty members shall constitute a quorum, unless otherwise specified.

ARTICLE B-VIII. PROCEDURES TO FORMALIZE SENATE ACTIONS

Section 1. Voting in the Faculty Senate

All actions of the Senate shall be by majority vote of those present and eligible to vote, provided a quorum is present, unless otherwise specified in the Constitution and Bylaws. A vote by roll call shall be mandatory upon a motion made by one Senate member and supported by one-fifth of the Senate members present and eligible to vote.

Section 2. Effective Dates of Action Taken

If neither the faculty nor the president calls for a review of Senate action, such actions shall become effective 21 (twenty-one) days after original passage, unless the Senate votes to suspend or rescind the action, or both the president and chair of the Senate agree to an extension of time for a specified period to permit further negotiation, or either the president or the Senate elects to submit an unresolved conflict to the Board of Trustees.

Section 3. Transmittal to the Board of Trustees

Faculty Senate decisions that require action by the Board of Trustees shall be transmitted promptly by the president to the Board of Trustees and shall become effective upon approval by the Trustees. The Board of Trustees may overrule any action of the Faculty Senate.

Section 4. Transmittal to the Board of Trustees and the Board of Regents

Faculty Senate decisions that require action by both the Board of Trustees and the Board of Regents shall be transmitted promptly by the president to the Board of Trustees. Upon approval by the Trustees, decisions shall be forwarded by the president to the Board of Regents and shall become effective upon approval by the Regents.

ARTICLE B-IX. PARLIAMENTARY AUTHORITY

Section 1. Authorities Utilized

The meetings of the Faculty Senate and its committees shall be conducted in accordance with the rules prescribed in the most recent edition of Robert's Rules of Order except as may be provided otherwise by the Constitution and Bylaws. The parliamentarian to the Senate shall be appointed by the Executive Committee.

ARTICLE B-X. POLL AND CHALLENGE PROCEDURE

Section 1. Poll Procedure

At the request of one-tenth of the faculty or one-third of the Senate, the various representatives of the organizational units shall poll their members on any issue before the Senate.

Section 2. Challenge Procedures

Upon petition to the chair of the Senate, signed by one-tenth of the members of the general faculty, any vote of the Faculty Senate shall be submitted to the general faculty at a meeting that shall be called for that purpose. This petition must be submitted to the chair not more than 14 (fourteen) days after the minutes of the Faculty Senate are distributed. The meeting of the general faculty must be held in not more than 14 (fourteen) days after the petition has been submitted (Saturdays and Sundays shall be included). The chair or one whom the chair may designate will preside. In computation of elapsed time, as provided for in this section, the 14 (fourteen) day period excludes vacation periods and academic holidays. The person initiating the objecting petition shall select at least two other signees of the petition to form a committee to propose and lead the presentation of the case for the opposition. The composition of this committee shall be published in the call to meeting of the general faculty. The meeting shall be conducted according to the same parliamentary authority that governs meetings of the Faculty Senate and its committees. Amendments to the Senate's action may be adopted at this meeting; however, no final vote on the original action of the Senate, on an amended action or on a new proposal, shall be taken at this meeting.

Voting on such a referendum shall be conducted by a secret mail ballot, as prescribed in the Bylaws. A majority of the legal votes cast shall be conclusive, provided that this majority also represents a majority of the general faculty. If a majority of the general faculty does not cast valid votes, the Faculty Senate action shall stand.

ARTICLE B-XI. RECONSIDERATION BY THE FACULTY SENATE

Section 1. Veto Procedures

When the action of the Senate does not meet with approval of the president, the president shall return it, together with the reasons for vetoing it, to the Executive Committee within 21 (twenty-one) days. The Executive Committee shall resubmit the action to the Senate with a motion to reconsider. The Senate shall decide whether to suspend, rescind, amend or confirm its previous

action. If the Senate reconfirms its previous action, it shall direct the Executive Committee to prepare an explanatory statement of the Senate's position. If, after the Senate's response to the president's disapproval has been transmitted to the president, agreement between the Senate and president cannot be reached, either party may elect to submit the matter to the Board of Trustees. Such transmittal from the Senate shall be through the president.

Section 2. Board of Trustees' Requests

If the Board of Trustees shall request further information on a matter from the Senate, the Executive Committee shall represent the Senate at the invitation of the Board of Trustees.

ARTICLE B-XII. CLOSED SESSION OF THE SENATE FOR FACULTY MEMBERS

Section 1. Closed Session

The faculty and student representatives of the Faculty Senate shall have the right to a closed session for discussion purposes only. This session will be held upon a motion of a faculty or student member of the Faculty Senate and approval of two-thirds of the faculty and student members present. The motion shall state the issue or issues to be discussed. Such a motion will take precedence over any business on the floor. The meeting will be chaired by the chair of the Faculty Senate. After the discussion has been completed, the administrative members will be called back to the regular session.

ARTICLE B-XIII. AMENDMENTS

Section 1. The Amending Process

These Bylaws may be amended by a two-thirds majority vote of the Faculty Senate present and eligible to vote at a regular Senate meeting, but a proposal to amend the Bylaws may not be voted upon at the meeting at which it is first moved.



PPM 8-11, Evaluation of Faculty Members

No. 8-11

Rev. 5-9-19

Date: 4-8-81

I. REFERENCE

A. PPM 3-62, —Evaluation of University Personnel

B. PPM 9-9, —Due Process/General Statement

C. Board of Regents Policy R481, —~~Regent's Policy~~: Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review

II. POST-TENURE REVIEW

A. Purpose

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

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

B. Procedures

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

1. Teaching, through student, collegial, and administrative assessment;
2. The quality of scholarly and creative performance and/or research productivity; and

3. Service to the profession, school and community.

C. Student Evaluations

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each year, all post-tenured faculty members shall have student evaluations administered in at least two of the courses. The two courses to be evaluated each year will be determined through consultation between each faculty member and ~~his/her~~ their department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries will be kept on file in the office of the chair.

D. Remedial Actions Based on Post-Tenure Review

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

E. Modifications to Post-tenure Review Documents

Academic Units that wish to change these documents shall submit their documents in writing to their Tenure-Track and Tenured faculty for comments and a vote. The outcome of the vote shall be reported to the faculty and the Academic Units and shall accompany the documents throughout the approval process.

III. TENURE REVIEW

A. Definitions and Eligibility

The University shall extend tenure to approved members of the teaching faculty who are holders of tenure track appointments and to certain others as hereafter defined. Tenure track appointments shall be given only to those faculty who, at the time of such appointment, meet the minimum degree requirements specified below in this policy.

Appointment to a tenured position is considered permanent and not subject to termination or substantial reduction in status without cause, provided that in all cases the services of an individual in that position continue to be needed and that funds are available to pay them.

Granting tenure implies a commitment by the University. Likewise, the faculty member who is granted tenure makes an equally strong commitment to serve students, colleagues, their discipline and the University in a manner befitting an academic person. It also raises a strong presumption that those granted tenure are competent in their disciplines and are capable of

scholarly contributions. It is, therefore, imperative that a responsible screening process be followed before such commitments are made to insure selection of the most competent candidates.

Any faculty member or administrator may petition the Appointment, Promotion, Academic Freedom and Tenure Committee of the Faculty Senate to consider changes in tenure policy. Petitioners for tenure policy changes in a particular college must invite comments from faculty, the department chair and the dean of that college.

B. Minimum Degree Requirements

The following minimum degree requirements have been established for each department. Although higher standards may be desirable, no departmental criteria will be approved which fall below these minimums.

1. For the colleges of Education, Science, and Social and Behavioral Sciences:

Attainment of the earned doctorate in the discipline of primary responsibility. In the event a doctorate is not the general recognized terminal degree in a candidate's discipline, a doctorate in a closely related discipline (as approved in writing by the provost in consultation with the Appointment, Promotion, Academic Freedom and Tenure Committee and the appropriate dean) shall be required.

2. For the school of Business and Economics and the college of Arts and Humanities, the requirement specified in (1) shall be required with the following exceptions (which represent equivalency):

Business Administration - An earned Juris Doctorate accompanied by a master's degree in a related business field will be considered equivalent to the earned doctorate for those whose primary responsibility is in the area of business law.

Accounting - An earned Juris Doctorate accompanied by (1) a master's in accounting or (2) a B.S. in accounting and an M.B.A. will be considered equivalent to the earned doctorate for those whose primary responsibility is in the area of taxation and/or accounting law.

Information Systems & Technologies - An earned doctorate in the field (e.g., Systems Management Information Systems, Computer Information Systems, Information Systems) or equivalent, the latter to be satisfied by either (1) an earned doctorate in a related field of business or (2) an earned doctorate in a field outside the traditional areas of business with a graduate business degree; plus, in either case,

- a. relevant, practical experience in Computer Information Systems, or
- b. additional educational training sufficient to demonstrate competency and currency in the field.

Logistics - An earned doctorate in logistics or in a related field with evidence of completed graduate course work in logistics. A Juris Doctorate with relevant experience for those whose primary teaching responsibility is in contracting and procurement.

Visual Arts - The recognized and accepted terminal degree is the M.F.A. for studio areas including: ceramics, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving and textiles, and graphic design.

Performing Arts - The recognized and accepted terminal degree is the M.F.A. in the following disciplines: costume design, scene design, lighting and sound design, technical directing, dance, acting, and directing.

English - A recognized and accepted terminal degree is the M.F.A. for the area of creative writing.

Communication - A recognized and accepted terminal degree is the M.F.A. for the area of digital media.

Foreign Language – A recognized and accepted terminal degree for the areas of translation, interpretation, and localization is a master's degree in translation, interpretation or localization.

3. For the Dr. Ezekiel R. Dumke College of Health Professions:

Attainment of the earned doctorate in Health Professions or master's degree in the field or related discipline, plus current professional certification or license within the candidate's primary area of responsibility.

4. For the College of Engineering, Applied Science & Technology:

For Computer Science and Telecommunications/Business Education, attainment of the earned doctorate plus two years of experience or a master's degree plus five years of experience and appropriate certification; for Automotive Technology, Construction Management Technology, the Engineering Technologies, and Sales and Service Technology, attainment of the earned doctorate plus two years of experience or a master's degree plus five years of experience. All degrees and experience must be in approved fields/competencies and at appropriate levels, as outlined in the college promotion and tenure policy.

5. For the Stewart Library:

Have earned the Masters of Library Science from a program accredited by the American Library Association, or its equivalent.

C. Tenure Review Process

Weber State University shall maintain review procedures to evaluate and record the progress of probationary faculty members toward tenure. Full evaluations shall be made during the third and sixth probationary years. In exceptional cases, the tenure review process may be temporarily

suspended (one may leave and re-enter at the same point), upon recommendation by the department chair and the dean, in consultation with the provost. If and when such a request is granted, the conditions of the extension shall be explained in writing by the dean with a copy to the provost. A faculty member, their department chair, the dean or the provost may also request an additional review in other probationary years. A progress report, including written evaluations of a non-tenured faculty member, shall be placed in the file of the faculty member recording the findings of the review and shall be transmitted to the faculty member. The faculty member shall be given appropriate opportunity to discuss strengths, weaknesses, goals, etc. at each review level.

In addition, in the second year of a candidate's progress toward tenure, the department chair will do an assessment of the candidate's progress. This assessment may be done with or without the assistance of a departmental committee at the sole discretion of the department chair. The candidate's teaching, service and scholarship shall be evaluated and an overall written assessment of progress made. The department chair shall send a written report to the candidate and the candidate's dean and shall submit the report for inclusion in the candidate's professional file. There is no evaluation beyond the department level. When candidates in their second year of progress toward tenure are either to be evaluated in that year for promotion or have requested an additional review, the department chair may choose to let that promotion evaluation serve in place of the second year assessment of progress toward tenure.

During the third and sixth years of the probationary period, and other years when requested, the full review process shall include evaluation by the dean and the ranking tenure evaluation committees at the levels of the department and the college. In the Stewart Library, which does not have enough eligible faculty members to form both a department-level and a college-level committee, there will be no department-level evaluation. At ~~his/her~~their sole discretion, the provost may review and make separate recommendations for or against a candidate's tenure or evaluation of a candidate's progress towards tenure. An exception is that in the event that there is a conflict among recommendations from the dean, the college Tenure Evaluation Committee and the department Tenure Evaluation Committee, the provost must make a separate recommendation. Furthermore, after the Department Tenure Evaluation Committee, the College Tenure Evaluation Committee, and the dean have completed their respective reviews, the candidate may request an additional review by the University Tenure Evaluation Committee. The University Committee evaluates the substantive issues of teaching, scholarship, service and ethics. The University Committee shall review the files of all candidates for advancement in rank or tenure who request such a review (see 8-19A). The recommendation(s) of the University Committee will be forwarded to the provost. The provost makes the final institutional recommendation unless overturned by the president or the Faculty Board of Review, as is the dean's recommendation when the provost makes no recommendation. All these reviews shall follow established procedures allowing for formal evaluative contributions from students, faculty peers, and supervisory administrators and shall give faculty members under review written evaluations with the right of due process review by the Faculty Board of Review (as described in PPM 9-9 through 9-17).

Faculty members who have been granted extensions of the probationary period beyond the normal six years shall annually be subject to formal review. For those faculty members who have been granted reductions in the normal probationary period of six years under the policies

described in PPM 8-23 and/or 8-24 herein, a determination shall be made by the dean during the first year of appointment on the tenure track with respect to the proper scheduling of the formal review process. The findings of that determination shall be placed in writing in the candidate's professional file described in PPM 8-13.

D. Criteria for Granting Tenure

Each college has formulated a written policy statement, the college tenure document, containing the criteria to be used in tenure review. Review criteria in college tenure documents may be further specified in written department standards or department tenure documents. In that case, each department's tenure document will be considered as a part of the college tenure document. The criteria set in the department tenure documents must meet or exceed the criteria specified in the college tenure document. The approval process for new or revised department standards or department tenure documents needs to be specified in the college tenure document. Department standards or department tenure documents shall be used in conjunction with the college tenure document when reviewing and evaluating a candidate's materials at every level or review (peer review, department, college, dean, university, provost). A college tenure document must include (1) the criteria, consistent with the minimum criteria outlined below; (2) the rationale for the criteria; and (3) the method for measuring performance with respect to the criteria. Acknowledging that some faculty members take an integrated approach to teaching, scholarship and service, it may be appropriate to recognize contributions in more than one category (teaching, scholarship, and/or service) for a particular activity if evidence in a candidate's professional file demonstrates how the activity applies to multiple categories.

Any change in the college tenure document shall be submitted through the dean to the Appointment, Promotion, Academic Freedom and Tenure Committee for analysis and recommendation to the Faculty Senate. Academic Units that wish to change these documents shall submit their documents in writing to their Tenure-Track and Tenured faculty for comments and a vote. The outcome of the vote shall be reported to the faculty and the Academic Units and shall accompany the documents throughout the approval process. Upon the approval of the Faculty Senate, the revision in the college tenure document shall be forwarded to the provost. Upon approval by the provost and Board of Trustees, the changed college tenure document will be considered adopted. The date of the final approval of the college tenure document will be affixed to the policy statement, and that date will be considered as the effective date. Thereafter, the approved and dated college tenure document will apply until any revision is channeled through the steps outlined herein and a new effective date is affixed. Copies of the approved revised college tenure document will be on file in the offices of the department chair, the dean, the Faculty Senate and the provost and will be accessible online at the provost homepage.

Minimum criteria include:

1. A rating consistent with college standards in teaching. Teaching activities may include, but are not limited to: classroom instruction, on-line instruction, laboratory activities, field work or field trips, supervising projects, preparation of course materials, and a variety of advisory, supervisory, or sponsorship roles including community engaged learning, student clubs and organizations, events, and programs as well as other types of teaching activities.

2. A rating consistent with college standards in professional activities such as research and other contributions to knowledge, leadership in professional organizations, and active pursuit of professional competence.
3. A rating consistent with college standards in service, which includes professionally related community service as well as service to the institution, i.e., service on department, college or other University committees and task forces; student advisement; and other types of service.
4. Adherence to professional ethics.
5. Possession of terminal degree as defined above.
6. A rating consistent with college standards in other criteria stated in specific college documents, such as professionally related experience.

IV. EVALUATIVE CRITERIA FOR ACADEMIC RANK

It shall be the policy of the University that the minimum evaluative criteria established in this document are applicable to all academic colleges and the Library. Except as outlined for exceptional persons or early promotions (see PPM 8-11. V), no individual will be advanced in rank without satisfying these minimum requirements. Individual colleges may establish additional requirements and further delineate the items addressed in this document.

It shall be the policy of the University to make promotions in rank to competent and deserving members of the faculty. Upon their request, faculty members will be considered for advancement in rank by the dean and the ranking tenure Evaluation Committees at the levels of the department and the college. At ~~his or her~~their sole discretion, the provost may review and make separate recommendations for or against a candidate's advancement in rank. An exception is that in the event that there is a conflict among recommendations from the dean, the College Ranking Tenure Evaluation Committee and the Department Ranking Tenure Evaluation committee, the provost must make a separate recommendation. Furthermore, after the Department Ranking Tenure Evaluation Committee, the College Ranking Tenure Committee, and the dean have completed their respective reviews, the candidate may request an additional review by the University Tenure Evaluation Committee. The University Committee evaluates the substantive issues of teaching, scholarship, service and ethics. The University Committee shall review the files of all candidates for advancement in rank or tenure who request such a review (see 8-19a). The recommendation(s) of the University Committee will be forwarded to the provost. The provost makes the final institutional recommendation unless overturned by the president or the Faculty Board of Review, as is the dean's recommendation when the provost makes no recommendation. All these reviews shall follow established procedures allowing for formal evaluative contributions from students, faculty peers, and supervisory administrators and shall give faculty members under review written evaluations with the right of due process review by the Faculty Board of Review (as described in PPM 9-9 and following).

Faculty members have the right at any stage of the review proceeding to withdraw themselves from consideration for advancement in rank. Notice of such request shall be made by the candidate to ~~his/her~~their dean, who, in turn, shall then advise the appropriate reviewers that they

are no longer to consider the candidate for advancement in rank. Years of service in rank at other institutions may be substituted for years at Weber State University in accordance with the agreement reached at the time of appointment. (See PPM 8-8) Promotions in rank are effective as of the beginning of the fiscal year following the notice of promotion.

A. Channels

In order to allow for the legitimate different talents, aptitudes, preferences and assignments of individuals as well as the needs and goals of the institution, several equivalent channels of evaluation are made available. These channels consist of minimum requirements and/or performance levels that must be met within four different categories before an individual is eligible for consideration for advancement in rank.

These Categories are: (1) credentials and probationary periods, (2) teaching, (3) scholarship and (4) administration and/or professionally related service. Definitions and descriptions of these categories are found later in this policy.

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The channels appropriate for evaluating a candidate for promotion from assistant professor to associate professor are as follows:

<u>Channel</u>	<u>Credentials Probationary Periods</u>	<u>Teaching</u>	<u>Scholarship</u>	<u>Administration and/or Professionally Related Service</u>
<u>A</u>	<u>Satisfied</u>	<u>Satisfactory</u>	<u>Good</u>	<u>Good</u>
<u>B</u>	<u>Satisfied</u>	<u>Satisfactory</u>	<u>Excellent</u>	<u>Satisfactory</u>
<u>C</u>	<u>Satisfied</u>	<u>Excellent</u>	<u>--</u>	<u>Good</u>
<u>D</u>	<u>Satisfied</u>	<u>Good</u>	<u>Good</u>	<u>Satisfactory</u>
<u>E</u>	<u>Satisfied</u>	<u>Good</u>	<u>Satisfactory</u>	<u>Good</u>

Channels appropriate for evaluating a candidate for promotion from associate professor to professor are as follows:

<u>Channel</u>	<u>Credentials Probationary Periods</u>	<u>Teaching</u>	<u>Scholarship</u>	<u>Administration and/or Professionally Related Service</u>
<u>A</u>	<u>Satisfied</u>	<u>Good</u>	<u>Good</u>	<u>Good</u>
<u>B</u>	<u>Satisfied</u>	<u>Good</u>	<u>Excellent</u>	<u>Satisfactory</u>

<u>C</u>	<u>Satisfied</u>	<u>Excellent</u>	<u>Good</u>	<u>Satisfactory</u>
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B. Evaluations

Many items related to an individual's credentials and performance are considered to be essential for performing at an adequate level. Such items are considered to be the base upon which a case is built to justify promotion. Their lack is a negative factor in promotion considerations. Examples of adequate level performance requirements include the following:

1. Teaching a share of the more difficult or less popular courses
2. Completing a share of departmental committee assignments and other departmental duties
3. Completing such class work, work experience, journal reading, etc. as is necessary for maintaining credentials and keeping current in the field
4. Updating lecture notes and supplementing test material to keep courses current
5. Occasionally accepting and completing assignments at the college and University level
6. Doing other work for which the individual was specifically hired and for which provisions are made in assigned workload

When the candidate has achieved the minimum credentials, completed the probationary period, and applied for promotion, the ranking tenure evaluation committees and other reviewers will evaluate the candidate in each of the categories and compare the results with the standards established in each channel. To be recommended for promotion, a candidate's evaluation in each category must meet or exceed the standards in any one channel. Promotion shall not be attained by satisfying parts of two or more channels. The candidate need not select any specific channel.

Some channels do not require performance in a particular category. Where a channel does include performance, ranking tenure evaluation committees and other reviewers will evaluate an individual's performance as (low to high) (1) unsatisfactory, (2) satisfactory, (3) good or (4) excellent.

C. Definition of Channels

1. Credentials and Probationary Periods

a. Promotion from assistant professor to associate professor

- i. The doctorate, where offered, shall be required for advancement to the rank of associate professor. Where the doctorate is not offered in the discipline, either a doctorate in a closely related discipline or a master's degree will be accepted upon approval of the faculty of the discipline, the chair, the dean and the provost. Approval shall be attained for the exception to the

required degree prior to the initiation of the review process for that academic year. The following are approved exceptions to the doctorate for advancement in rank to associate professor:

College of Health Professions

Master's degree plus current professional certification and three (3) years of work experience.

College of Arts and Humanities

Master of Fine Arts for the disciplines of ceramics, creative writing, digital media, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving and textiles, graphic design, costume design, scene design, lighting and sound design, technical directing and dance.

Master's degree in translation, interpretation, or localization for the clinical areas of translation, interpretation, and localization.

College of Engineering, Applied Science & Technology

For Telecommunications/ Business Education and Computer Science, a master's degree plus five years of experience and appropriate certification; for Automotive Technology, Construction Management Technology, the Engineering Technologies and Sales and Service Technology, a master's degree plus five years of experience. All degrees and experience must be in approved fields/competencies and at appropriate levels, as outlined in the college promotion and tenure policy.

Stewart Library

Master's degree in Library Science, or its equivalent, from a library school accredited by the American Library Association.

ii. Six years of satisfactory performance at the rank of assistant professor will be the minimum probationary period. However, up to one year for professionally related activities can be counted toward fulfilling this requirement.

iii. To be promoted from assistant professor to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank. A candidate who has been granted an extension to the normal probationary period for tenure cannot be considered for advancement in rank to associate professor until the candidate is also considered for tenure.

b. Promotion from associate professor to professor

i. The doctorate, where offered, shall be required for advancement to the rank of professor. Where the doctorate is not offered in the discipline, either a doctorate in a closely related discipline or a master's degree will be accepted upon approval of the faculty of the discipline, the chair, the dean, the provost and the Appointment, Promotion, Academic Freedom and Tenure Committee. Approval shall be attained for the exception to the required degree prior to the

initiation of the review process for that academic year. The following are exceptions to the doctorate for advancement to the rank of professor.

College of Arts and Humanities

Master of Fine Arts for the disciplines of ceramics, creative writing, digital media, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving, and textiles, graphic design, costume design, scene design, lighting and sound design, technical directing and dance.

Master's degree in translation, interpretation, or localization for the clinical areas of translation, interpretation, and localization.

College of Engineering, Applied Science & Technology

For Telecommunications/ Business Education and Computer Science, a master's degree plus five years of experience and appropriate certification; for Engineering Technology and Sales and Service Technology, a master's degree plus five years of experience; for Design Graphics and Machine Tool Technologies, a master's degree plus six years of experience. (All degrees and experience must be in approved fields/competencies and at appropriate levels, as outlined in the college promotion and tenure policy.)

Stewart Library

Have earned the Masters of Library Science from a program accredited by the American Library Association, or its equivalent.

ii. Five years of satisfactory performance at the rank of associate professor will be the minimum probationary period. However, up to one year for professionally related activities can be counted toward fulfilling this requirement.

iii. If one is hired at the rank of associate professor, then to be promoted from associate professor to professor one must either have been previously granted tenure or be granted tenure at the same time as the promotion.

D. Teaching

Teaching is defined as instruction conducted under the auspices of Weber State University.

Teaching activities may include, but are not limited to: classroom instruction, on-line instruction, laboratory activities, field work or field trips, supervising projects, preparation of course materials, and a variety of advisory, supervisory, or sponsorship roles including community engaged learning, undergraduate research, student clubs and organizations, events, and programs as well as other types of teaching activities. This includes development of new courses and/or programs within a college as well as significant modifications of existing courses or programs. This category also includes the preparation and use of teaching materials such as course syllabi and other materials intended for instructional use.

It shall be the responsibility of the candidate and department to provide evidence of successful teaching experiences; therefore, teaching performance shall be evaluated by students, peers and appropriate administrators. ~~Two or more teaching evaluations must be completed in each year of the candidate's probationary period. The evaluations shall include department or college-wide comparisons.~~

To be evaluated in the teaching category and to have the year count towards the probationary period, a candidate must teach a minimum of 12 hours or its equivalent as determined by the department chair and the dean. However, up to two years for professionally related activities approved by the department chair and dean can be counted toward fulfilling this requirement. Equivalency for the Library will be determined by the Dean of the Library and the provost. Examples of professionally related activities include but are not limited to research, other contributions to knowledge, leadership in professional organizations, active pursuit of professional competence, administrative assignments, endowed chair positions, faculty governance positions, etc.

Evidence of Teaching Effectiveness includes:

1. Student Evaluations

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each year, all contract, non-tenured, and adjunct faculty members will have student evaluations administered in every course taught, and each tenured faculty member shall have student evaluations administered in at least two of the courses. The two courses to be evaluated each year will be determined through consultation between each faculty member and ~~his/her~~their department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The Department Chair, in consultation with the Dean, may also choose to share the evaluations with those who have oversight/input into course assignments, hiring, evaluating, and/or retaining of faculty, such as program directors/coordinators. The summaries shall be kept on file in the office of the chair. In the case of the faculty member who is on tenure track or who is seeking promotion, the chair shall send to the faculty member's professional file summaries of that faculty member's student evaluations mentioned above, plus department averages for similar courses.

2. Candidate's Teaching Profile

While student evaluations are important ~~to in-demonstrating~~ certain skills related to excellence in teaching, they are not sufficient for a complete evaluation of a candidate's teaching abilities. Therefore, it is incumbent upon candidates to provide evidence that they are competent in three different elements of teaching: Subject Knowledge, Pedagogy, and Assessment of Student Learning. Clearly courses are taught in context. Candidates are encouraged to discuss this context in cases where it impacts their teaching and/or techniques they use in the classroom. All candidates shall establish documentation for assessment by a peer review committee demonstrating their teaching skills.

a. Subject Knowledge

Candidates shall demonstrate that they possess the current knowledge and/or skills necessary to provide up-to-date instruction for the courses they teach. Candidates may choose among, but are not limited to, the following:

- Presentation of the candidate's view of the discipline, knowledge of the discipline, and the state of the discipline.
- Narrative of the state of the discipline.
- An assessment of the candidate's knowledge by outside experts.
- Exhibit of a focused evaluation by an outside expert
- Class materials, handouts, syllabi, class notes, etc.
- Web pages that the candidate is using for classes.
- Attendance at professional meetings with a statement by the candidate on how it impacts ~~his/her~~their teaching.
- Narrative on how the candidate's scholarship connects to the classroom.

b. Pedagogy:

Candidates shall demonstrate an acquaintance with the pedagogy of their disciplines. They should demonstrate knowledge of the issues surrounding the pedagogical approach they choose and articulate their purposes for their choices. They should also demonstrate a continuing effort to improve instruction. Candidates may choose among, but are not limited to, the following:

- Attendance at professional meetings with a narrative describing how that meeting helped the candidate improve ~~his/her~~their teaching.
- Videotape of the candidate's teaching with analysis by the candidate.
- Student evaluations.
- Narrative on how the candidate views teaching.
- Classroom observations by peer review committee.
- Examples of collaborative teaching statements from collaborator on the candidate's skills.
- Documentation of research the candidate has conducted with students.
- Interviews with students discussing their level of satisfaction with the course and instructor.

c. Assessment of Student Learning:

Candidates must demonstrate that they assess students' learning with valid, reliable assessment methods and tools. Candidates may choose among, but are not limited to, the following:

- Examples of research with students.
- Student work (outcomes) presentations, publications, projects, etc.
- Examples of classroom assessment techniques.
- Assessment narrative.
- Examples of exams, quizzes, tapes of conferences with students, etc.

- Recommendation from employers, cooperating teachers, supervisors, community partners, or other individuals in the position to competently comment on the preparation of the candidate's students.

3. Peer Review

Every candidate for promotion or tenure review shall undergo peer review. (Peer review may also occur prior to the formal review as part of a mentoring process designed to cultivate the candidate's potential in an atmosphere separate from evaluation.) The purpose of the peer review is to facilitate the evaluation process primarily through evidence-gathering. In particular, peer review promotes a more accurate understanding of teaching effectiveness by compiling and assessing documentation provided by the candidate demonstrating teaching effectiveness. The peer reviewers may also gather materials regarding the candidates' scholarship and service activities. Peer reviewers should interpret this information in terms of department and college expectations and summarize, without rating, the candidate's strengths and weaknesses in the designated areas. The summary of the peer review is subsequently placed in the candidate's file to be evaluated by the department Ranking Tenure Review Committee, the College Ranking and Tenure Committee, the Dean and others as described in the Dated Guidelines for the Ranking Tenure Review process (PPM 8-12).

The peer review committee may be the department Ranking Tenure Review Committee- (PPM 8-15). If the peer review committee is not the department Ranking Tenure Review Committee, it shall consist of a minimum of three members who are familiar with the program. If the faculty member and the chair cannot agree, the makeup of the committee will be subject to binding arbitration by the dean, upon consultation with the faculty member and the chair.

At a minimum, all candidates for promotion or tenure shall undergo a peer review of their teaching during the year of their formal review. The peer review committee shall select a chairperson to coordinate all meeting dates/interviews, and assure that the peer review summary is placed in the faculty member's professional file prior to the faculty member's evaluations. Copies of the peer review shall be sent to both the candidate and the department chair.

Departments may set policy as to whether peer reviews in other years are to be conducted and placed in the professional file. A signed copy of the peer review of a faculty member shall be forwarded to the candidate by the department chair along with a notification that the faculty member has the right to respond. Should the candidate wish, the candidate may place a written response in the file or may ask to appear before the department Ranking and Tenure Committee. If the faculty member is not up for promotion or tenure, then the candidate may wait until the next promotion tenure review or petition for the removal of the peer review as provided in PPM 8-13.

E. Scholarship, Research, and/or Creative Works

The scholarship category includes the following types of activities (the listing is not intended to be exhaustive).

1. Publications, i.e., books and/or publications in refereed regional or national journals.

2. Formal, post-graduate education or work experience beyond the attainment of the terminal degree.

3. Development of new areas of expertise which are of benefit to both the candidate and the department.

~~4. Development of new courses and/or programs within a college as well as significant modifications of existing course or programs.~~

~~45.~~ Presentation of professional papers at regional or national scholarly meetings.

~~56.~~ Funded research and/or grants at a regional or national level.

~~67.~~ Creative activities that significantly impact the appropriate discipline on a regional and national level.

~~78.~~ Organizing and presenting of regional and/or national workshops for one's peers.

~~89.~~ Development of technically oriented improvements or inventions that have a significant impact at the regional and/or national level.

~~940.~~ Projects such as undergraduate, graduate, community-engaged, and action research.

~~10. Editing, managing, and curating creative works, such as major editorial assignments with academic, disciplinary, craft, and professional publications and exhibits.~~

11. Other evidence that indicates that the candidate is recognized for scholarly contributions.

NOTE: It should not be assumed that listing several different possibilities in this category implies that an individual should address all or even several of them. An excellent job of publication could very well be sufficient for a rating of "excellent" in this category. Likewise, a good job in each of several areas could result in an overall rating of excellent. Quality and quantity of effort and the results obtained are the standards of measure.

Final determination of which items in this category are of primary importance, secondary importance and so forth will be left to individual colleges with the exception that publication will be an item of primary importance in all colleges.

F. Administrative and/or Professionally Related Service

Types of activities relating to this area are as follows:

1. Professionally related community service

2. Speech making in the area of the candidate's expertise

3. Consulting and/or work experience

4. Committee work
5. Participation in projects relating to the operation of the department, college and University
6. Membership in professional societies and attendance at professional meetings and similar activities that enhance the reputation of the individual and the college
7. Assumption of offices or administrative positions within professional societies
8. Performance as a department chair or director of a major program area
9. Student advisement activities which assist students in achieving their educational potential

No requirement is included or intended to the effect that an individual must address more than one item within this category. In particular, no special emphasis is placed on University committee work as opposed to other items listed above. Heavy concentration in a single area might be evaluated the same as moderate concentration in several. Quality and quantity of effort and the results obtained are the standards of measure. For candidates who are submitting evidence of administrative and/or professionally related service, it should be noted that the emphasis should be on the quality of the service and not on the level of the service. Active committee service which is of high quality, whether it is on the department, college or University level, or if it is outside of the University and related to the professional role of the candidate, should count toward advancement in rank. It shall be the responsibility of the candidate to provide evidence of successful administrative and/or professionally-related service. Therefore, it is recommended that ongoing evaluation be made concerning the candidate's service.

G. Standards of Evaluation

Positive evaluations should be based on evidence to support such an evaluation. Consequently, each candidate is responsible for maintaining a complete and up-to-date file. A file containing insufficient supportive evidence may be considered as grounds for a low rating.

The type of evidence in a file is also of concern. The more concrete the evidence, the more weight evaluators should give it. Thus, an expressed opinion that someone is an excellent teacher when not accompanied by any indication that an evaluation was actually conducted would not normally be weighted as heavily as the same recommendation from a formal evaluation. Individuals, departments or colleges that refuse to utilize evaluations which distinguish among faculty should realize that they are handicapping candidates. Listed in several of the categories are areas of endeavor which would normally be considered as evidence of achievement, but may not, in some instances, be regarded as satisfying criteria for advancement in rank. For example, consulting and work experience would usually be considered as beneficial activities. The burden of proof is on the candidate to justify that consulting and/or work experience is of positive benefit. Similarly, not all work beyond the attainment of necessary credentials is automatically of benefit to individuals in their jobs. Community service, if not professionally related, would not normally be considered. Neither committee membership nor administrative positions in and of themselves should be given much consideration. Performance within the position is what evaluators should consider. In all questionable cases, the burden of proof lies with the candidate.

To facilitate obtaining concrete evidence, it is stipulated that departments should complete, at least annually, teaching-student evaluations and include them, ~~along with departmental college comparisons,~~ in the candidate's file. It is further recommended that chairs of University committees submit annual reports so that individuals' contributions can be noted and placed in their files. The chair of the Faculty Senate shall evaluate the chairs of Senate committees, note their contributions, and place these evaluations in their files.

The performance of department chairs may be evaluated. Such evaluation would normally be made by the immediate superior of the individual but would not have to be restricted to that individual. Items that should be addressed are whether or not the candidate accomplished (and to what extent) one or more of the following:

1. Improved working conditions
2. Provided a stimulating intellectual climate
3. Procured and allocated resources in an adequate and just fashion
4. Completed routine duties and assignments

Some leeway is afforded in the final determination of the importance of many activities within individual colleges and departments. Each college and department should prepare, and have approved by the Faculty Senate, a document further delineating what relative importance should be placed on items within a category. Such documents may be more stringent than the general requirements within this document but they may not be less. In particular, publication and research must be items of primary importance within the scholarship category. Other items may also be considered to be of primary importance but need not be.

Standards set by individual colleges and departments should conform to the following philosophy: each case is to be considered on its own merits, with quality and level of productivity being the major criteria for judging performance. It is generally understood that, lacking evidence to the contrary, achievements (speeches, publication, service, etc.) At the national level should be judged as being more important than that at the regional level and that participation at the regional level should be judged as being more important than that at the local level. Work at the University level is more important than at the college level and so forth.

Publications which are subject to formal acceptance processes and editorial review will normally be considered more favorably than those that are not. Likewise, publications arising from research will normally be considered more favorably than those which did not. Evaluations should take into account the quality of journals, the impact of articles or textbooks on the field, the length of the work and so forth.

Juried/refereed creative works will normally be considered more favorably than those that are not. Evaluations of creative works should take into account the quality of the venue and the competitiveness of the review process.

In cases in which there is a particular benefit to the department derived from a candidate's having obtained additional credentials, such work will be judged positively. Some effort is expected in terms of maintenance. Therefore, judgments will be made as to whether or not such work is beyond maintenance. Furthermore, not all work serves to improve credentials to any great degree. In addition, judgments will be made as to the degree to which the University supported the attainment of improved or additional credentials. Work done entirely on one's own will be viewed more favorably than work supported in whole or in part by the University.

Courses or programs developed or revised by an individual or individuals will be evaluated in terms of the effort required and the benefit to the University. A useful course which is innovative in a field will be considered more favorably than courses having definite models at other institutions. Presentations of papers at scholarly meetings is encouraged and considered to be worthwhile. However, formal publication will normally be considered as being preferable.

Funded research/grants will be judged in terms of the worth of the project to the University or profession, the type of grant and so forth. Innovative projects that would not be funded except for the excellence of the proposal will be considered more favorably than solicited proposals for which funding is more or less automatic.

When making final evaluations for promotion, individuals and ranking tenure evaluation committees should address a candidate's performance throughout the probationary period. A candidate does not necessarily have to address each category within a specific channel each year. For example, one year a candidate might perform heavily in the administrative area and in another might engage mostly in teaching and research. Special attention should be given to improvements in performance. Candidates should exhibit the required levels of performance over a long enough period of time that it is reasonable to expect continued performance at or above such levels. However, performance during the entire probationary period, particularly during the early part, does not necessarily have to meet or exceed the designated performance levels.

H. Descriptions and Clarifications of Ratings

Unsatisfactory

Teaching

Candidates shall be rated unsatisfactory if they are consistently rated by students and peers as inadequate ~~relative to other faculty members~~ and/or make no effort to develop new materials, new methods or other innovative techniques to improve their teaching performance.

Scholarship, Research, and/or Creative Works

Candidates shall be rated unsatisfactory if they have no publications and/or have made no visible effort to write for publication. Candidates for which creative works are most germane shall be rated unsatisfactory if they have no creative works and/or have made no visible effort to engage in making creating works. A college may elect to substitute equivalent activities in lieu of regional or national refereed publications. No record of completing a formal education program or a work experience which would help the candidate keep current in the discipline would also

be viewed negatively, as would no evidence of presenting papers, making speeches, developing courses and/or programs, or writing grants in the area of expertise.

Administration and/or Professionally Related Service

Candidates shall be rated unsatisfactory in service if they unreasonably decline to participate on departmental, college, or University committees, task forces, or advisory groups when asked. Refusal to serve in any capacity in their professions and/or being passive in interest and action in any of the above shall also be viewed negatively.

Candidates shall be rated unsatisfactory in administration if they fail to perform routine duties in an acceptable manner and are consistently rated by their immediate superiors and subordinates as unsatisfactory.

Satisfactory

Teaching

Candidates shall be rated satisfactory if they are consistently rated by students and peers as satisfactory ~~relative to other faculty members~~ and provide evidence of having occasionally developed new materials, new methods or other innovative techniques to improve their teaching performance.

Scholarship, Research, and/or Creative Works

Candidates may be rated satisfactory when they provide evidence of writing, ~~and/or publication,~~ research, and/or creative works. A college may elect to substitute equivalent activities in lieu of regional or national refereed publications. Evidence of candidates' completing some formal education and/or work experience which would support their keeping current in the discipline should be viewed as positive. Evidence of having presented papers, delivered speeches, written grant proposals, etc., shall be viewed positively. A positive rating in all of the indicated activities should not be necessary to receive a satisfactory rating in this area.

Administration and/or Professionally Related Service

Candidates shall be rated satisfactory in service if they accept and perform in an acceptable manner those duties constituting an average share of the work load in the department, college, University or academic community.

Candidates shall be rated satisfactory in administration if they perform routine duties in an acceptable manner and are consistently rated satisfactory by their immediate superiors and subordinates.

Good

Teaching

Candidates shall be rated good if they are consistently rated by students and peers as good relative to other faculty members and provide evidence of having often developed new materials, new methods or other innovative techniques to improve their teaching performance.

Scholarship, Research, and/or Creative Works

Candidates may be rated good if they provide evidence of a regional and/or national refereed publication since the date of their last promotion and evidence of a plan of continuing scholarly activity, research, and/or creative works.

A college may elect to substitute an equivalent activity in lieu of a regional or national refereed publication. However, in the cases of equivalent activities, it will be the responsibility of the candidate, department and college to provide evidence that the particular activity is equivalent to a regional or national refereed publication.

Administration and/or Professionally Related Service

Candidates shall be rated good in service if their leadership within the department, college, University or academic community is recognized as stronger than average or if their influence in the development and/or implementation of new curricula, new programs, improved operations or organizational changes is recognized as considerably above average.

Candidates shall be rated good in administration if they set ambitious goals and achieve many of them. Candidates should also be consistently rated as good by their immediate superiors and subordinates in improving environmental conditions, stimulating a positive intellectual climate and procuring and allocating resources competently.

Excellent

Teaching

Candidates shall be rated excellent if they are consistently rated as excellent by students and peers relative to other faculty members and provide evidence that they are continually developing new methods, new materials or other innovative techniques to improve their teaching performance.

Scholarship, Research, and/or Creative Works

Candidates may be rated excellent if they provide evidence of more than one refereed publication at the regional and/or national levels since the date of their last promotion and evidence of a plan of continuing scholarly activity. Candidates for which creative works are most germane shall be rated excellent if they have more than one juried/refereed creative work. A college may elect to substitute equivalent activities in lieu of regional or national refereed publications. However, in the case of equivalent activities, it will be the responsibility of the candidate, department and college to provide evidence that the particular activity is equivalent to regional or national refereed publications.

Administration and/or Professionally Related Service

Candidates shall be rated excellent in service if they provide leadership within the department, college, University or academic community, on a major project, committee or activity in which their work significantly influenced development and/or implementation of new curricula, new programs improved operations or organizational changes. The candidate's being recognized locally, regionally and /or nationally for work in extra University activities usually serving in a working position of leadership in appropriate associations and organizations is evidence of significant service work in the academic community.

Candidates may be rated excellent in administration if they set ambitious goals and achieve most of them. Candidates should also consistently be rated excellent by their immediate superiors and subordinates in improving environmental conditions, stimulating a positive intellectual climate, procuring and allocating resources competently and facilitating the operation of the organization in setting up and achieving objectives.

V. Early Tenure and Early Promotion to Associate Professor

A. Definitions and Eligibility

Candidates who have not completed the appropriate probationary period shall be eligible for consideration for early tenure and advancement in rank to associate professor, provided they make timely application based on the timeline provided in PPM 8-11 V. E. The university shall consider candidates for early tenure and early promotion to the rank of associate professor for approved members of the teaching faculty who are holders of tenure-track appointments. Candidates for early tenure and early promotion must meet all of the requirements for tenure and promotion in both the PPM and the faculty member's respective college tenure document and department tenure document, if applicable, in addition to the requirements for early tenure and early promotion hereafter defined.

Candidates who were granted years toward tenure/promotion upon hire must be employed full time in their tenure-track faculty position for at least four years prior to being granted early tenure and early promotion to associate professor. These faculty candidates may be eligible to apply for early tenure/early promotion during their fourth year of employment as a full-time tenure-track faculty member. However, for candidates who have established records of achievement in teaching, scholarship, and/or service at other universities, exceptions to this policy could be made upon hire/appointment, or after hire/appointment, if agreed upon by all of the following: the department rank/tenure committee or, if there is not currently a committee, then a majority of tenured faculty in the department; dept. chair; and dean.

B. Early Tenure and Early Promotion to the Rank of Associate Professor Review Process

Candidates applying for consideration for early tenure and early promotion to the rank of associate professor may do so during their fourth or fifth probationary years. This will be a full review process and shall include evaluation by the dean and ranking tenure evaluation committees at the levels of the department and the college. At ~~his/her~~their sole discretion, the provost may review and make separate recommendations for or against a candidate's tenure, or

evaluation of a candidate's progress toward tenure. An exception is that, in the event that there is a conflict among recommendations from the dean, the College Tenure Evaluation Committee, and the Department Tenure Evaluation Committee, the provost must make a separate recommendation. Furthermore, after the Department Tenure Evaluation Committee, the College Tenure Evaluation Committee, and the dean have completed their respective reviews, the candidate may request an additional review by the University Tenure Evaluation Committee (as described in PPM 8-11, C.).

Each level of review will make a decision about granting early promotion, with the final decision resting at the provost's level. Early promotion cases move forward from one review level to the next in the usual course, even when the recommendation at a particular review level is negative. Successful early promotion cases remain possible despite negative recommendations by earlier reviewers.

C. Criteria for Granting Early Tenure and Early Promotion

Candidates must meet the criteria for tenure as outlined by the PPM, their respective college tenure document and department tenure document, if applicable, in addition to the requirements for early tenure and early promotion as hereafter defined.

Candidates will either be awarded both early tenure and early promotion, or neither early tenure nor early promotion. If the candidate was hired at the rank of associate professor, they would be considered only for early tenure. Candidates who are not awarded early tenure and early promotion to associate professor would not be eligible for a subsequent consideration for early tenure and early promotion until they have met the minimum probationary period as established by PPM 8-11 for tenure and promotion. Faculty members have the right at any stage of the review proceeding to withdraw themselves from consideration for early tenure/early promotion. Notice of such request shall be made by the candidate to ~~his/her~~their dean, who, in turn, shall then advise the appropriate reviewers that they are no longer to consider the candidate for early tenure/promotion.

Minimum criteria for early tenure and early promotion include:

1. A rating in Teaching of Exceptional – It is the responsibility of the candidate to demonstrate and provide evidence of exemplary and impactful teaching, significantly above and beyond the expectations for a rating of excellent in teaching (see 8-11, D. and the respective college and/or department tenure documents for lists of teaching activities, evidence of teaching effectiveness, and the peer review process).
2. A rating in Scholarship of Exceptional – The candidate has produced both a significantly greater quality and quantity of scholarly products such as publications, creative works, etc. (see 8-11, E. and the respective college and/or department tenure documents for list of scholarly activities) when compared to the requirement for excellent. The opportunity for early tenure and early promotion is intended for candidates who have established a

national or international reputation in their discipline.

3. A rating in Administration and/or Professionally Related Service of Excellent (see 8-11, F. and the respective college and/or department tenure documents for types of activities relating to this area).
4. Candidates must also meet other stated criteria for tenure and promotion including, but not limited to, adherence to professional ethics, possession of a terminal degree as defined in PPM 8-11 and respective college tenure documents, and other criteria within college tenure documents such as professionally related experience.

The channel appropriate for evaluating a candidate for early tenure and early promotion to associate professor is as follows:

<u>Channel</u>	<u>Credentials Probationary Period (as defined in this section of the PPM)</u>	<u>Teaching</u>	<u>Scholarship</u>	<u>Administration and/or Professionally Related Service</u>
A	Satisfied	Exceptional	Exceptional	Excellent

To be recommended for early tenure/early promotion, a candidate's evaluation in each category must meet or exceed the standards in Channel A above.

D. Outside Reviewers

Outside reviewers with disciplinary expertise in the candidate's field shall submit letters that objectively assess the candidate's contribution to the discipline. The candidate will provide a slate of at least five potential reviewers with justification for each individual. These outside reviewers must reside at institutions other than Weber State University. The department chair and candidate will mutually agree upon three external reviewers. If the department chair and candidate do not agree on the final slate of three, then the Department Ranking Tenure Evaluation Committee will make the final, binding decision. The department chair and/or the Department Ranking Tenure Evaluation Committee can request additional names of potential reviewers to consider. These reviewers will rate the candidate's scholarship and may also review and comment on teaching and/or service. The department chair will contact each of the outside reviewers selected to solicit their letters of review. The Ranking Tenure Evaluation Committees and the dean must consider the reviewers' ratings when evaluating the candidate's application for early tenure/early promotion. The letters from the review shall be placed in the candidate's professional file and will be available for all levels of subsequent review.

Candidates for early tenure/early promotion must be nominated by at least two tenured faculty who are currently employed as full-time faculty at Weber State University. At least one of the two tenured faculty must be in the same department as the candidate for early tenure/early

promotion. Each individual who nominates the candidate will submit a letter of nomination for inclusion in the candidate's professional file. The letter shall address how the candidate meets the requirements for early tenure/early promotion.

E. Dated Guidelines Related to Early Tenure/Early Promotion

Note: Candidates for early tenure/early promotion also need to follow any additional dated guidelines in PPM 8-12.

- Sept. 22
Faculty members applying for promotion during their final year of the minimum eligibility period or thereafter must request a review in writing to their department chair with a copy to their dean. Nomination for candidates wishing to receive early advancement in rank and/or early tenure shall be made by this date. If the provost, the dean or the department chair wishes to recommend early advancement in rank or early tenure of outstanding candidates with exceptional qualifications, the recommendation shall be made by this date. (Note: This date is also included in the Dated Guidelines in PPM 8-12.)
- Sept. 25
The candidate provides a list of at least five potential outside reviewers to their department chair.
- Oct. 7
The list of three outside reviewers is finalized by the process outlined in PPM 8-11, V, D.
- Oct. 10
The department chair will contact the outside reviewers to determine their willingness/availability to review the candidate's file.
- Oct. 20
The candidate's full professional file (including teaching, scholarship, service, and the completed autobiographical form) is completed for review by outside reviewers. Once the professional file has been submitted to the outside reviewers, the candidate may make no further changes to the file except as outlined in PPM 8-13.
- Dec. 10
The outside reviewers will submit their letters of review to the department chair, who will place them in the candidate's professional file.

The early tenure/early promotion process will then continue as per PPM 8-12: Dated Guidelines for the Ranking Tenure Review Process.



PPM 8-12, Dated Guidelines for the Tenure Ranking Review Process

No. 8-12

Rev. 11-08-18

Date: 4-7-70 (formerly 8-23)

POLICY

The following dated guidelines are established for use in the ranking and tenure review processes each year. When a date listed below falls on a Saturday, Sunday, or University Holiday, the due date shall be moved to the following business day. Exceptions to these dated guidelines may be made for a good cause with the approval of the Provost. The guidelines identify when the ranking tenure evaluation committees are to be established and when these committees and individuals must complete their review of candidates' files. All faculty who will be absent from campus during the year should leave a forwarding address with their department chair. Candidates should receive written notification of the recommendation made at each step of the review process.

To occur by 4pm on the date specified below:

Sept 8 The department chair, in consultation with the dean, identifies the names of the candidates for tenure and for advancement in rank and their years of service under the present rank.

Sept 15 Potential candidates for promotion or tenure during the next academic year are notified by deans as to their opportunity to form their peer review committee a year in advance.

Sept 15 The faculty in each college shall nominate individuals to go on a college wide ballot for the election of the college Ranking Tenure Evaluation Committee. ([PPM 8-16](#)) The college faculty shall also nominate individuals from the college for election to the University Ranking Tenure Evaluation Committee. The individuals making the nominations shall check with the nominees to see if they are both willing and eligible to serve. Names of the eligible nominees shall then be forwarded to the dean for inclusion on the college ballot.

Sept 22 Faculty members applying for promotion during their final year of the minimum eligibility period or thereafter must request a review in writing to their department chair with a copy to their dean. Nomination for candidates wishing to receive early advancement in rank and/or early tenure shall be made by this date. If the provost, the dean or the department chair wishes to recommend early advancement in rank or early tenure of outstanding candidates with exceptional qualifications, the

	recommendation shall be made by this date. Candidates for early tenure/early promotion must also adhere to the additional dated guidelines in PPM 8-11, V.
Sept 22	If a faculty member (candidate), the department chair, the dean or the provost wishes to request an additional tenure review of the candidate they shall do so by this date. (PPM 8-11).
Sept 29	The departmental Ranking Tenure Evaluation Committees are established. (PPM 8-15) The deans shall provide them with copies of the promotion and tenure criteria and with the promotion and tenure summary sheets.
Sept 29	If the department peer review committee is not to be the department Ranking Tenure Evaluation Committee, then separate peer review committee(s) shall be established by this date.
Oct 1	The department chair is to inform, in writing, all probationary faculty members up for review and all faculty who are being considered for advancement in rank that their files must be updated by January 15.
Oct 1	The department chair forwards a list of all departmental candidates for review, for advancement in rank, and for tenure to all departmental faculty members, including those on leave or otherwise absent from campus for the year, and informs these faculty of their right to submit their written recommendations concerning those being considered for tenure or for advancement in rank. These written recommendations must be submitted to the department by January 8. (PPM 8-17)
Oct 1	The dean informs the provost of the names of the candidates for tenure and for advancement in rank and their years of service under their present rank.
Oct 1	Annual election of the members of the college Ranking Tenure Evaluation Committee (PPM 8-16) and election of the college's representative to the University Ranking Tenure Evaluation Committee (PPM 8-16A).
Oct 10	The dean convenes a meeting for all college faculty in the tenure review process (any faculty may attend) and for faculty who are being considered for advancement in rank. At that time, the dean distributes to all candidates for tenure and for advancement in rank appropriate tenure and promotion policy criteria and discusses criteria, professional files, tenure and promotion processes, including the dated guidelines for that year, and faculty rights and responsibilities pertaining to tenure and promotion processes. The college Ranking Tenure Evaluation Committee will also attend this meeting to answer pertinent questions from candidates.
Oct 15	Candidates shall meet with the chair of the peer review committee. At that time the candidate and the chair shall agree upon a schedule for the candidate to provide appropriate documentation of teaching effectiveness for the peer review committee to review and assess.

Nov 15	The dean convenes the college Ranking Tenure Evaluation Committee to elect a chair and set dates for meetings.
Dec 10	The results of department peer evaluations shall be placed in the candidates' professional files along with any other materials the committee deems appropriate (PPMs 8-11 and 8-13).
Jan 8	The department Ranking Tenure Evaluation Committee chair forwards to the candidates copies of the recommendations from the departmental faculty and informs all candidates of their right to prepare a written statement and schedule a personal appearance if desired. (Meetings must not be held prior to one week after such notice.)
Jan 15	The candidate may submit written statements on any information in the professional file to the department chair for placement in the candidate's professional file. Candidates' <u>completed</u> professional files <u>will be made available</u> are completed for review by the Department Ranking Tenure Committees, <u>the College Ranking Tenure Evaluation Committee, the Dean, and the Provost.</u>
Jan 16	Candidates' professional files are ready for review by the department Ranking Tenure Committees ; <u>the College Ranking Tenure Evaluation Committee, the Dean, and the Provost. All entities may begin reviewing each candidate's digital file, but will not finalize their evaluations until they have reviewed the evaluation(s) from the previous level(s) of review. Hard copy (paper) files will be accessible for review at each level during the two week review period designated for each respective level of review.</u>
Feb 1	The department Ranking Tenure Evaluation Committee completes its reviews and the chair reports the findings and recommendations of the Committee, in writing, to the candidate and places a copy in the candidate's file. Candidates' professional files are completed for review by the college Ranking Tenure <u>Evaluation</u> Committee.
Feb 1	College Ranking Tenure Evaluation Committee chairs shall inform candidates, in writing, that they have five (5) working days to request, in writing, a hearing before the Ranking Tenure Evaluation Committee.
Feb 2	Candidates' professional files are ready for review by the college Ranking Tenure <u>Evaluation</u> Committee.
Feb 16	The college Ranking Tenure Evaluation Committee completes its review of the files and makes their recommendations. The college Ranking Tenure Evaluation Committee chair informs the candidates of the results of those evaluations, in writing, and places a copy in the candidates' files (PPM 8-18). Candidates' professional files are completed for review by the dean.
Feb 17	Candidates' professional files are ready for review by the dean.

Mar 5 The dean completes ~~his/her~~their reviews and informs the candidates, in writing, of ~~his, her~~their recommendation and places a copy in the candidates' file. The dean notifies the provost of those files that require action.

Mar 6 Candidates' professional files are ready for review by the University Ranking Tenure Evaluation Committee.

Mar 10 All requests for review must be submitted in writing to the University Ranking Tenure Evaluation Committee.

Mar 11 The University Ranking Tenure Evaluation Committee will be granted access to each candidate's file for candidates who request this review.

Mar 25 The department chair completes the assessments of the probationary faculty within the department who are in their second year's progress towards tenure and reports ~~his/her~~their findings, in writing, to the candidate, the dean and places a copy of the findings in the candidate's professional file. (PPMs 8-11 and 8-13)

Mar 27 The University Ranking Tenure Evaluation Committee completes its review and makes its recommendations.

The University Committee chair shall inform the Provost in writing of the committee's evaluation and recommendations. The University Committee chair shall also give copies of the committee's evaluation and recommendations to the department chair, the dean and candidate and place a copy of this report in the candidates' professional files. Candidates' professional files are completed for review by the provost.

Apr 6 Candidates' professional files are ready for review by the provost.

Apr 6 The provost completes reviews of all cases where there is a conflict in the recommendations at some level and any other cases ~~he/she~~they sees fit to review. The provost informs each reviewed candidates and corresponding chairs and deans, in writing, of ~~his/her~~their recommendations and places a copy of the recommendation in the candidates's file. In addition, the provost gives a copy of ~~his/her~~their recommendations to the president, if the president desires them. The provost also notifies all candidates of their right to file an appeal on due process grounds within ten working days to the Faculty Board of Review and their right to appeal before the Board of Review (PPMs 8-20 and 9-9).

Apr 7 The president or the designate forwards the recommendation to the Board of Trustees. (The provost informs faculty members, committee chairs, deans and department chairs of action taken by the Board of Trustees as soon as the Board has acted.) The provost gives timely written notice (PPM 8-26) to regular full-time

faculty members whose contracts will not be renewed at the end of the next academic year or who will be continued with substantially reduced status.



PPM 8-13, Maintenance of Professional File

No. 8-13

Rev. 5-6-14

Date: 7-8-93 (formerly 8-24)

POLICY

A professional file will be maintained for the purposes of tenure and promotion for each faculty member managed by the office of the dean. The faculty member has the option of maintaining either a digital or paper file following guidelines established by each college, which will include methods for managing access to the file. Each college will also determine whether official letters and other elements should be maintained in paper or digital format. If the faculty member chooses to maintain a digital file, it should be created using the campus course management system. This file is to be distinguished from the personnel file maintained in the personnel office and will include the following documents:

A. The standard autobiographical form is available from the Office of the Provost and will be reviewed at least every three years by the Appointment, Promotion, Academic Freedom, and Tenure Committee (APAFT) and approved by Faculty Senate as needed.

B. Certification forms indicating the number of years granted toward rank or tenure to the candidate at the time of the initial appointment or applicable time on leave as approved under PPM 8-8 and PPM 8-24.

C. Records of all action and review proceedings by individuals and committees in the ranking tenure process.

D. Peer evaluation data which assesses all aspects of a candidate's performance and which may include assessment of a candidate's knowledge of subjects taught, quality of course materials used and developed, grading policies and procedures, availability to students, student supervision, maintenance of high academic standards and a personal commitment to improvement.

E. Summaries of student evaluation data which are representative of the candidate's teaching load, with the evaluation instruments attached.

F. Other summarized information consistent with criteria for rank or tenure.

A separate file containing supporting documentation for items "D," "E," and "F" above should be maintained in the possession of the individual faculty member. Materials in this file could include individual student evaluations, copies of publications, awards, certificates and degrees.

It is the responsibility of the faculty member to update the professional file to insure its completeness prior to the beginning of the ranking tenure review process. Materials may not be added to this file after the review process has begun, unless it is at the request of individuals involved in the review process. Other authorized individuals, including department and college peers, former employers, recognized scholars and professionals within the faculty member's discipline and Ranking Tenure Evaluation Committee members may submit items to the department chair for inclusion into the file. The department chair will send the faculty member a copy of all items which have been sent to the office of the dean for inclusion in the faculty member's professional file.

The removal of any documents must occur as follows:

1. The faculty member must submit a written statement to the department chair presenting the reasons for excluding the item(s) from the file.
2. The department chair must submit a recommendation to the dean concerning the written statement of the faculty member.
3. After receiving the recommendation of the department chair, the dean, in consultation with the provost, will decide whether the challenged material will remain in the file.
4. If the decision is made to delete the challenged material, the removal of the item(s) will be shown in the table of contents as "deleted" and dated.

Professional files will be made available at any time to the candidate upon request or other authorized individuals after obtaining their signatures. The signature page in paper files and a file history page in digital files will keep a record of who has accessed each file and when.

As a candidate updates the biographical form each year, the previous form shall be replaced with the updated form. This procedure for updating the biographical form is not subject to the deletion guidelines stated above.



PPM 3-48, Extra Compensation (Salaried Non-Faculty)

Responsible Office: Human Resources

No. 3-48

Rev. 10-02-12

Date: 8-17-77

1.0 PURPOSE AND SCOPE

This policy describes the rules governing extra compensation for salaried non-faculty employees. This policy applies solely to funds administered and paid by the University.

2.0 I. REFERENCES

- 2.1 PPM 3-2, Employee Definitions
- 2.2 PPM 3-2a, Fair Labor Standards Act (FLSA)

3.0 H. DEFINITIONS

- 3.1 ~~A.~~ Extra ~~C~~ompensation – Payment for services rendered in addition to an employee’s regular salaried effort.
- 3.2 ~~B.~~ Funds ~~A~~administered by the University – All funds administered by the University, including general funds, grant and contract funds, restricted and unrestricted funds, auxiliary funds and other agency funds.
- 3.3 ~~C.~~ Non-exempt ~~S~~taff – All staff, either admin non-exempt or non-exempt, whose position does not qualify for exemption from the overtime provisions of the Fair Labor Standards Act.
- 3.4 Median exempt base salary - The median full time equivalent salary of all exempt staff of the university, calculated and communicated by Human Resources at the beginning of each fiscal year.

4.0 III. POLICY

~~A. Applicability~~ ~~This policy applies solely to funds administered and paid by the University.~~

4.1 ~~B.~~ Extra Compensation Rates, Limitations, and Approval Authority

- 4.1.1 ~~1.~~ The University has the right to pay extra compensation to salaried non-faculty employees who work significant additional time beyond their normal salaried duties.

4.1.2 ~~2-~~The rate of extra compensation will be consistent with: 1) the overtime rate if required by law, 2) the current base salary rate (mandatory method for grants and contracts), 3) the ~~established~~-rate established by the Human Resource Office for the type of work being performed, ~~or~~ 4) a rate specifically approved by the supervising vice president or equivalent after receiving advice from the Human Resource Office.

4.1.3 ~~3-~~Total extra compensation in any fiscal year is subject to the following limits and approvals:

4.1.3.1 ~~a. The supervising dean-level administrator must review and approve in writing up to 15% of base salary. The employee's primary supervisor must review and approve in writing all extra compensation prior to the employee agreeing to additional responsibilities involving extra compensation.~~

~~b. The supervising vice president/provost must approve in writing extra compensation in excess of 15% of base salary.~~

4.1.3.2 ~~c. Amounts in excess of 33.3% one-third (33 1/3 percent) of the greater of the employee's base salary or the median exempt base salary should be treated as extraordinary exceptions and should be infrequent, temporary, and based on circumstances where critical service needs of the University cannot be met by standard employment processes. These exceptions must be approved in writing by the supervising vice president.~~

~~Regardless of the limits noted above, staff may teach one class or up to four credit hours a semester with the written approval of the dean-level administrator. If teaching more than four credit hours, the limits shown above apply.~~

4.2 ~~C-~~Other Considerations

4.2.1 The supervisor over the employee's primary assignment shall document and monitor extra compensation to ensure all policies are followed.

4.2.2 The supervisor over the area where the employee proposes to receive supplemental pay must also review and approve of the arrangement, including understanding and agreeing to possible overtime payment obligations, limits on time worked, etc. The supervisor over the area where the employee proposes to receive supplemental pay may decide to end the arrangement at any time.

4.2.3 All overtime payments to admin non-exempt and non-exempt staff must be consistent with PPM 3-2a. Non-exempt staff and their supervisor must consult with Human Resources regarding overtime issues before accepting responsibilities resulting in extra compensation.

4.2.4 ~~1.~~ In their primary assignment, employees should not be expected to continually exceed the typical, average work-week, with or without extra compensation.

4.2.5 ~~2.~~ Services rendered in addition to an employee's primary assignment (~~including teaching responsibilities~~) are not to impede the discharge of the employee's normal duties during regularly scheduled work hours.

4.2.6 ~~3. The supervisor over the area where the employee has his/her primary assignment shall monitor and document extra compensation to ensure employees do~~ Employees must not receive dual compensation for the same effort ~~or exceed the limitations outlined in this policy.~~

4.2.7 ~~4.~~ In addition to the policies outlined in this document, employees whose base salaries and/or extra compensations come from grant and contract funds are subject to the sponsor's regulations and require the approval of the Office of Sponsored Projects for payment of extra compensation.

~~5. All overtime payments to admin non-exempt and non-exempt staff must be consistent with PPM 3-2a. Non-exempt staff must consult with Human Resources regarding overtime issues before accepting a teaching position.~~

4.2.8 ~~6.~~ The vice president of Administrative Services will periodically review the patterns of extra compensation and advise the President's Council on the overall impact and nature of such payments.



PPM 10-2, Acceptable Use Policy of University Information Technology Resources

Responsible Office: Information Technology Division

No. 10-2

Rev. 2-6-18

Date: 10-11-05

1.0 **PURPOSE**

Weber State University provides Users with access to Information Technology (IT) Resources (as defined herein). Access to University IT Resources advances the University's mission to provide instruction, research, public service, and administrative activities. The Acceptable Use Policy (AUP), provides guidance for using University IT Resources and protects the University, Users, and other University property.

2.0 **SCOPE**

The AUP applies to all Users and any device utilizing University IT Resources. Users agree to comply with the AUP. At least each year, Users are required to review and accept the AUP and are responsible for maintaining an understanding of its current terms. The current version of the AUP is available in the University's Policy and Procedures Manual.

In addition to the AUP, all Users of University IT Resources agree to abide by the rules and regulations contained in applicable University handbooks, the Student Code, guidelines and policy and procedure manuals, as well as the laws of the State of Utah and of the United States of America. We remind Users that state and federal laws apply to the use of campus networks and the Internet, including but not limited to those dealing with:

- copyright infringement
- defamation
- discrimination
- fraud
- harassment
- identity theft
- obscene materials
- records retention

3.0 REFERENCES

- 3.1** PPM 3-30, Personal Conduct
- 3.2** PPM 3-32, Discrimination and Harassment
- 3.3** PPM 3-33, Discipline
- 3.4** PPM 3-36, Conflict of Interest
- 3.5** PPM 5-41, Copyright Policy: Ownership
- 3.6** PPM 5-42, Copyright Policy: Copying of Copyrighted Works
- 3.7** PPM 5-43, Performance or Display of Copyrighted Works
- 3.8** PPM 6-22, Student Code
- 3.9** PPM 8-25, Reason for Dismissal of Tenured Faculty
- 3.10** PPM Section 9, Academic Freedom, Rights, Responsibilities and Due Process
- 3.11** PPM 10-1, Information Security Policy
- 3.12** PPM 10-4, Payment Card Handling Policy
- 3.13** R345, Information Technology Resource Security (Board of Regents Policy)
- 3.14** R343, Information Management (Board of Regents Policy)
- 3.15** PCI DSS

4.0 DEFINITIONS

- 4.1** Electronic Communication - Digital correspondence, including, but not limited to, email, text-messaging, instant messaging, and social networks.
- 4.2** Partisan Political Purposes - Is consistent with Utah Code 20A-11-1202(11) (2017) and means an act done with the intent or in a way to influence or intend to influence, directly or indirectly, any person to refrain from voting or to vote for or against any: (a) candidate for public office at any caucus, political convention, primary, or election; or (b) judge standing for retention at any election.
- 4.3** University Information Technology Resource (IT Resource) - A University resource used for electronic storage, processing or transmitting of any data or information, as well as the data or information itself. This definition includes, but is not limited to, electronic mail, voice mail, local databases, externally accessed databases, CD-ROM, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any wire, radio, electromagnetic, photo optical, photo electronic or other facility used in transmitting electronic communications, and any computer facilities or related electronic equipment that electronically stores such communications.
- 4.4** User - All persons and/or organizations that have access to University data.

5 POLICY

5.1 General

- 5.1.1** The AUP describes what User(s) agree to do and not to do when using

University IT Resources. The policy outlines actions the University may take to perform University business and to protect University IT Resources, other University property, and Users. Nothing in this AUP warrants that violations of this policy will not occur, creates a standard of care, or imposes liability on the University for any damages resulting from violations of the AUP.

5.2 Responsibilities of Users

5.2.1 Law and Policy

- 5.2.1.1** By using University IT Resources, Users agree to comply with applicable state and federal laws and University policies.
- 5.2.1.2** Downloading or disseminating copyrighted materials outside the provisions of “fair use” or without the permission of the copyright holder is prohibited. Illegally obtained material may include, but is not limited to, music, movies, games, software, etc. Illegal use of peer-to-peer networking or other file-sharing technology is prohibited and may subject the User to civil or criminal penalties beyond penalties for violation of University policy. (See PPM 5-41, 5-42, 5-43 for the reference to copyright policy as well as IT Compliance Plan.)
- 5.2.1.3** Accessing or attempting to access computer systems using University IT Resources, including those external to the University, without authorization by the owner of that system, is specifically prohibited.
- 5.2.1.4** Sending electronic communication messages or creating web pages with fraudulent address or header information or containing misrepresentations in authorship or content in an attempt to deceive others is prohibited.
- 5.2.1.5** Using the University's official web site or email for partisan political purposes (with the exception of announcements of general public interest by University political clubs) is prohibited.
- 5.2.1.6** Using University IT Resources in a way which would constitute a regular private business activity or which would violate the University's conflict of interest policies is prohibited.
- 5.2.1.7** Deliberately misusing trademarks in web pages and email, including University-owned marks such as the official logo or seal and trademarks owned by other entities is prohibited.

- 5.2.1.8** Providing false or misleading information in order to obtain access to computing or network facilities is specifically prohibited.
- 5.2.1.9** Using University IT Resources in a way that would violate laws governing child pornography or obscenity is strictly prohibited.

5.2.2 Accounts and Passwords

- 5.2.2.1** By using University IT Resources, Users agree that they are responsible for any activity originating from their accounts which they can reasonably control.
- 5.2.2.2** Users may not divulge or make known their own password(s) to another person.
- 5.2.2.3** Unauthorized use of another User's account is prohibited.
- 5.2.2.4** Users who know another User's password, intentionally or unintentionally, must notify the account owner immediately.
- 5.2.2.5** Falsifying or corrupting data in others' accounts or in public directories is prohibited.
- 5.2.2.6** Falsifying identity while using e-mail or any other University IT Resource is prohibited.

5.2.3 Respect for University Resources, Users, and Information

- 5.2.3.1** Users must respect the ability of other Users to utilize University IT Resources in an efficient and secure manner. Use of University IT Resources shall not disrupt, distract from or interfere with the conduct of University business. Prohibited User activities include, but are not limited to:
 - 5.2.3.1.1** Using any device or software which interferes with the ability of others to access or degrades the performance of University IT Resources.
 - 5.2.3.1.2** Damaging or attempting to damage University IT Resources.
 - 5.2.3.1.3** Deliberately or recklessly introducing computer viruses, worms, or similar technologies which would harm the integrity of University IT Resources, as well as attempting to create or disseminate such technologies.

- 5.2.3.1.4 Deliberately or recklessly misusing software or other techniques to degrade system or network performance or otherwise deprive authorized personnel of resources or access to University systems or networks, including techniques to disguise or obscure the source of data network traffic.
- 5.2.3.1.5 Releasing confidential, proprietary information, or information which has been classified as private, controlled, or protected under Utah Code Ann. § 63G-3-201 et seq, without appropriate authorization, (Payment Card Handling Policy 10-4).
- 5.2.3.1.6 Sending unsolicited bulk electronic communication (spam) unrelated to the University's mission or related bulk email without appropriate approval.
- 5.2.3.1.7 Monitoring or attempting to monitor use of University IT Resources without authorization.

5.2.4 Personal Use

5.2.4.1 Users ~~are authorized to~~may engage in incidental and occasional personally use of University IT Resources if their personal use is reasonable, responsible, aligned with good judgment, and subordinate to the primary purpose of the University IT Resources; provided that such and the use does not:

- 5.2.4.1.1 Violate applicable law, rules or policies;
- 5.2.4.1.2 Disrupt, distract from, or interfere with University business, including but not limited due to the nature, volume or frequency of the personal use (the disruption, distraction, or interference with University business can be demonstrated by way of example: the number, nature, and/or size of the files created, downloaded, or accessed at work; or the likelihood the use has the tendency to disrupt, distract from, or interfere with University business);
- 5.2.4.1.3 Involve regular private business activities; or
- 5.2.4.1.4 Contravene ~~the supervisor~~direction from University officials or supervisors regarding the personal use of University IT Resources.

5.2.4.2 In addition to 5.2.4.1, Users who are employees, appointed officials, consultants, or contractors may only personally use or possess University IT Resources if:

5.2.4.2.1 They are authorized to use and possess such University IT Resources by the nature of their position, a contract, or at the direction of authorized University officials; and

5.2.4.2.2 In general, the use and possession of the University IT Resources has the primary purpose of conducting their duties.

5.3 Privacy

5.3.1 The University values the privacy of its employees and in general does not seek to gain access to data that would include personal use of University IT Resources, insofar as such personal use is permitted herein. However, Users understand and acknowledge that University IT Resources are the sole property of the University and all data contained therein must be accessible to the University. As such, by using University IT Resources, Users acknowledge and agree that they have no right or expectation of privacy from authorized access by University personnel. Notwithstanding anything herein, use of University IT Resources is a privilege, not a right and can be revoked at any time.

5.4 Remote Access

5.4.1 Only authorized Users will be permitted to remotely connect to University computer systems, networks and data repositories to conduct University related business as required by the Standard For Secure Remote Access (Information Security Policy, PPM 10-1, Section G).

5.5 University Actions

5.5.1 Access to data contained in University IT Resources must be authorized by the University President or responsible University Vice President in consultation with University Legal Counsel. The University may take any action reasonably related to the performance of University business or the protection of University IT Resources, other University property, or Users. This includes, but is not limited to:

5.5.1.1 Logging, monitoring, reviewing, copying, examining, or disclosing electronic information from University IT Resources including but not limited to Electronic communications, web access and network traffic;

5.5.1.2 Disconnecting any device for University business purposes;

- 5.5.1.3** Curtailing, revoking, or prohibiting access to University IT Resources at any time;
- 5.5.1.4** Enforcing the AUP and other policies against any violations including University disciplinary actions according to University policies (e.g., probation, suspension, termination, or expulsion), civil suits, criminal investigations, or assisting in criminal prosecutions;
- 5.5.1.5** Authorizing University employees, agents or contractors to perform the functions and take actions to conduct the business of the University consistent with policy; or
- 5.5.1.6** Deleting any file stored on University IT Resources, as permitted by applicable law.

5.6 Warranty and Risks

- 5.6.1** The University makes no warranties of any kind with respect to University IT Resources. This includes, but is not limited to, the accuracy or quality of information obtained through its Electronic Communication facilities and services.
- 5.6.2** By using University IT Resources, Users agree the University will not be responsible for damages resulting from the use or misuse of University IT Resources, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, hacking, or service interruptions caused by the negligence of any University employee or by the User's error or omissions.



PPM 4-19, Grading Policies

No. 4-19

Rev. 12-5-17

Date: 4-20-77

I. POLICY

A. GRADE POINT AVERAGE CALCULATION

1. The grade point average (GPA) is calculated by dividing the total number of grade points (the number of credit hours per course taken multiplied by the numerical value shown below for the grade received in each course) by the total number of credit hours taken. Only letter grades (A through E and UW as defined in A.2. below) are used in computing the grade point average. The institution maintains three GPA calculations: total institution GPA, total transfer GPA, and overall GPA.

a. A student's total institution GPA will be calculated based only on courses taken at Weber State University (WSU) and will be the GPA that appears on the transcript for that student. The total institution GPA is the official WSU GPA. The official WSU GPA determines academic standing and graduation honors but is not limited to these uses.

b. A student's total transfer GPA will be calculated based only on courses taken at another regionally ~~accredited~~ accredited institution and does not consider WSU courses.

c. A student's overall GPA will be calculated based on both WSU and regionally accredited transfer courses. The overall GPA is not the official GPA but may be used for purposes ~~deemed~~ deemed necessary for the departments, such as admissions criteria.

2. The responsibility for grading and evaluating the academic performance of students shall rest with the faculty. Grades are assigned as follows:

<u>Grade</u>		<u>Numerical Value</u>
A	Excellent	4.0
A-	Excellent	3.7
B+	Good	3.3

B	Good	3.0
B-	Good	2.7
C+	Standard	2.3
C	Standard	2.0
C-	Standard	1.7
D+	Substandard	1.3
D	Substandard	1.0
D-	Substandard	0.7
E	Failure	0.0
UW	Unofficial Withdrawal	0.0

3. Other symbols as shown below indicate the status of a student's progress in a course but are not used in calculating the GPA. These symbols and their use are as follows:

<u>Symbol</u>	<u>Description</u>
AU	Audit: The student was allowed to attend a class without earning either a grade or credit for the class (See Section I.C in this policy regarding audited courses.)
CE	Continuing Education: Students who enroll in a Continuing Education Unit through Continuing Education will receive a CE grade. It is not counted in the WSU GPA or Total Hours but can be listed on a transcript.
CR	Credit: The student is given credit for a course after registering for the course on a pass/fail basis and earning at least a C-. (See Section I.D in this policy regarding CR/NC registration.)
I	Incomplete: The student was unable to complete the course for a legitimate reason (such as an accident or illness) after having satisfactorily completed approximately 80% of the required work. (See Section I.E or this policy regarding the incomplete grade.)
NC	No Credit: The student registered for the course on a pass/fail basis and earned less than a C-. (See Section I.D in this policy regarding CR/NC registration.)

NG	No Grade Reported: The instructor has not yet reported a grade for the course. This symbol is used for the term report of grades only and does not appear on the student's transcript.
RP	Repeat Course: This symbol is used to indicate that a course has been repeated. (See Section I.F in this policy regarding the repeating of a course.)
SC	Special Credit: The student has received credit through an examination, waiver, or substitution for which they are not eligible for a letter grade. These credits are counted toward the total number of credits required for graduation but are not used to calculate the cumulative grade point average.
T	Temporary Status: This symbol is used for courses that will continue in the subsequent term and a final letter grade will be issued when the course is completed. (See Section I.G in this policy regarding the T grade.)
W	Withdrawal: The student withdrew from the course during the designated withdrawal period (See PPM 6-4).

B. REPORTING AND CHANGING OF GRADES

1. Prior to the close of each semester/term, final grades shall be entered into the Electronic Grading System by instructors. Grades are to be entered online within three working days following the last scheduled examination of each semester/term. Upon request, the Office of the Registrar will supply the instructors with a copy of instructions for using the Electronic Grading System.
2. Students petitioning for a grade change must initiate the process during the semester following the posting of the grade (excluding summer).
3. Changing grades that have already been assigned and recorded is the sole responsibility and prerogative of the faculty member who taught the particular class and student. Grade changes submitted by others, such as department administrative specialists, dean's administrative specialists or work study employees will not be accepted by the Registrar.
 - a. Grade change requests are to be submitted via email by the faculty member who taught the course.
 - b. In the event that a faculty member is deceased, no longer employed at Weber State University or not available by a reasonable means, grade changes will be accepted only from the appropriate department chair.
 - c. Upon request, the Office of the Registrar will provide a report of all grade changes to the faculty member who initiated the change and to the department chair.

d. Procedures for grade changes can be found in the University Catalog.

C. AUDIT

1. Students registering to audit a class will pay tuition and fees per the current tuition and fee schedule.
2. Students in regulated programs, i.e., Financial Aid and Athletics, (see PPM 4-17, Academic Rules, Regulations and Standards) will be subject to respective program guidelines for audit registration.
3. Because of space and facility limitations, some classes may not be open to audit.
4. Students who plan to audit a class may select that option at registration.
5. Students may change a course to audit through the first 60% of the term. After the end of the first week, instructor approval is required.
6. Audit students failing to attend class may be issued a "W" grade at the discretion of the instructor any time during the term. This provision does not imply an obligation to take attendance.
7. The definition for audit on the back of the transcript will indicate: "No grading criteria, attendance not verified."

D. CREDIT/NO CREDIT

The basic objective of credit/no credit grading is to allow students the opportunity to enroll in classes outside their major or minor on a pass/fail basis without affecting their GPA.

1. Eligibility of Students for Credit/No Credit Grading

- a. Freshmen students may take no more than one class per term on a credit/no credit basis.
- b. Students with 30 or more credit hours who have a cumulative GPA of 2.0 or above may register for no more than two classes per term on credit/no credit basis.
- c. Credit/no credit classes required by a student's program or degree are exempt from the limitations of 1.a and 1.b, above.

2. Criteria for Credit/No Credit

- a. A maximum of 20 hours of credit/no credit in elective courses may be used for graduation.
- b. Classes taken on a credit/no credit basis will not satisfy major, minor, general education, or specific course requirements with the exception of those courses or programs of study approved by the University Curriculum and General Education committee and those courses approved by

academic departments for credit by special examination (see PPM 4-21a).

c. Grades on the credit/no credit system are not included in computing the term or cumulative grade point average. A grade of credit is recorded only for letter grades of C- and above. Grades less than C-, including UW, will be recorded as no credit.

d. Students who change their Program of Study must submit the appropriate form to the Records Office and request the grade be changed to the letter grade issued by the instructor if a credit/no credit course applies to the new Program of Study.

e. If a student has previously taken a course for a letter grade, the same course may not be retaken for credit/no-credit.

f. Choice of credit/no credit registration should be made at the beginning of the term, but a student may change classes to credit/no credit status during the first 60 percent of the term.

g. The instructor will not be notified if a student is taking a class for a credit/no credit grade and will give only letter grades on the Final Grade Report to the registrar. The Registrar's Office will convert the letter grades to credit or no credit.

3. Exceptions During Continuity of Operations Periods

During a time when the university is operating under Continuity of Operation Plans, classes taken on a credit/no credit basis may satisfy minor, major, and general education, or specific course requirements at the discretion of academic programs and departments. Time frames in section D.2.f may be extended in the reasonable discretion of the Registrar.

To help students meet their educational goals during times when the university has implemented Continuity of Operations Plans, the policy should be implemented in such a way to strive for fairness and opportunity for all students. To that goal, departments and programs are encouraged to work with the Registrar to find workable solutions in accepting CR grades towards majors, minors, and general education, or specific course requirements.

Eligibility criteria from 1a. and 1b. shall not apply.

The Exceptions during Continuity of Operations Periods policy will sunset and cease to be effective at the end of the 2020-21 academic year unless reauthorized by Faculty Senate after January 1, 2021.

E. GRADE OF INCOMPLETE

1. An "Incomplete" may be given by an instructor only when the student, having satisfactorily completed approximately 80% of the required work, is unable to complete the class work for a legitimate reason (such as illness or accident) and, in the opinion of the instructor, could complete the required work without re-registering for the class.

2. When giving an "Incomplete," in addition to the electronic submission the instructor must file

a Report of an Incomplete Grade with the academic department, specifying in detail: (1) what work must be done in order to remove the "Incomplete" grade, (2) the time deadline for completing the work which must not be longer than a 12-month period following the receipt of the "Incomplete", and (3) the letter grade which is to replace the "I" if the work is not completed. The student must sign the report and be given a copy of the report by the instructor at the time the report is prepared.

3. An "Incomplete", unless changed by the instructor before the deadlines described in 2 above, remains on the official Permanent Record Card and the Instructor's Final grade Report until the date specified by the instructor (see 5 below). After that date, the "I" will be changed to the grade specified by the instructor or will be changed to the grade submitted by the instructor on an Authorization of Grade change form prior to that date. When the form has been properly approved, the department and the student will be provided a copy of the change of grade.

4. While the course is being carried as an "Incomplete" on the student's record, it will not be used in calculating grade point average nor accepted for credit toward graduation.

5. Students must complete course work for any Incomplete grades prior to graduation in a time frame that will allow an Authorization of Grade change form to be completed prior to issuing any diploma. If the incomplete work is not completed, the graduate's transcript will have the grade recorded that was negotiated at the time of receiving the Incomplete grade. "I" grades cannot appear permanently on a graduate's transcript.

6. A student may petition the instructor for additional time to complete the work. Generally an extension of time will not be longer than one additional term. If an extension is granted, a revised Report of an Incomplete Grade will be submitted to the Records Office.

F. REPEAT COURSES

1. Each WSU course (unless specifically listed as repeatable for credit in the course description) may be used only once in total hours and GPA.

2. A course will appear on the transcript each time it is completed, but it will be counted only once in the total hours and only the most recent WSU letter grade will be used to calculate the GPA. CR (*credit*) is not considered a letter grade and will not cause a previous grade to be discounted.

3. Once a bachelor's degree has been posted to a student's permanent record, courses used for that degree may not be repeated to improve the GPA.

4. All courses which have been repeated will have the symbol "E" (connoting excluded) noted in the Repeat column of the transcript except for the last time the course is posted to the transcript.

G. TEMPORARY STATUS

1. Temporary status is indicated by a 'T' and is given for those courses so structured as to require grading of students to be done in a term subsequent to that one in which the course begins. All

such courses must have the approval of the department offering the courses and the Curriculum and General Education Committee. A letter grade (A,B,C,D,E) or CR/NC must be given by the instructor at the time the required work is to be completed.

2. Temporary status is used by instructors in the following ways.

When a course is extended beyond the normal ending date of the term during which it begins, the instructor records a "T" into the Electronic Grading System. The instructor, who assigns final grades, will submit an authorization of grade change to the Registrar within three working days of completion of the work. The Records Office will then change the "T" to the grade designated as the final grade for each student registered for the course. The "T" will not be computed in the student's grade point average while on the transcript, nor will the credit(s) be counted toward the total hours completed until a grade is posted for the course.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Weber State University
Proposed or Current Program Title: Certificate of Proficiency in Victim Advocacy
Sponsoring School, College, or Division: College of Social & Behavioral Sciences
Sponsoring Academic Department(s) or Unit(s): Department of Criminal Justice
Classification of Instructional Program Code¹ : 43.0199
Min/Max Credit Hours Required of Full Program: 18 / 19
Proposed Beginning Term²: Summer 2020
Institutional Board of Trustees' Approval Date:

<input checked="checked" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Weber State University requests approval to offer the following Certificate of Proficiency: Certificate of Proficiency in Victim Advocacy effective Summer 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The Certificate of Proficiency in Victim Advocacy provides a strong theoretical and applied foundation for those interested in assisting victims of crime. This interdisciplinary program builds upon the basic elements of the American criminal justice system by incorporating coursework from allied social sciences disciplines relevant to crime, courts, and human dynamics. The Certificate of Proficiency in Victim Advocacy was developed in response to student need and professional interest from those working in the field. It is also a stackable degree which students can earn on the way to a BS in Criminal Justice. Students completing the certificate will complete two core (CJ 1010 and CJ 3300) and two elective (CJ 2370 and CJ 2862) courses for the BS CJ degree. If students elect to take one or both of the CJ electives within the certificate, those will also count as CJ electives towards the BS.

Labor Market Demand

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

Of the 117 criminal justice students who responded to a department survey asking what criminal justice careers interested them, 35.9% indicated victim advocacy. At the time, however, no career track was available within the Department of Criminal Justice to assist them prepare for this challenging profession. In addition, discussions with those currently assisting victims of crime expressed the wish for more professional development that would increase their current skill sets and potentially lead to greater professional opportunities. Working in conjunction with current victim advocates, courses were selected and a certificate format was developed that would: a) prepare Weber State University students for careers as victim advocates and b) assist those currently working in the field with advancing their professional skills, while at the same time, potentially positioning them for future advancements and promotions. This certificate may also serve as a recruiting tool for current professionals who may want to finish a bachelor's degree and/or come to Weber State University to further their education.

The program of study would make students competitive for the broad Bureau of Labor Statistics job category of Social and Human Service Assistants (<https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>) identified as having above average growth.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

The Certificate of Proficiency in Victim Advocacy is consistent with the Mission Statement and Core Themes of Weber State University. This certificate helps to provide "...excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom" by utilizing a multi-disciplinary approach that builds off of

the foundational information found in our current criminal justice curriculum. In addition, we will ensure *"Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region"* by continually developing our professional relationships, career opportunities, and educational experiences in victim advocacy for current and future Weber State students. In doing so, this certificate program utilizes the themes of Access, Learning, and Community by providing a standardized educational and applied pathway in victim advocacy to anyone, including students and community members, interested in pursuing this dynamic and growing profession.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

While no costs or savings for implementing the Certificate of Proficiency in Victim Advocacy are expected, we also do not anticipate any new funding being required.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
+	-	CJ 1010		Introduction to Criminal Justice	3
+	-	CJ 2370	X	Criminal Court Process	3
+	-	CJ 3300		Victimology	3
+	-	CJ 2862	X	Victim Advocacy Capstone	1
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Choose 1 of the following courses:					
+	-				3
+	-	COMM 2110		Interpersonal and Small Group Communications (3)	
+	-	PSY 2020		Mental Health Awareness (3)	
+	-	SW 2200		Issues in Diversity	
Required Course Credit Hour Sub-Total					13
Elective Courses					
+	-			CHOOSE 2 ELECTIVE FROM THE FOLLOWING	6
+	-	CHF 4400		Family in Stress (3)	
+	-	CJ 1340		Criminal Investigation (3)	
+	-	CJ 2350		Laws of Evidence (3)	
+	-	COMM 2110		Interpersonal and Small Group Communications (3)	
+	-	PSY 1010		Introduction to Psychology (3)	
+	-	PSY 2020		Mental Health Awareness (3)	
+	-	PSY 3850		Forensic Psychology (3)	
+	-	SOC 1020		Social Problems (3)	
+	-	SOC 3000		Self and Society (2)	
+	-	SW 1010		Introduction to Generalist Social Work (3)	

		Course Number	NEW Course	Course Title	Credit Hours
+	-	SW 2100		Human Behavior and the Social Environment (3)	
+	-	SW 2200		Issues in Diversity (3)	
Choose of the following courses:					
+	-				
+	-				
Elective Credit Hour Sub-Total					6
Core Curriculum Credit Hour Sub-Total					19

Program Curriculum Narrative

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

Program Admission and Prerequisites: The program is open to all majors and has no special admissions prerequisites or requirements

Grade Requirements: A minimum grade of "C" in all courses counted towards the completion of the certificate (no "C-" or lower grades allowed)

Credit Hour Requirements: A total of 19-21 credit hours is required for completion of the certificate program

Advisement: All advising for the Certificate of Proficiency in Victim Advocacy will be conducted by Criminal Justice Advisors working through the Department of Criminal Justice (801-626-6146).

Required Program Courses

- CJ 1010 – Introduction to Criminal Justice (3 credits)
- CJ 2370 – Criminal Court Process (3 credits)
- CJ 3300 – Victimology (3 credits)
- CJ 2862 – Victim Advocacy Capstone (minimum 1 credit)

Students must take at least one of the following courses:

- COMM 2110 – Interpersonal and Small Group Communications (3 credits) or
- PSY 2020 – Mental Health Awareness (3 credits) * or
- SW 2200 – Issues in Diversity (3 credits)

Elective Courses (6 credits)

Students take their remaining electives from the following courses:

- CHF 4400 – Family in Stress (3 credits)
- CJ 1340 – Criminal Investigation (3 credits)
- CJ 2350 – Laws of Evidence (3 credits)
- COMM 2110 – Interpersonal and Small Group Communications (3 credits)
- PSY 1010 – Introduction to Psychology (3 credits)
- PSY 2020 – Mental Health Awareness (3 credits) *
- PSY 3850 – Forensic Psychology (3 credits) *
- SOC 1020 – Social Problems (3 credits)
- SOC 3000 – Self and Society (3 credits) **
- SW 1010 – Introduction to Generalist Social Work (3 credits)
- SW 2100 – Human Behavior and the Social Environment (3 credits)
- SW 2200 – Issues in Diversity (3 credits)

* Requires PSY 1010 - Introduction to Psychology as a prerequisite

** Requires SOC 1010 – Introduction to Sociology OR SOC 1020 – Social Problems as a prerequisite

Degree Map

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

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

Freshman (Semester 1)

CJ 1010 – Introduction to Criminal Justice 3

Level I Elective (COMM 2110, PSY 2020, or SW 2200) 3

Level II Elective (CHF 4400, CJ 1340, CJ 2350, PSY 1010, PSY 3850, SOC 1020, SOC 3000, SW 1010, or SW 2100) 3

Total Semester Credits: 9

Freshman (Semester 2)

CJ 3300 – Victimology 3

CJ 2370 – Criminal Courts 3

Level II Elective (CHF 4400, CJ 1340, CJ 2350, PSY 1010, PSY 3850, SOC 1020, SOC 3000, SW 1010, or SW 2100) 2-3

Total Semester Credits: 8-9

Sophomore (Semester 3)

CJ 2862 – Victim Advocacy Capstone 1-3

Total Semester Credits: 1-3

Total Certificate Credits: 18-21

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Weber State University

Proposed Program Title: Building Design & Construction Pre-Architecture AAS

Sponsoring School, College, or Division: Weber State University

Sponsoring Academic Department(s) or Unit(s): Construction & Building Sciences

Classification of Instructional Program Code¹ : 04.0901

Min/Max Credit Hours Required of Full Program: 64 / 64

Proposed Beginning Term²: Fall 2020

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input checked="" type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcodes/Cs'aukt.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Associate's degree(s): Building Design & Construction Pre-Architecture AAS effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Associates of Applied Science (AAS) degree allows students to prepare for careers by requiring more discipline-focused and fewer general education requirements than an Associates degree. Nonetheless, the AAS is still a stackable degree to a bachelor in the discipline, thereby creating an optimal pathway for students seeking to start a career after two years. The Building Design & Construction (BDC) AAS degree in Pre-Architecture prepares graduates to enter careers in the architectural design, construction, operation or maintenance of the built environment. Graduates of the associate degree are prepared for careers in the building design, construction, testing, operation, and maintenance of building systems. They have the abilities to produce and utilize basic construction documents and to perform basic analysis and design of system components. At the same time, the program provides a pathway for those interested in continuing their education in Architecture, Construction Management, Interior Design, Sustainability, and various disciplines relating to the built environment.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The Building Design & Construction AAS Pre-Architecture program is consistent with the institution's Regents-approved mission to "provide associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields". This program will "provide excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom". It will allow Weber State University to "serve as an educational, cultural and economic leader for the region". Furthermore and consistent with WSU's Dual Mission, the program will provide transfer students from local Technical Colleges and 2-year colleges an opportunity to apply credits to their AAS and BS Building Design & Construction degree. It also prepares students for future degree opportunities building on the AAS at WSU and other USHE institutions across the state.

Section III: Needs Assessment

Program Rationale

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

The development of this degree program is a result of industry requesting that a fifth career pathway be created for the state of Utah. Weber State University was selected through a Talent Ready Utah grant to develop this pathway entitled the Architecture, Engineering & Construction Pathway or "AEC" Pathway. A consortium of industry professionals and organizations was assembled to build the pathway and develop curriculum for the Utah State Office of Education in order to facilitate stackable credentials from the High School to Technical or Community College, and then to the University. The pathway will result in High School students receiving an industry certificate from trade organizations such as the Associated General Contractors of Utah, Associated Building Contractors of

Utah, Home Builders Association of Utah, Association of Subcontractors of Utah, American Institute of Architects of Utah, and American Institute of Building Designers.

A Sustainable Workforce Initiative grant has been proposed to keep the momentum that has been generated through the Talent Ready Utah grant. Davis and Ogden/Weber Technical colleges have also been involved in the development of the AEC pathway and articulation agreements have been put into place to allow coursework completed at the High School or Technical College level to be transferred to Weber State University and stack towards this Certificate, Associates, and Bachelor's degrees.

Labor Market Demand

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

The DWS Occupation Information Data Viewer rates all related job descriptions and titles at 4 stars or higher for occupational demand, wage, and number of annual openings. There are an abundance of annual openings with the occupation codes that fit the preparation of graduates of this program. This backs up an independent survey of industry that highlighted that there are currently 50+ job openings along the Wasatch front that are unfilled that would hire graduates of this program. Job titles that this program would prepare students for are in high demand. Students in the program are currently having to decide between multiple offers upon graduation, and all who desire a job in the industry while studying are finding multiple options to select from. Please see attached documentation for more detailed information about survey mentioned and current DWS data obtained.

Student Demand

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

Presently, a Building Design & Construction program is being piloted as a Bachelor's of Integrated Studies (BIS) degree. This program was created at the behest of our industry advisory council who suggested an interdisciplinary program where students could learn not only the design side of the AEC industry, but the construction side as well. There are currently 71 students at some point in the process towards graduation in the BIS program. We currently have 395 Concurrent Enrollment students taking courses within this program in high school. We are confident that many of these students will be interested in the AAS based on the enrollment data and our discussions with CE teachers and administrators.

Similar Programs

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

There are similar programs offered at SLCC, UVU and the University of Utah.

SLCC has a program entitled Architectural Technology that is articulated and has an official transfer guide with the existing BIS program at WSU. Both AAS degrees at WSU and SLCC prepare students for a career as an architectural designer, or drafter.

UVU has a Bachelors of Architecture degree. We are in the process of developing an articulation agreement with UVU for our students to transfer after the AAS degree at WSU and be qualified to sit for the licensure exam to be an Architect.

The U of U BA and MA programs prepare students for a career as a licensed architect. An articulation agreement with their 3+ Masters program is being worked out currently. The U of U regularly recruits our students to enter their 3+ Masters of

Architecture program. They helped us identify several courses that should be included in our BS degree that would articulate better into their program.

The programs will compliment each other and not necessarily compete for students. WSU has the most appropriate program to prepare a student to be a Residential Architectural Designer because of the interdisciplinary nature of the program. The WSU program is more flexible in what a graduate can do upon graduation. We have students placed in commercial architecture firms, residential firms, and construction companies as project engineers and superintendents. This program will give students options to stack their credentials or start their own residential design firm upon completion.

Collaboration with and Impact on Other USHE Institutions

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

Articulation agreements with SLCC are already in place and a transfer guide has been published. Articulation agreements with UVU and the U are being worked out because of the recent approval of the UVU program and a new dean at the U. Articulation and collaboration will continue with all ATC and other USHE institutions across the state.

The program is intended to become a pathway for the Building Design & Construction industry. Students can start at the High School level with Concurrent Enrollment courses and earn a certificate, continue their education at a Technology College or attend WSU to earn their AAS degree, and continue on to earn their BS degree. Upon graduation they can continue their graduate education or enter the workforce. So, the only impact the new program will have on other USHE institutions is that it will potentially feed them with WSU AAS Pre-Architecture students for their Bachelor and graduate degree programs.

External Review and Accreditation

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

The industry advisory committee was instrumental in the development of this program. In the beginning they were the ones who identified where knowledge gaps existed and suggested what skills and knowledge should be added to existing curriculum and coursework. In the end, they approved the suggested courses, certifications, assessment methods and graduation map provided.

Participating Members:

Aaron Conlin - Nilson Homes
Scott Burt - Ivory Homes
Colby Forbush - LDS Church Architectural Design Department
Andrew Pratt - CN3d Construction
Jennifer Lanzetti - CN3d Construction
Alex Schreyer - Okland Construction
Nick Dyer - Okland Construction
Daniel Schaffer - Tekla
Kayla Farr - FFKR Architects
Josten Knight - Big D Construction
Daisy Posadas - Big D Construction
Forest Allen - Vulcraft
Nate Nielson - Superior Air Handling
Michael Walters - Architectural Nexus
Heather Caldwell - Tailor Built Homes
Matt Brower - Sure Steel
Ben Wheelright - Wadman Corporation

Mark Halverson - WSU Campus Planning

The program will seek accreditation through the American Institute of Building Designers. The AIBD offers a 6-part Certified Professional Building Designer exam that will be used for assessment in this program. This organization has been heavily involved in the development of the courses within this program.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The program requires 64 credits for the AAS. These fall within the graduation standards found in the regents policy R401.

Admission Requirements

List admission requirements specific to the proposed program.

None

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

As a result of this program already functioning as a BIS degree, all administrative structures already support the proposed program. The only difference will be that it will be housed under the Construction Management department. The faculty advising responsibilities will continue to be administered by Jeremy Farner as the program coordinator. College and departmental advising will be performed by existing academic advisers.

The proposed program will not impact the delivery of undergraduate and/or lower-division education. It will increase enrollment in courses being offered in CMT and IDT, but this has been in place for 5+ years and those increases have been accommodated. This will actually relieve some of the faculty load that exists currently because duplication in beginning courses has been removed.

Faculty

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

A faculty line has been funded through the sustainable workforce initiative grant to support this degree. Additional faculty will be drawn from Construction Management and Interior Design to cover the courses they are already teaching for their majors. To ensure sustainability of the program, it is anticipated that we will be going after a workforce initiative grant to hire an additional faculty member to cover a portion of the anticipated increased faculty load. The consortium includes the Davis & Ogden/Weber

Technical colleges, and the Davis, Weber, Ogden, and Morgan School Districts. There is an anticipated enrollment increase in CE courses leading to certificates and this AAS. The enrollment into this program is also anticipated to grow significantly.

Staff

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

Existing administrative, secretarial, and clerical support, lab aides, and advisors are sufficient to support the program. We have already been meeting the demands under the current BIS program.

Student Advisement

Describe how students in the proposed program will be advised.

General Education advisement will be taken care of by the college adviser, Rainie Ingram. Department advisement will be handled by the college department adviser, Andrea Stuart. Program advisement will be handled by Jeremy Farner as the program coordinator.

Library and Information Resources

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

All resources required are already acquired and in place at the library.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

Graduates of the AAS degree are prepared for careers in the building design, construction, testing, operation, and maintenance of building systems; they have the abilities to produce and utilize basic construction documents and to perform basic analysis and design of system components. To that end, program goals include the following:

Pass the Autodesk Certified AutoCAD User exam with a score of 700 or better.

Pass the Autodesk Certified Revit User exam with a score of 700 or better.

Pass the LEED Green Associate exam with a score of 700 or better.

Student Standards of Performance

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

The Student Learning Outcomes of this program are:

- a. employ concepts of Architectural Theory & Design in a design environment
- b. utilize instruments, methods, software, and techniques that are appropriate to produce AEC documents and presentations;
- c. utilize measuring methods that are appropriate for field, office, or laboratory;
- d. apply fundamental computational methods and elementary analytical techniques in sub-disciplines related to architectural engineering;
- e. create, utilize, and present design, construction, and operations documents;
- f. perform economic analyses and cost estimates related to design, construction, and maintenance of building systems;
- g. select appropriate materials and practices for building construction;
- h. apply principles of construction law and ethics in architectural practice, and;
- i. perform standard analysis and design in at least one recognized technical specialty within architectural engineering technology that is appropriate to the goals of the program.

Marketable Skills: Certified Autodesk User in AutoCAD, Revit, LEED Green Associate Certification.

These outcomes were chosen because the industry advisory board suggested them as a means to quickly assess if students were proficient in the skills we are teaching them. These are all 3rd party industry certifications they would be getting after entering the industry anyway.

Appendix A: Program Curriculum

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				20
Required Courses				
+ -	BDC 1040		Intro to Architecture	3
+ -	CMT 1100		Intro to Construction Management	1
+ -	CMT 1150		Construction Graphics (Print Reading)	3
+ -	CMT 1310		Materials & Methods	4
+ -	IDT 1050		Architectural Drafting	3
+ -	IDT 1010 CA		Intro to Interior Design	3
+ -	BDC 1350		Residential Design & Codes (Revit)	3
+ -	CMT 1220 or IDT 206		Construction Contracts or Sustainability II; Materials, Hard Surfaces	3
+ -	IDT 1020		Presentation Techniques	3
+ -	IDT 2050		Codes	2
+ -	CMT 2360		Commercial Design & Codes	4
+ -	CMT 2640		Quantity Survey	2
+ -	IDT 2035		Design Process/ Space Planning	3
+ -	CMT 2340		Civil Design & Layout	4
+ -	CMT 2410		LEED GA Exam Prep	1
+ -	IDT 2990 or CMT 299		Seminar (If CMT 2990 is taken it must be taken all 4 semesters)	2
Choose of the following courses:				
+ -				
+ -				
Required Course Credit Hour Sub-Total				44
Elective Courses				
+ -			Select a minimum of 0 credit hours from the list below	
Choose of the following courses:				
+ -				
+ -				
Elective Credit Hour Sub-Total				0
Core Curriculum Credit Hour Sub-Total				64

Program Curriculum Narrative

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

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
BDC 1040 Intro to Architecture	3	BDC 1350 Residential Design & Codes	3
CMT 1100 Intro to Construction Management	1	DT 1010 CA Intro to Interior Design	3
CMT 1150 Construction Graphics	3	IDT 1020 Presentation Techniques	3
CMT 1310 Materials & Methods	4	IDT 2035 Design Process/ Space Planning	3
IDT 1050 Architectural Drafting	3	Creative Arts (ART 1030 suggested)	3
IDT 2990 or CMT 2990	1	LIBS 1704 or WEB 1504 Information Navigator	1
Total	15	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CMT 1220 Construction Contracts or IDT 2060	3	CMT 2340 Civil Design & Layout	4
CMT 2360 Commercial Design & Codes	4	DT 2990 or CMT 2990	1
CMT 2640 Quantity Survey	2	IDT 2050 Codes	2
ENGL 1010 College Writing	3	CMT 2410 LEED GA Exam Prep	1
MATH 1080 QL Pre-Calculus	5	PHYS 2010 College Physics I	5
		Social Science/ Diversity (GEOG 1300 Suggested)	3
Total	17	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

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

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Jeremy	Farner	T	Masters	Purdue	100	
	Cameron	Lewis	O	Masters	SCI-Arch	100	Instructor
Part Time Faculty							
	Joe	Wolfe	T	Masters	Auburn	10	
	Steve	Peterson	T	Masters	U of U	10	
	Russ	Butler	TT	Masters	BYU	10	
	Pete	Van Der Have	O	Bachelors	U of U	10	Instructor
	Kristen	Arnold	TT	Masters	Weber State	10	
	Jacie	Johnson	TT	Masters	Weber State	10	
	Shauna	Morris	O	Masters		10	Part-time Ins
	Rob	Call	O	Masters	Duke	10	Instructor

Part III: New Faculty / Staff Projections for Proposed Program

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

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Masters	3	3	2		
Faculty: Part Time with Masters			1		
Faculty: Full Time with Baccalaureate			1		
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	///	///			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	174	220	240	265	280	315
# of Majors in Proposed Program(s)	////	40	50	75	90	125
# of Graduates from Department	26	30	40	50	60	70
# Graduates in New Program(s)	////	8	10	20	30	40
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,147,994					
Operating Expenses (equipment, travel, resources)	\$181,119	\$0	\$0	\$0		
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$1,329,113	\$1,329,113	\$1,329,113	\$1,329,113		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,294,013					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	\$35,100					
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$1,329,113	\$1,329,113	\$1,329,113	\$1,329,113		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

All expenses for current faculty covering all classes included in the current BIS that this program will be replacing are being covered by the Construction Management Department. An ongoing \$100,000 Sustainable Workforce Initiative grant was obtained to fund a faculty line to cover courses within this degree. The budget also includes \$143,500 SWI funding that is reallocated to Davis Technical College, Ogden-Weber Technical College, Davis School District, Weber School District, Ogden School District, and Morgan School District. The special fees are course fees used to support students in the courses.

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.



April 3, 2020

Nolan Karras, Board of Trustees Chair
c/o Sherri Cox, Board of Trustees' Secretary
Weber State University
Office of the President
3850 Dixon Parkway Dept 1001
Ogden, UT 84408

Dear Chair Karras,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following programs, which the Weber State University Board of Trustees is to consider in reviewing these programs for approval:

- **Associate of Applied Science in Building Design & Construction Pre-Architecture**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme", with a stylized flourish at the end.

David R. Woolstenhulme, EdD
Interim Commissioner of Higher Education

CC: Brad Mortensen, President – Weber State University
Ravi Krovi, Provost and Vice President of Academic Affairs

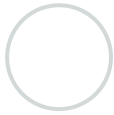
Peer Review Report

Institution	Weber State University
Name of Proposal	Associate of Applied Science in Building Design & Construction Pre-Architecture
Date of Peer Review Report	March 31, 2020

In accordance with state statute and board policy, Weber State University's (WSU) proposal for a new Associate of Applied Science in Building Design & Construction Pre-Architecture underwent peer review by members of the academic community within the Utah System of Higher Education. Comments pertaining to the proposal were received through an on-line discussion with participation by Utah State University, Southern Utah University, and the Commissioner's office.

The program is designed around a stackable credential model with multiple entry and exist points and with linkages to high schools, technical colleges, and other USHE institutions. WSU is applauded for designing such a program. This is a significant undertaking with many complex parts which WSU has adeptly navigated. One suggestion centers on "Pre-Architecture" in the program's name. At the time of consideration, no articulation agreements existed for continued studies in architecture. If formal articulation with one or more architecture programs is achieved, the term "Pre-Architecture" in the program's name is appropriate. Otherwise, WSU may wish to consider removing "Pre-Architecture" in the name so as not to mislead or confuse students.

Attachment: Transcript of Comments



MARCH IP Video - WSU AAS in Building Design and Construction Pre-Architecture

[Trina Weller](#)

[All Sections](#)

6

[WSU New Program-- AAS in Pre-Architecture](#)

Please use this page for comments

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?



← [Reply](#)



[Paul Barr](#)

<https://uen.instructure.com/courses/44955/users/1009~57554>

Feb 26, 2020

As is mentioned in the proposal, USU does not currently offer a degree in this area, so our comments are limited. We do wish WSU success with the proposal.

← [Reply](#)

[Paul Barr](#)<https://uen.instructure.com/courses/44955/users/1009~57554>

Mar 10, 2020

We had no major concerns. The articulation agreements sounds great and we wish Weber well with the program.

[← Reply](#)[Blair Carruth](#)<https://uen.instructure.com/courses/44955/users/555886>

Mar 12, 2020

The Commissioner's office has reviewed Weber State University's proposal for an Associate of Applied Science in Building Design & Construction Pre-Architecture. The commissioner's office congratulates WSU in designing this new program that has multiple aspects including occupational preparation, preparation for the new WSU BS in Building Design & Construction, potential stackability into other programs around the state, and has multiple entry points from high schools, technical colleges, and other institutions.

Addressing the following points would strengthen the proposal.

1. The proposal states that WSU is seeking articulation with architectural programs at UVU and UU. Before the term "Pre-Architecture" becomes part of the name of this program, formal and efficient articulation with baccalaureate and/or master's degree architectural programs should be in place. Otherwise, the term "Pre-Architecture" seems like it might be misleading to students.
2. The proposal states that WSU is seeking articulation with the UU's 3+ master's degree program rather than the UU's two-year master's degree program. When used as preparation for a master's degree, it would seem intuitive that a pre-architecture program would prepare people to enter a two-year master's of architecture program rather than a three-year program that requires students to take a year of preparatory courses to qualify for courses in the final two years. Otherwise, the "Pre-Architecture" program offers little advantage, at least as time-to-completion is concerned, over non-architectural undergraduate programs. If articulation to the two-year program is not feasible, as indicated above it seems misleading to use the term "Pre-Architecture" in the program's name.
3. The proposal could more fully describe how the program is designed to receive credit from the technical colleges, especially given that the program appears to be highly structured with no elective courses.

[← Reply](#)**Eric Amsel**<https://uen.instructure.com/courses/44955/users/719>

Mar 19, 2020

I have asked Jeremy Farner (Professor of Building Design & Construction, and Director of the Wadman Center for Construction Excellence) to respond to your inquire, Blair. He has been the leader in not just designing the programs (AAS, BS, and certificate), but also in negotiating not only the pathways to the AAS from high schools and technical colleges, but also the transfer agreements with SLCC, UVU, and the U. Some of this work is documented in the funded SWI grant he wrote that is also attached.

The intent of the AAS degree is to provide students who have participated in the new Architecture, Engineering & Construction pathway the next stackable credential in their path to being an architectural designer, Architect, or construction professional. There are seven concurrent enrollment courses offered in high school that make up the majority of the first two semesters of the AAS. These courses are articulated with Davis and Ogden-Weber Tech Colleges as well to allow students to stack the UAEC certificate into certificates at their institutions and/or into the AAS in pre-Architecture. The AAS will lead to the Building Design and Construction BS at WSU or the Bachelors of Architecture programs at the University of Utah or Utah Valley University. The BDC BS will also lead to the Master's program at the University of Utah. The attached SWI grant proposal explains this pathway in much greater detail.

We are actively working on official articulation agreements with SLCC, the U, and UVU. But, until the program at UVU is officially in place, they are not able to sign an articulation agreement because of accreditation issues. The U is reviewing our courses to sign an official agreement about how our students can transfer into their bachelor's and master's programs. They are handling transfer on a case by case basis until articulation agreement is in place. The AAS student would have to go through the U's Bachelor program first. We are working with the registrars' offices at both institutions to provide SLCC students the opportunity to transfer into our bachelor's degree programs. We have started the course by course articulation and are working on a program level articulation. These have proven more difficult than anticipated, and having the degrees in place seems key to allow the articulation to be finalized.

We would like to keep the title of the AAS program as we work with SLCC, UVU, and UofU to finalize transfer agreements. They had initially supported the title, although it may be the case that a better title is agreed to as part of the negotiation with these schools.

[SWI Proposal.pdf \(https://uen.instructure.com/files/94659908/download?](https://uen.instructure.com/files/94659908/download?download_frd=1&verifier=boOXTBmSWoSYxwhLaLqqzM7dKsZlccDBIfylo6n1)

[download_frd=1&verifier=boOXTBmSWoSYxwhLaLqqzM7dKsZlccDBIfylo6n1\)](https://uen.instructure.com/files/94659908/download?download_frd=1&verifier=boOXTBmSWoSYxwhLaLqqzM7dKsZlccDBIfylo6n1)

← [Reply](#)



[Blair Carruth](#)

<https://uen.instructure.com/courses/44955/users/555886>

Mar 20, 2020

Thank you Eric and Jeremy. WSU is to be applauded for the work being done in this area. This is a significant undertaking with a lot of complex parts which WSU is navigating well. We appreciate the clarification on the linkage of courses with the high schools and technical colleges. Our primary question at this point is the use of "Pre-Architecture" in the name. To the extent an efficient articulation can be reached with the U or UVU, we have no concerns about the name. Otherwise, we extend caution to ensure students who wish to become architects receive the needed preparation in the first two years for a bachelor degree in architecture. We wish you the very best as you move forward with this program.

← [Reply](#)



[Johnny MacLean](#)

<https://uen.instructure.com/courses/44955/users/1867199>

Mar 16, 2020

Colleagues at SUU reviewed **WSU's** proposal to create a new **AAS** in **Pre-Architecture**. My colleagues here at SUU did not raise any significant questions or concerns. We wish **WSU** the very best as they implement this new program.

← [Reply](#)

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Weber State University

Proposed Program Title: BS in Teaching Computer Science

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Engineering, Applied Science and Technology

Sponsoring Academic Department(s) or Unit(s): Computer Science

Classification of Instructional Program Code¹ : 6 - Digit CIP

Min/Max Credit Hours Required of Full Program: 123 / 123

Proposed Beginning Term²: Fall 2020

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/datacenter/default.aspx?i=55>

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): BS in Teaching Computer Science effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

This degree will fill a need by educating individuals to teach Computer Science in secondary education. The students who graduate with this degree will take basically the first three years of the Computer Science degree and will then complete their degree by taking the courses required to teach in secondary education. It will provide graduates who are well versed in Computer Science practices and principles, and qualified to teach in secondary education settings.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

This degree is consistent with the Weber State University mission statement by providing a bachelor degree in a science and technical field. Also, by filling a need for more CS teachers in high school, and training more high school students in computer science, the program also serves its mission of being an economic leader for the region.

Section III: Needs Assessment

Program Rationale

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

There is a great need for Computer Science teachers in secondary education. These courses are very popular but there are very few teachers qualified to teach these courses. Many teachers come from different backgrounds (such as business, education or math) and take Computer Science courses to qualify to teach the beginning classes. With the demand for Computer Science in industry and the popularity of courses when offered in secondary education, there is a need to increase the number of qualified teachers in this field. Currently, secondary teachers must be endorsed in another major area as well as Computer Science. This degree allows teachers to choose Computer Science as their main teaching endorsement area.

The [Utah Computer Science Education Master Plan](#) (July 2019) developed by the Utah State Board of Education under Teacher Development, page 27, indicated several recommendations related to initiating this teaching computer science degree:

1. USHE should help create more pre-service CS teacher preparation programs
2. Work with Higher Education to update in service teacher education programs to include computer science.

The [Computer Science K-12 Framework](#) (October 2018) also supports the need for Computer Science education.

Labor Market Demand

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

Governor Herbert lauded Talent Ready Utah as a critical step toward helping prepare Utah students for the tech-centric jobs of the future. "I appreciate the leadership of the Talent Ready Utah board and the State Board of Education in creating a comprehensive and actionable strategy to offer computer science courses to all K-12

students in Utah," Herbert said in a statement. "Computer science impacts every industry. Computing jobs are the number one source of new wages in the U.S. and are projected to grow at twice the rate of other jobs." He also stated, "Computer science is a new literacy, and we must ensure that all students across our state have the opportunity to learn and develop the skills needed to create their futures."

According to DWS, Software Developers, Applications (5.9%) have the highest annual average percent change of occupations with at least 1,000 openings between 2014 and 2024. Other computer science related occupations include Web Developers (5.5%), Computer Systems Analysts (5.0%), Computer and Information Systems Managers (4.5%), Computer User Support Specialists (4.4%), and Software Developers, Systems Software (4.3%). Computer and Mathematical occupations in Utah have 5,780 annual openings and average 4.4% annual growth with replacements openings at 3,720 and growth openings at 2,070.

According to the Division of Workforce Services, secondary teachers in Utah have an average of 740 openings. Since Computer Science Teaching is a new teaching major area for Utah, no data exists for this career field.

Student Demand

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

The Teaching Computer Science program incorporates the first 3 years of the standard Computer Science (CS) program. It replaces some requirements for Math and Physics in the existing BS in Computer Science program with a course requirement to enter the College of Education (6 credits) and to prepare to be teachers (24 credits). We are confident that the program will attract some new students to the major and allow some CS majors to consider new career opportunities as they complete their degree. We believe that this program will continue to add to the CS enrollment which has steadily grown in FTEs over the past 5 years:

2014-15, 915
2015-16, 957
2016-17, 1049
2017-18, 1065
2018-19, 1094

Similar Programs

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

There are no current universities that have this degree in the State of Utah. UVU and BYU are looking at starting a similar degree.

Collaboration with and Impact on Other USHE Institutions

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

The Utah State Board of Education (USBE) IT and Computer Science specialists are working with Weber State University, Utah Valley University, and Brigham Young University to create a degree to support the need for computer science teachers.

External Review and Accreditation

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

The Information Technology (Kristina Yamada) and Computer Science (Joel Marquez) specialists at USBE are working together with Weber State University to develop this program. All teacher education programs are approved by the Utah State Board of Education and the Council for the Accreditation of Educator Preparation.

Section IV: Program Details

Graduation Standards and Number of Credits

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

This degree will require 125 credit hours to graduate which is within the allowable number of credits according to USHE Regents policy R401.

Admission Requirements

List admission requirements specific to the proposed program.

There are no additional admission standards beyond those for admission to the university and to the Teacher Education program.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

There will be no additional requirements for the university. Faculty and staff are currently in place

Faculty

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

No new faculty are necessary. The current faculty will be sufficient to handle the degree.

Staff

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

The college has a career advisor, student advisors, and administrative assistants in place to assist with this degree. No additional staff will be needed.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by advisors in the Computer Science and Education Departments

Library and Information Resources

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

No additional library resources will be needed

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

Mission Statement of the Weber State University Educator Preparation Program:

We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

Community: We recognize that effective educator preparation is a cooperative endeavor involving faculty and staff members within the Teacher Education Department, the Moyes College of Education, and Weber State University. Our community also includes school districts, administrators, and teachers as well as professional organizations. Our success depends on effective and consistent collaboration between all groups.

Caring, Competent Educators: Our central aim is to ensure that teacher candidates develop necessary skills and dispositions as outlined in the Utah Effective Teaching Standards. We also acknowledge that it is of indispensable importance that each teacher develops an enduring ethic of care—the propensity and ability to meet the educational needs of each student.

Equitable, Inclusive, and Transformative Education Practices: We believe that processes and institutions of teaching and learning can and should become increasingly equitable, promoting the well being of all students, with special emphasis on underserved populations. To that end, we are committed, where necessary, to transforming the attitudes and beliefs of teacher candidates and to extending our research and professional outreach in shaping general educational practice and policy.

The Teacher Education department makes three claims about their graduates that support the mission statement and align with Utah Effective Teaching Standards (UETS.)

Claim/Outcome 1: Graduates meet the needs of diverse learners by creating a safe and equitable learning environment.

Summative Assessments: TSD Rationale, TSD Lesson Adaptations/accommodations, and Student Teaching Final Evaluations

Claim/Outcome 2: Graduates use effective instructional practices based on deep and flexible knowledge of content and pedagogy.

Summative Assessments: Praxis II (CS Content Specific exam), Graduation GPA, TSD Lessons and Assessments, and Student Teaching Evaluation

Claim/Outcome 3: Graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities.

Summative Assessments: TSD Lesson Reflections, Student Teaching Final Evaluation (ethics and professional responsibility)

Formative Assessments occur within each course and include assignments, exams, demonstrations.

Student Standards of Performance

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

The USBE has standards and competencies for each course these teachers will teach. Each CS course is reviewed by a course committee that sets standards and competencies for that course. The Praxis II CS Content Specific exam will serve as a summative assessment for CS. See the previous section for education assessments.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					35
Required Courses					
<input type="radio"/>	<input type="radio"/>	CS 1030		Foundations of Computer Science	4
<input type="radio"/>	<input type="radio"/>	CS 1400		Programming I	4
<input type="radio"/>	<input type="radio"/>	CS 1410		Object Oriented Programming	4
<input type="radio"/>	<input type="radio"/>	CS 2130		Computational Structures	4
<input type="radio"/>	<input type="radio"/>	CS 2350		Client Side Web Development	4
<input type="radio"/>	<input type="radio"/>	CS 2420		Introduction to Data Structures and Algorithms	4
<input type="radio"/>	<input type="radio"/>	CS 2450		Software Engineering	4
<input type="radio"/>	<input type="radio"/>	CS 2550		Introduction to Database Design and SQL	4
<input type="radio"/>	<input type="radio"/>	CS 2705		Network Fundamentals and Design	4
<input type="radio"/>	<input type="radio"/>	CS 2810		Computer Architecture/Organization	4
<input type="radio"/>	<input type="radio"/>	CS 3230		Advanced Java Programming	4
<input type="radio"/>	<input type="radio"/>	CS 3280		Object Oriented Windows Application Development	4
<input type="radio"/>	<input type="radio"/>	CS 3550		Advanced Database Programming	4
<input type="radio"/>	<input type="radio"/>	CHF 1500 (SS)		Human Development	3
<input type="radio"/>	<input type="radio"/>	EDUC 1010		Introduction to Education	3
<input type="radio"/>	<input type="radio"/>	EDUC 3220		Foundation of Diversity	2
<input type="radio"/>	<input type="radio"/>	EDUC 3265		The Exceptional Student	2
<input type="radio"/>	<input type="radio"/>	EDUC 3315		Media Integration	1
<input type="radio"/>	<input type="radio"/>	EDUC 3900		Preparing, Teaching and Assessing Instruction	3
<input type="radio"/>	<input type="radio"/>	EDUC 3910		Secondary Education Practicum	3
<input type="radio"/>	<input type="radio"/>	EDUC 3935		Reading and Writing Across Secondary Curriculum	1
<input type="radio"/>	<input type="radio"/>	EDUC 4340		Student Teaching in Secondary Education	8
<input type="radio"/>	<input type="radio"/>	EDUC 4950		Integrated Secondary Student Teaching Seminar	4
Choose 2 of the following courses:					
<input type="radio"/>	<input type="radio"/>	CS 3030		Scripting Languages (4)	8
<input type="radio"/>	<input type="radio"/>	CS 3100		Operating Systems (4)	
<input type="radio"/>	<input type="radio"/>	CS 3260		Mobile Development for iPhone (4)	
<input type="radio"/>	<input type="radio"/>	CS 3270		Mobile Development for Android (4)	
<input type="radio"/>	<input type="radio"/>	CS 3705		Protocol Analysis (4)	
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					90

		Course Number	NEW Course	Course Title	Credit Hours
		Elective Courses			
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					125

Program Curriculum Narrative

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

Degree Map

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

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

Bachelor of Science. Computer Science Teaching

Graduation MAP

This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs.

Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

Catalog Year:

NAME:

Course Credit Hour Semester

Offered Milestones

& Notes

Freshman (Semester 1)

CS 1030 Foundations of Computer Science 4 Fa, Sp, Su

- Overall GPA 2.7 or higher
- C or better in all required CS courses
- C- or better in all required support courses

CS 1400 Programming I 4 Fa, Sp, Su

ENGL 1010 Introductory College Writing 3 Fa, Sp, Su

COMM 2110 HU Interpersonal & Small Group Comm. 3 Fa, Sp, Su

EDUC 1010 Introduction to Education 3 FA. Sp, Su

Total Semester Credits 17

Freshman (Semester 2)

CS 1410 Object-Oriented Programming 4 Fa, Sp, Su

- Overall GPA 2.8 or higher
- C or better in all CS courses
- C- or better in all required support courses
- Complete CS 1410

CS 2350 Client Side Web Development 4 Fa, Sp, Su

CS 2705 Network Fundamentals and Design 4 Fa, Sp, Su

MATH 1050 QL College Algebra 4 Fa, Sp, Su

LIBS 1504 or 1704 Information Literacy (IL) Elective 1 Fa, Sp, Su

Total Semester Credits 17

Freshman (Optional)

•

Total Semester Credits 34

Sophomore (Semester 3)

CS 2130 Computational Structures 4 Fa, Sp, Su

- Overall GPA 2.8 or higher
- C or better in all CS courses

- C- or better in all required support courses
- Complete CS 1410
- CS 2550 Introduction to Database Design and SQL 4 Fa, Sp, Su
- CS 2810 Computer Architecture/Organization 4 Fa, Sp, Su
- ENGL 2010 EN Intermediate College Writing 3 Fa, Sp, Su
- Life Science (LS) Elective 3 Fa, Sp, Su

Total Semester Credits 18

Sophomore (Semester 4)

CS 2420 Intro to Data Structures and Algorithms 4 Fa, Sp, Su

- Overall GPA 2.8 or higher
- C or better in all CS courses
- C- or better in all required support courses
- Complete CS 1410

CS 2450 Software Engineering 4 Fa, Sp, Su

Physical Science (PS) Elective 3 Fa, Sp, Su

Writing Support course – ENGL 2250 CA or Phil 1250 HU 3 Fa, Sp, Su

CHF 1500 Human Development (SS/DV) 3 Fa, Sp, Su

Total Semester Credits 17

Sophomore (Optional)

•

Total Semester Credits 32

Course Credit

Hours Semester

Offered Milestones

& Notes

Junior (Semester 5)

CS 3280 Object Oriented Windows Application Dev 4 Fa, Sp, Su

- Overall GPA 2.9 or higher
- C or better in all CS courses
- C- or better in all required support courses
- CS 1010 is a recommended Gen Ed course

CS 3230 Advanced Java Programming 4 Fa, Sp, Su

Creative Art (CA) Elective* 3 Fa, Sp, Su

CS3550 Advanced Database Programming 4 Fa, Sp, Su

Total Semester Credits 15

Junior (Semester 6)

CS 3030 Scripting Languages or CS 3100 Operating Systems or CS 3260 iPhone Programming or CS 3270 Android Programming or CS 3705 Protocol Analysis (Complete 2 of 5) 8 Fa, Sp, Su

- Overall GPA 2.9 or higher
- C or better in all required CS courses
- Complete CS 3280
- Complete CS 3230
- Complete CS 3550
- Complete CS 3030, CS3260 or CS 3270

Social Science (SS) Elective 3 Fa, Sp, Su
American Institution (AI) Elective 3 Fa, Sp, Su
Physical Science (PS) or Life Science (LS) Elective 3 Fa, Sp, Su

Total Semester Credits 17
Junior (Optional)

- Must take the Utah State Board of Education Computer Science Teaching Methods course prior to getting certification

Total Semester Credits 32
Senior (Semester 7)
EDUC 3220 Foundation of Diversity 2 Fa, Sp
EDUC 3265 The Exceptional Student 2 Fa, Sp • Overall GPA 3.0 or higher

- C or better in all required CS courses
 - C- or better in all required support courses
- EDUC 3315 Media Integration 1 Fa, Sp
EDUC 3900 Preparing, Teaching & Assessing Instruction 3 Fa, Sp
EDUC 3910 Secondary Education Practicum 2 Fa, Sp
EDUC 3935 Reading & Writing Across Secondary Curriculum 2 Fa, Sp

Total Semester Credits 12

Senior (Semester 8)
EDUC 4940 Student Teaching in Secondary Education 8 Fa, Sp
EDUC 4950 Integrated Secondary Student Teaching Seminar 4 Fa, Sp • Overall GPA 3.0 or higher

- C or better in all required CS courses
- C- or better in all required support courses
- Apply for BS degree

Total Semester Credits 12
Senior (Optional)

•

Total Semester Credits 24
Total Bachelor Credits 125

Gen Ed Breadth Requirements (do not duplicate departments)

- ☐ HU ☐ CA ☐ HU or CA
- ☐ SS ☐ SS
- ☐ PS ☐ LS ☐ PS or LS
- ☐ DV (Double dip with breadth course)

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	5	6	0
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	1	0	10
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate	0	0	1
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	///	///	
Staff: Full Time			3
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Abdulmalek	Al-Gahmi	TT	PhD	New Mexico State		
	Robert	Ball	TT	PhD	Virginia Tech University		
	Delroy	Brinkerhoff	T	PhD	Utah State University		
	Ted	Cowan	O	MBA	University of Phoenix		Instructor
	Linda	DuHadway	TT	PhD	University of Utah		
	Kyle	Feuz	TT	PhD	Washington State University		
	Richard	Fry	T	PhD	NorthCentral University		
	AJ	Hepler	O	BS	Weber State University		Instructor
	Spencer	Hilton	O	MBA	Weber State University		Dept Chair
	Mark	Huson	TT	PhD	Arizona State University		
	Joshua	Jensen	O	MS	Regis University		Instructor
	Kim	Murphy	O	MS	Utah State University		Instructor
	Matthew	Paulson	O	MS	Western Governors University		Instructor
	Brad	Peterson	O	PhD	University of Utah		Instructor
	Brian	Rague	T	PhD	University of Utah		
	Cody	Squadroni	O	MBA	Western Governors University		Instructor
	Alison	Sunderland	O	MS	University of Illinois-Springfield		Instructor
	Garth	Tuck	O	MS	Capella University		Instructor
	Hugo	Valle	T	PhD	Vanderbilt University		

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
	Drew	Weidman	T	MS	University of Maryland-University Campus		
	Yong	Zhang	T	PhD	West Virginia University		
	Arpit	Christi	TT	PhD	Oregon State University		
	Marrie	Mack	O	MS	Western Governors University		Instructor
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	1,094					
# of Majors in Proposed Program(s)	////	3	5	10	11	12
# of Graduates from Department	113					
# Graduates in New Program(s)	////	0	0	2	3	5
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$3,310,952	\$105,820	\$211,640	\$423,280		
Operating Expenses (equipment, travel, resources)	\$338,557					
Other:						
TOTAL PROGRAM EXPENSES	////	\$105,820	\$211,640	\$423,280		
TOTAL EXPENSES	\$3,649,509	\$3,755,329	\$3,861,149	\$4,072,789		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$105,820	\$211,640	\$423,280		
Appropriation	\$3,481,649					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	\$167,860					
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$105,820	\$211,640	\$423,280		
TOTAL DEPARTMENT FUNDING	\$3,649,509	\$3,755,329	\$3,861,149	\$4,072,789		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The Computer Science program is growing. We expect to hire additional faculty to support this program. The new Teaching Computer Science program will only be a small number of additional students. We hope to retain more students who may be attracted to Teaching Computer Science as an optional degree.

Part III: Describe funding sources

Revenue Narrative 1

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

The internal reallocation is previous Engineering Initiative funding. We will continue to use this to hire new faculty positions.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.



April 3, 2020

Nolan Karras, Board of Trustees Chair
c/o Sherri Cox, Board of Trustees' Secretary
Weber State University
Office of the President
3850 Dixon Parkway Dept 1001
Ogden, UT 84408

Dear Chair Karras,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following programs, which the Weber State University Board of Trustees is to consider in reviewing these programs for approval:

- **Bachelor of Science in Teaching Computer Science**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme", with a stylized flourish at the end.

David R. Woolstenhulme, EdD
Interim Commissioner of Higher Education

CC: Brad Mortensen, President – Weber State University
Ravi Krovi, Provost and Vice President of Academic Affairs

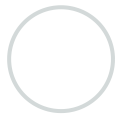
Peer Review Report

Institution	Weber State University
Name of Proposal	Bachelor of Science in Teaching Computer Science
Date of Peer Review Report	March 31, 2020

In accordance with state statute and board policy, Weber State University's (WSU) proposal for a new Bachelor of Science in Teaching Computer Science underwent peer review by members of the academic community within the Utah System of Higher Education. Comments pertaining to the proposal were received through an on-line discussion with participation by Utah State University, Utah Valley University, Southern Utah University, and the Commissioner's office.

Several suggestions were made aimed at strengthening the program and its design. WSU responded to these suggestions and has made revisions as deemed appropriate. WSU is applauded for providing this new program that addresses a critical teacher shortage in an area of economic importance within its service area and the state.

Attachment: Transcript of Comments



MARCH IP Video - WSU BS in Teaching Computer Science

8

[Trina Weller](#)[All Sections](#)

[WSU New Program -- BS in Teaching Computer Science](#)

Please use this page for comments

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?



○

[Paul Barr](#)<https://uen.instructure.com/courses/44955/users/1009~57554>

Mar 10, 2020



1- Yes

2- We don't really have the ability to know if they have sufficient resources to support the program, especially when the enrollment significantly increases.

3-

4 - There is definitely a need for more K-12 teachers who have CS endorsement. The difficulty in offering a BS in Teaching Computer Science is to find students who want to get this degree

149/265

to teach in High School since that CS students make so much more than High School teachers. The CS department at Utah State University has opted to provide a CS Teaching Minor and a CS Teaching Certificate in hopes of attracting students who are already committed to an education degree or already have an education degree and want to teach CS. It plans to create online classes so that teachers who are already in the field can gain additional skills/endorsement without having to leave their employment.

← [Reply](#)

○



[Eric Amsel](#)

<https://uen.instructure.com/courses/44955/users/719>

Mar 13, 2020



Thanks for the comment, Paul. We expect the proposed degree program to be a small proportion of the 1000+ majors in CS program, for reasons you discussed in your comment. We expect some of the majors will come from the ranks those interested and already completing CS courses for the AAS or BS degrees or any one of a variety of certificate programs. So an increase of these students is not bringing new students to most of the CS classes. Other potential majors may come from Education or other areas. In discussion with the relevant programs, we are confident that the course work in CS and Teacher Ed will accommodate even a quadrupling (or higher) of the majors in the proposed program. We also think that the demand for these graduates is so high that schools will accommodate more student teachers.

← [Reply](#)

○



[Blair Carruth](#)

<https://uen.instructure.com/courses/44955/users/555886>

Mar 12, 2020



The Commissioner's office has reviewed Weber State University's proposal for a Bachelor of Science in Teaching Computer Science and provides the following comments.

It was noted that the title page of the proposal did not contain a CIP code. Given that the program will prepare educators to teach computer science courses, an appropriate CIP code could be 13.1321 Computer Teacher Educator. Please indicate which CIP code will be used.

It was noted that the program expenses relative to the anticipated enrollment appears high. For example, year three enrollment is estimated to be 10 while expenses to support the

program are estimated at \$423,280, or \$42,328 per student. WSU might wish to review this issue, or otherwise clarify per student program cost.

← Reply



[Eric Amsel](#)

<https://uen.instructure.com/courses/44955/users/719>

Mar 16, 2020

Thanks, Blair:

We think that the CIP Code 13.1321 is appropriate (Computer Teacher Educator). Our costs were initially based on the Computer Science program as a whole, including new hires funded by Engineering Initiatives. Those hires are not for the new degree program, although it is likely that some of the BS in SC Teaching students may be enrolled in courses of the new hires. The new program was designed to leverage capacity in both CS and Teacher Ed programs without adding costs. So we have redone Appendix D and revised the Budget Narrative (see below). The upshot is that there will be no new costs associate with the program. I hope this helps.

The School of Computing programs are growing. We will hire additional faculty using Engineering Initiative funding to support this growth. The new Teaching Computer Science program will only be a small number of additional students, therefore those new hires are not shown in the budget table. We hope to retain more students who may be attracted to Teaching Computer Science as an optional degree.

Edited by [Eric Amsel](#) (<https://uen.instructure.com/courses/44955/users/719>) on Mar 16 at 8:50am

[Updated Appendix D for BS in CS.docx](#) (https://uen.instructure.com/files/94615039/download?download_frd=1&verifier=ZRNhwd353xQryKgo369pgj3x435PQLbxATlqhSdA)

← Reply



[Blair Carruth](#)

<https://uen.instructure.com/courses/44955/users/555886>

Mar 20, 2020

Thanks, Eric. We appreciate the clarification on the CIP code and the revised budget table.

← Reply

[Sabine Berlin](#)<https://uen.instructure.com/courses/44955/users/454693>

Mar 13, 2020

UVU faculty offer WSU the following suggestions:

Consider requiring advanced Python, rather than advanced Java. At the very least, make advanced Python programming an elective.

Best of luck.

[← Reply](#)[Eric Amsel](#)<https://uen.instructure.com/courses/44955/users/719>

Mar 18, 2020

Thanks, Sabine.

One program elective (CS 3030 Scripting Languages) includes training in Python and Bash programming. The suggestion to offer it as a requirement was shared and is being considered.

[← Reply](#)[Johnny MacLean](#)<https://uen.instructure.com/courses/44955/users/1867199>

Mar 16, 2020

Colleagues at SUU reviewed **WSU's** proposal to create a new **BS in Teaching Computer Science**. My colleagues here at SUU did not raise any significant questions or concerns. We wish **WSU** the very best as they implement this new program.

[← Reply](#)

Cover/Signature Page – Program Review Template

Institution Submitting Request: Weber State University

Program Title: Parson Construction Management Technology

School or Division or Location: College of Engineering, Applied Science & Technology

Department(s) or Area(s) Location: Department of Construction Mgmt Technology

Institutional Board of Trustees' Approval Date: MM/DD/2019

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: MM/DD/YEAR

Printed Name: *Madonne M. Miner, Provost*

Five-Year Program Review
Weber State University
Parson Construction Management Technology
03/26/2018

Reviewers:

- External Reviewer(s)
 - Slade Opheikens, LEED AP, President and CEO, R&O Construction
 - Dr. Barry Hallsted, Associate Professor, Construction Management, Utah Valley University
- Internal Reviewer
 - Dr. Allyson Saunders, Associate Dean, College of Engineering, Applied Science & Technology, Weber State University

Program Description:

The Construction and Building Science Programs combine courses in the management and associated applied sciences encompassing the design and construction of buildings, transportation systems and parks. The degrees of the construction and building science programs prepare and educate students for successful careers and future leadership roles in construction, design, sales and other construction-related industries.

The Parson CMT program consists of a degree with two emphases, Construction Management and Facilities Management. This report focused on the Construction Management emphasis because the Facilities Management is completing its development.

The program caters to the non-traditional student who, for the most part, work full time and attend the university full time as well. Students are generally from the local area, but enrollment does include a small number of out of state students.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Construction Mgmt Technology					
	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
With Master's Degrees	4	4	4	3	9
Full-time Tenured	2	2	3	3	3
Full-time Non-Tenured	2	2	1	0	1
Part-time	0	0	0	0	5
With Bachelor's Degrees		7	7	7	2
Full-time Tenured		0	0	0	0
Full-time Non-Tenured	1	1	1	1	1
Part-time		6	6	6	1
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	11	11	11	10	11
Full-time Tenured	2	2	3	3	3
Full-time Non-Tenured	3	3	2	1	2
Part-time	6	6	6	6	6
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	4.32	4.56	4.56	4.11	4.97
Teaching Assistants					
Part-time (May include TAs)	2.75	2.78	1.59	.99	1.60
Total Faculty FTE	7.07	7.34	6.17	5.10	6.57
Number of Graduates					
Certificates					
Associate Degrees	2	2	5	13	18

Bachelor's Degrees	18	15	9	21	21
Master's Degrees	-	-	-	-	-
Doctoral Degrees	-	-	-	-	-
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	189	192	186	176	166
Total Department FTE*	90.23	77.30	78.07	68.43	66.13
Total Department SCH*	2,707	2,319	2,342	2,053	1,984
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	12.76	10.53	12.69	13.42	10.07
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	\$464,803	\$527,202	\$547,420	\$502,263	\$593,701
Cost Per Student FTE	\$5,151	\$6,820	\$7,012	\$7,340	\$8,978
Funding					
Appropriated Fund	\$454,786	\$517,747	\$540,071	\$484,812	\$587,631
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	\$10,017	\$9,455	\$7,349	\$7,451	\$6,070
Total	\$464,803	\$527,202	\$547,420	\$502,263	\$593,701

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Strengths

- Program has tremendous value and support from industry and students, particularly non-traditional students working while obtaining their degrees.

Recommendations

- No recommendations made.

Standard B: Curriculum

Strengths

- An updated curriculum that meets the needs of industry.
- A curriculum delivered so that students working during the day have opportunities to immediately apply concepts learned in class to their jobs.

Recommendations

- The program faculty should consider increasing civil engineering (such as surveying) to improve the program.
 - o *Faculty response: A surveying program currently exists within the curriculum. Recent curriculum revisions include coursework revisions and will be implemented in the spring term of 2019. Civil construction engineering applications are currently included in "Temporary Structures" and "Construction Equipment and Methods".*

- The program would benefit from a review of technology instruction and use in the entire curriculum, planning coursework to build upon previous technology used in courses, and polishing relevant technology skills as the student nears completion of the program.
 - o *Faculty response: the faculty will continue to integrate technology with fundamental skills and knowledge applicable to the course curriculum levels. Balancing academic material with technological applications presents pedagogical challenges. Faculty will continue to update course/classroom material to meet current industry developments.*
 - o *Dean response: The dean agrees with the review wholeheartedly. The department needs to continue increasing technology as both pedagogical tool and instruction in tools of the trade. The department should accelerate implementation.*
- Consider ways to encourage students to complete their physics requirement immediately prior to the structures courses; this could aid in improving students' scores on the structures portion of the AIC exam.
 - o *Faculty response: we will continue to encourage students to complete math and physics before upper division coursework.*

Standard C: Student Learning Outcomes and Assessment

Strengths

- Benchmarks for student learning outcomes have been set at a standard above the national average. The program faculty have done an outstanding job of making adjustments to the curriculum to increase student learning. Faculty efforts to assist students in passing the required exam are commendable.

Recommendations

- By embedding the use of various technologies throughout the curriculum, as opposed to exposure in a single class (see curriculum recommendation above), provides opportunities for students to expand and/or reinforce their knowledge of these tools.
 - o *Faculty response: department faculty has recognized the need to chain current industry technology with the course/curriculum levels. Planning will continue to integrate industry technology in lower level coursework for expanded application in upper level classroom activities. This is to include estimating, planning, and management applications.*
 - o *Dean response: The use of technology should be interwoven throughout the curriculum.*
- One area of improvement identified by the site visit team regards students' presentation skills. Providing students with additional opportunity to polish these skills, perhaps through local industry-supported competitions, is recommended.
 - o *Faculty response: while we agree with this recommendation, we struggle to get a small portion of the students going to the competitions provided. Currently, most of our students are non-traditional students who have very limited "free" time to invest in these activities. We will continue to require subject presentations in our coursework and work toward student presentation improvement.*
- Consider vectors for assessing skills outside of the AIC Constructor Certification Exam, particularly the soft skills that are difficult to assess via this exam. This includes written communication, oral presentation, decision-analysis based on ethical principles, and electronic-based technology skills.
 - o *Faculty response: faculty recognizes the important of soft-skills in the construction industry. We will continue to assess classroom coursework, review student success, and implement measures to improve students' abilities with soft-skills. This will include report writing as well as classroom presentations at each level with the programs.*

- *Dean response: Agree with the intent of the recommendation, but also recognize the difficulty noted by the department. The need for presentation skills is paramount. The dean suggests that more presentations be required for classwork and for a greater percentage of grade, and that more critical and pointed feedback be provided to the students.*
- Faculty must ensure that students are taught the importance of writing and construction communication. By doing so, the faculty will help students meet learning outcomes. Consideration should also be given to a consistent writing style (APA) for student work (this is potentially a curriculum issue).
 - *Faculty response: while many students have difficulties with writing and the Writing Center, we strongly encourage students to utilize the Writing Center. We currently encourage students to take English 2010 during the 2nd semester of the first year and NTM 3250 – Business Communication – during the 3rd semester. The faculty will evaluate the courses' timing within our curriculum, and review the student assessment for success. Since these courses are taught outside our department, identifying student-writing problems early should help in finding a solution to this soft-skill problem. We will continue to require writing and the use of the Davis Writing Center within our curriculum. We will encourage students to engage this resource in a timely manner.*
 - *Dean response: Many students in technology do not see that the capacity to write benefits their eventual job. The dean would like to see the faculty take on the challenge of relaying the needs for superior communication skills and their role in corporate success. This may be an opportunity for industry guest speakers and adjuncts to play a role.*

Standard D: Academic Advising

- No commendations nor recommendations made.

Standard E: Faculty

Strengths

- The program has exceptional faculty with many years of experience in the construction industry. Faculty are to be commended for continuing to keep current in the industry through summer employment; these faculty have better relationships with students and provide more relevant instruction.
- Adjunct faculty are exceptional and essential for this program because of their areas of specialization.

Recommendations

- The CMT program needs to invest in continuing education to maintain relevancy for faculty. Faculty in the program should consider opportunities such as externships as an opportunity to maintain relevancy. The faculty should consider applying for grants such as Perkins to fund these experiences.
 - *Faculty response: the department will continue to encourage faculty's continuing education. We support faculty externship opportunities with industry, and will investigate the use of grant funds to support this endeavor. The department will continue to seek industry support in the classroom for real-work examples and directed discussions.*
 - *Dean response: Agreed. Industry experience is required to teach in this college and updating that industry experience is critical. The department can encourage faculty pursuit of the PhD in some cases as well. If the department had the bandwidth, sabbaticals could play a role in addition to the summers available to faculty since the department does not*

teach classes in the summer.

Standard F: Support

Recommendations

- Review the required frequency of use of the Writing Center; improve coordination between the Writing Center and the services offered at the Davis Campus that would better serve the working student's schedule.

Standard G: Relationships with External Communities

Strengths

- The CMT program has an active advisory committee, meeting formally four times annually. In addition, the advisory committee provides active on-going support and guidance to the program and faculty.

Standard H: Results of previous reviews

- Not addressed

Institution's Response: Responses to review committee findings and recommendations.

Faculty responses to individual recommendations are embedded with those recommendations above. The faculty provided this concluding statement:

Over the last five years, the department programs have seen changes in the construction industry and in program enrollments. These changes are a reflection of the downturn of national economy, and a slowdown in industry developments. The current outlook for the department programs however is very positive. We look forward to improved enrollment and program content. The faculty has revised the program curriculum, integrated technology in the classroom, and worked closely with the industry advisory board. We appreciate the review team's recommendations and suggestions. The department will strive to implement the review team's recommendations and suggestions, as indicated above, to improve the programs for our student success.

Dean response

The Dean's responses to individual recommendations are embedded with those recommendations above. The Dean additionally provided the statements:

I appreciate the review of the Construction Management Technology (CMT) department by the review committee and the documents and responses by the CMT department, particularly the department chair. The review seems fair, detailed, accurate, and unbiased. The department appears to be in good shape.

The faculty in this program have a great, supportive relationship with their students. They believe in the mission of the university/college/department and demonstrate that on a daily basis. The department has seen an interesting downturn in enrollments. Since the 2008 downturn, the majority of departments in this college have (until recently in some cases) seen considerable increases – almost in direct inverse proportion to the unemployment rate initially and then

maintaining those increases on a yearly basis. CMT has seen the opposite. The enrollment is lower now than during the downturn. However, there has begun to be some increase – desperately needed by industry – thanks to the hard work by the faculty in recruiting students. There are some excellent bright vistas ahead for this program and department augmented by the new addition of Interiors and Architectural Design.

David Ferro

Dean, College of Engineering, Applied Sciences and Technology

Institutional Program Review Committee Response

Date: September 20, 2018

Present: Eric Amsel, Associate Provost; Marek Matyjasik, Faculty Senate Vice-Chair; Program Review Committee - Aaron Ashley; Ed Hahn; Casey Neville; Hugo Valle; Mary Beth Willard; Gail Niklason, Institutional Effectiveness

Guests: Joseph Wolfe, Chair, Department of Construction Management Technology; David Ferro – Dean, College of Engineering, Applied Science and Technology

The Committee recommends that the Provost accept Construction Management program's response to the site visit recommendations and asks that you return for your next review in 5 years, during 22/23 academic year. In particular, the Committee is very interested to see how the department evolves over the next five years given the many changes that are planned. The inclusion of the Interior Design Program, an additional faculty member to address concerns around technology, the move from emphasis to stand-alone major of the Facilities Management program, and programming of the Center of Excellence for Building Science all have the potential to improve an already respected program. The committee specifically recommends

- Focus on soft skills development of your students
- Work with Student Affairs at the Davis Campus to market their presence and availability for your students, particularly the Writing Center housed in the Learning Support Center.

The Provost concurred with these recommendations.

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Dental Hygiene*

School or Division or Location: *Dumke College of Health Professions*

Department(s) or Area(s) Location: *Department of Dental Hygiene*

Institutional Board of Trustees' Approval Date: *MM/DD/2019*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input checked="" type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: *MM/DD/YEAR*

Printed Name: *Madonne M. Miner, Provost*

**Seven-Year Program Review
Weber State University
Dental Hygiene
09/20-21/2017**

Reviewers:

- Visit conducted under the auspices of CODA; Commission on Dental Accreditation

Program Description:

The Weber State University Dental Hygiene Program is designed to produce individuals who are capable of meeting the needs of the dental hygiene profession and of society. The dental hygiene profession needs practitioners who have been instructed in the psychosocial, biophysical, and technical elements of dental hygiene practice. These practitioners should be able to expand current parameters of knowledge as well as to apply existing behavioral and basic science concepts to specific problems, thereby, practicing within an evidence-based care philosophy. Furthermore, these individuals must be knowledgeable of public affairs, motivated to become life-long learners, capable of making decisions, and they must be individuals whose behavior is guided by an internalized code of ethics.

WSU's Dental Hygiene Program was the first program in Utah and has over 40 years of experience providing quality education to dental hygienists throughout the state. Through WSU online and distance education, dental hygienists have the opportunity to complete a bachelor's degree in dental hygiene after they have completed the Associate of Science in dental hygiene. Our growth is attributed to the support of our generous benefactors, partnerships with dentists, agencies and professional associations, and collaboration with other health care providers beyond dentists and dental hygienists to include dental hygiene practitioners as part of the total health care team.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Dental Hygiene					
	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	2	2	2	2	2
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	1
Part-time	2	2	2	2	1
With Master's Degrees	7	7	7	7	7
Full-time Tenured	2	4	4	4	4
Full-time Non-Tenured	4	1	1	1	1
Part-time	1	2	2	2	2
With Bachelor's Degrees	7	7	10	10	9
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	7	7	10	10	9
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	16	16	19	19	19
Full-time Tenured	2	4	5	4	4
Full-time Non-Tenured	4	1	1	1	2
Part-time	10	11	13	14	12
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	5.11	4.64	5.11	5.11	5.91
Teaching Assistants					
Part-time (May include TAs)	3.8	4.25	4.44	3.32	.18
Total Faculty FTE	8.91	8.89	9.55	8.43	6.09

Number of Graduates	30	33	63	60	62
Certificates					
Associate Degrees	1	0	30	26	26
Bachelor's Degrees	29	33	33	34	36
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	126	131	53	50	70
Total Department FTE*	53.73	54.83	54.73	56.57	55.60
Total Department SCH*	1,612	1,645	1,642	1,697	1,668
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	6.03	3.17	5.73	6.71	9.13
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	664,168	673,526	680,199	716,508	888,274
Cost Per Student FTE	\$12,361	\$12,283	\$12,428	\$12,667	\$15,976
Funding					
Appropriated Fund	548,095	589,358	613,960	625,908	771,939
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	116,073	84,168	66,239	90,600	116,335
Total	664,168	673,526	680,199	716,508	888,274

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Articulates with CODA Standard 1 – Institutional Effectiveness

No concerns, weaknesses, nor recommendations

Standard B: Curriculum

Articulates with CODA Standard 2 – Educational Program

No concerns, weaknesses, nor recommendations

Standard C: Student Learning Outcomes and Assessment

Articulates with CODA Standard 1 – Institutional Effectiveness

No concerns, weaknesses, nor recommendations

Standard D: Academic Advising

Articulates with CODA Standard 4 – Educational Support Services (Students Services – Dental Hygiene Student Handbook)

No concerns, weaknesses, nor recommendations

Standard E: Faculty

Articulates with CODA Standard 3 – Administration, Faculty, and Staff

No concerns, weaknesses, nor recommendations

Standard F: Support

Articulates with CODA Standard 4 – Educational Support Services (facilities, classrooms, laboratories)

No concerns, weaknesses, nor recommendations

Standard G: Relationships with External Communities

Articulates with CODA Standard 4 – Educational Support Services (Extended Campus Facilities)

Articulates with CODA Standard 6 – Patient Care Services

No concerns, weaknesses, nor recommendations

Standard H: Results of previous reviews

The 2010 CODA review resulted in three recommendations:

- 1) It is recommended that graduates be competent in providing dental hygiene care for the adolescent and geriatric patient and in assessing the treatment needs of patients with special needs.
- 2) It is recommended that the laboratory sessions in the dental science courses not exceed one to ten to ensure the development of clinical competence and maximum protection of the patient, faculty and students.
- 3) It is recommended that the program have a formal written patient care quality assurance plan that includes mechanisms to determine the cause of treatment deficiencies and patient review policies, procedures, outcomes and corrective measures.

All three recommendations were addressed to the satisfaction of CODA:

Review of Recommendations Cited in the Program's Previous Site Visit Report

At the time of the Commission's last evaluation of the program in February 2010, three (3) recommendations were cited in the areas of Educational Program, Administration, Faculty and Staff, and Patient Care Services. During this evaluation, the visiting committee reviewed these areas and found that the program has maintained compliance with the previously cited recommendations.

(excerpted from the letter dated October 12, 2017 addressed to President Wight – the preliminary draft report)

Copy of CODA Accreditation document indicating accreditation of the WSU Dental Hygiene program through 2024:



February 22, 2018

Dr. Charles Wight
President
Weber State University
1001 University Circle
Ogden, UT 84408-1001

RE: Weber State University, Ogden, Utah
Dental Hygiene Program
Status: Approval without Reporting Requirements

Dear Dr. Wight

At its February 1, 2018 meeting, the Commission on Dental Accreditation (CODA) granted the dental hygiene program the accreditation status of "approval without reporting requirements." The definitions of accreditation classifications are enclosed. Below is a summary of actions and additional information.

Dental Hygiene Site Visit

The Commission considered the site visit report on the dental hygiene program. On the basis of this review, the Commission adopted a resolution to grant the program the accreditation status of "approval without reporting requirements."

No additional information is requested from the program at this time. The next site visit for the program is scheduled for **2024**.

General Information

The findings of the Commission on Dental Accreditation are noted in the enclosed Commission approved site visit report. Oral comments made by site visit team members during the course of the site visit are not to be construed as official site visit findings unless documented within the site visit report and may not be publicized. Further, publication of site visit team members' names and/or contact information is prohibited.

One copy of this report and the related enclosures have also been sent to the chief administrative officer and program director copied on this letter. The Commission requests that a copy of this report and the related enclosures be forwarded to the chairpersons and appropriate faculty.

The Commission expects institutions to keep the Commission informed as soon as possible of anticipated changes in any approved educational program offered, particularly in the areas of administration, enrollment, faculty, facilities and curriculum. The Commission's policy and guidelines for reporting program changes are enclosed. Guidelines for specific program changes, including reporting enrollment changes, adding sites where educational

Dr. Charles Wight
February 22, 2018
Page 2

activity occurs, and developing a teach-out report are found on the Commission's website.

Institutions/Programs are expected to follow Commission policy and procedure on privacy and data security related to compliance with the Health Insurance Portability and Accountability Act (HIPAA). The Commission's statement on HIPAA, as well as the Privacy and Data Security Summary for Institutions/Programs (PDF), are found in the Policies/Guidelines section of the Commission's website at <http://www.ada.org/en/coda/policies-and-guidelines/hipaa/>. Programs that fail to comply with CODA's policy will be assessed a penalty fee of \$4000.

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

The program in dental hygiene is accredited by the Commission on Dental Accreditation [*and has been granted the accreditation status of "approval without reporting requirements"*]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/en/coda>.

The Commission wishes to thank you and the faculty and staff for their cooperation during the site visit. If this office can be of any assistance to you, please contact me by telephone, at 1-800-621-8099, extension 4660 or by e-mail, at smithmi@ada.org.

Sincerely,



Michelle Smith, RDH, MS
Manager, Allied Dental Education
Commission on Dental Accreditation

MS/ds

Enclosures: CODA Accreditation Status Definitions
Formal Report of the Site Visit
Guidelines for Reporting Program Changes in Accredited Programs
Electronic Submission Guidelines for General Correspondence

Institution's Response: Responses to review committee findings and recommendations.

Faculty response:

Commission on Dental Accreditation, site visit: September 20-21, 2017, confirmation of Accreditation with no reporting requirements, February 1, 2018.

Seven Year Program Review, Weber State University Dental Hygiene Program

Weber State Dental Hygiene Program has been continuously accredited by the American Dental Association Commission on Dental Accreditation since its inception in 1975. Recommendations for changes have been presented at times. However, with the program's longevity and its core faculty experience, compliance with all Accreditation Standards have been confirmed. The program was developed through a cooperative grant process (1975) with the Department of Veteran's Affairs Dental Clinic to provide an additional clinical experience for the students to provide dental hygiene treatment for the veterans. Ogden area community sites including Midtown Community Health Center Dental Clinic and Ogden Weber Community Action Program Head Start have strengthened the program's presence in the community and the students' experiences in the community.

The Program administration and faculty focuses on the overall mission, goals and strategic plan of the college and university. The Dental Hygiene Department is supported in the university themes defined in the values and mission that include teaching, patient care (in the dental hygiene, specifically, and health care, generally) and in research and community service outreach. The annual assessment of program goals and outcomes reported to the DCHP Dean for the Annual report to the Administration has allowed for a systematic feedback loop for improvements and changes. The Dental Hygiene Program is responsible for curriculum development and revisions and is organized to encompass specific learning outcomes that are aligned with appropriate assessments. The Commission on Dental Accreditation (CODA) requires an annual survey that addresses specific Accreditation standards to assure ongoing compliance. Considering the history of the site visit recommendations in 2010, it was stated that the program is in compliance policies. As the Standards evolve relative to environmental changes in teaching and learning, technologies, tracking of patient treatment and students' competencies, to name a few, there were recommendations for the program at that time.

- The recommendation for the program to monitor student's patient treatment experiences with special needs patients and assuring competence in treating a wide variety of patients with special needs. While being mindful of patient privacy (HIPPA), it was determined that patient treatment needs would be tracked as defined in the WSU Dental Hygiene Clinic Manual. The student notes on their clinical evaluation form that the patient met the criteria as a special needs patient and the supervising clinical faculty approves that designation.
- It was recommended that the laboratory sessions in all of the dental science courses was not to exceed one faculty to ten students. To meet and sustain the recommendation of the 1:10 ratio, faculty were reassigned to a team of two faculty teaching in laboratory sessions, resulting 1:8 ratio of faculty to students.
- It was recommended that the program have a formal written patient care quality assurance plan. The plan was formalized with a schedule for patient chart reviews, a reporting system for each chart reviewed and remediation plan for any deficiencies. The findings of the quality assurance program is discussed in faculty meetings with reports kept on file in the clinic.

At the most recent formal site visit, the Site Visitors stated that recommendations from previous reviews were found to be in compliance. There were no recommendations for the Dental Hygiene Program at the most recent Accreditation review.

The Dental Hygiene Program demonstrates that for every student and graduate, the program's mission and goals are defined with a curriculum that supports achievement of those goals. With annual systematic review of the program by faculty and college administration assurances are in place and are practiced to confirm appropriate evidence of student learning. It has been demonstrated through ongoing outcomes that the graduates of the dental hygiene program are prepared to enter the profession of dental hygiene and to advance in their careers, as desired.

Dean's Response:

It is commendable to confirm that this accreditation is with no reporting requirements. I concur with both the Dental Hygiene (DH) Faculty Response and the Commission on Dental Accreditation (CODA) Report on February 1, 2018.

I would like to extend my thanks to the CODA, Review Committee, DH faculty, staff, Weber State University Administration and all the support areas of our institution.

Looking forward to many years of solid and excellence in education in our Dumke College of Health Profession at Weber State University.

Congratulations, Yas Simonian, Dean
Dumke College of Health Professions

Institutional Program Review Committee Response

Date: October 25, 2018

Present: Madonne Miner, Provost; Eric Amsel, Associate Provost; Doris Geide-Stevenson, Faculty Senate Chair; Marek Matyjasik, Faculty Senate Vice-Chair; Program Review Committee - Aaron Ashley, Ed Hahn, Hugo Valle, Mary Beth Willard, Clay Rasmussen, Casey Neville; Gail Niklason, Institutional Effectiveness

Guests: Stephanie Bossenberger, Chair, Dental Hygiene; Yas Simonian, Dean, Dumke College of Health Professions

The Committee recommends that the Provost accept the findings of CODA and the Dental Hygiene program's response to the accreditation site visit, in support of WSU's internal review process. The committee acknowledges the 7-year accreditation recommendation from CODA and looks forward to hearing from the program again in 7 years, during the 2024/25 review cycle.

The Program Review Committee shared the Chair's concerns around near-term faculty succession in the department. The committee would like to see the department develop a succession plan and present that to the Faculty Senate Executive Committee before the end of spring semester, 2020.

Finally, the Program Review Committee wondered about the potential for the Dental Hygiene program to expand capacity of the program, particularly in light of the large number of applicants. For example, could the program support an evening program?

The Provost concurred with these recommendations and congratulated the program faculty on their re-accreditation via CODA.

Cover/Signature Page – Program Review Template

Institution Submitting Request: Weber State University

Program Title: Developmental Mathematics

School or Division or Location: College of Science

Department(s) or Area(s) Location:

Institutional Board of Trustees' Approval Date: MM/DD/2019

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: MM/DD/YEAR

Printed Name: *Madonne M. Miner, Provost*

**Five-Year Program Review
Weber State University
Developmental Math Program
02/02/2018**

Reviewers:

- External Reviewer
 - Janean Montgomery, Secondary Math Specialist, Ogden School District
 - Linda Zientak, Professor of Mathematics, Sam Houston State University
 - Debra Ward, Ass't Professor Developmental Math, Utah Valley University
- Internal Reviewer
 - Sheryl Rushton, Assistant Professor, Teacher Education; Weber State University

Program Description:

Developmental Mathematics is a sequence of pre-college level math courses designed to prepare students for college level mathematics. The Developmental Mathematics Program at Weber State University offers Pre-algebra (Math 0950), a First Course in Algebra (Math 0990), Intermediate Algebra (Math 1010), and Pathway to Contemporary Math (Math 0970). Consistent with national norms, approximately 2/3 of students entering this open enrollment institution need the Developmental Mathematics Program to assist students in gaining the math skills they need for success in college level mathematics in as short a time as possible. Weber State University is a leader in the state when it comes to Developmental Mathematics innovation. Flipped courses were introduced in Fall 2012. Pathways courses were introduced in Spring 2014. R.E.A.L. (Real-life Explorations. Active Learning) courses were introduced Spring 2015 for Math 0950 and Spring 2016 for Math 1010. Emporium model, TERM, courses were eliminated after Summer 2016.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Developmental Math					
	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	1	1	1	1	0
Full-time Non-Tenured	0	0	1	1	1
Part-time	0	0	0	2	2
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	12	12	11	11	11
Part-time	8	10	13	15	13
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	1	1	1	1	1
Part-time	12	14	15	16	8
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	1	1	1	1	0
Full-time Non-Tenured	13	13	13	13	12
Part-time	20	24	31	33	33
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	4.1	1.91	3.72	3.35	1.47
Teaching Assistants					
Part-time (May include TAs)	7.01	6.09	14.42	12.79	7.8
Total Faculty FTE	11.11	8	18.14	16.14	9.27
Number of Graduates					

Certificates	-	-	-	-	-
Associate Degrees	-	-	-	-	-
Bachelor's Degrees	-	-	-	-	-
Master's Degrees	-	-	-	-	-
Doctoral Degrees	-	-	-	-	-
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	-	-	-	-	-
Total Department FTE*	935.5	875.43	658.30	566.0	690.53
Total Department SCH*	28,065	26,263	19,749	16,980	20,716
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	84.20	109.43	36.29	35.07	74.49
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,320,299	2,474,474	2,347,222	2,283,391	2,510,633
Cost Per Student FTE	\$2,480	\$2,827	\$3,566	\$4,034	\$3,636
Funding					
Appropriated Fund	419,911	400,903	449,766	436,427	518,732
Other:					
Self-Support Tuition	1,022,487	1,289,551	1,336,866	1,405,309	1,523,501
Grants of Contracts					
Special Fees/Differential Tuition	877,901	784,020	560,590	441,655	468,400
Total	2,320,299	2,474,474	2,347,222	2,283,391	2,510,633

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Strengths

- Accurate identification of program goals and publicly available via website.

Challenges

- Building confidence and promoting learning skills are integral parts of the program's mission; however, it is difficult to collect data on affective measures.

Recommendations

- Continue to keep website updated with current course offerings.

Faculty response: We appreciate the recognition that the website is "clear and explicit." We value good communication with our stakeholders – students, faculty/staff, and community – and see the website as the foundation of our communication plan. We have procedures in place to keep the website current.

Standard B: Curriculum

Strengths

- The tuition and fees that students pay when enrolling in a developmental mathematics course include cost of books, which alleviates some of the stress that students encounter at the beginning of a new course.
- Binder checks are conducted in the flipped model classes to ensure students are keeping track of work and progressing, as they should.
- Homework is scaffolded.
- Curriculum was designed according to national standards
- Curriculum was designed by the faculty and backwards design was utilized from the current quantitative literacy (QL) courses.
- There is consistency across the curriculum (i.e. common assessments, homework, grading rubrics, and course materials).
- Faculty and administrators understand that one course pathway and one pedagogical approach will not work for all students. Therefore, multiple pathways and multiple pedagogical approaches are provided to students.
- Success initiatives are incorporated in all classes, which include videos and activities on mindset, motivation, time management, and perseverance.
- The R.E.A.L. courses are designed to help students build conceptual knowledge along with procedural knowledge.

Challenges

- Frequent revisions of curriculum can be time-consuming and challenging for faculty.

Recommendations

- Make evidence-based decisions by utilizing data prior to making revisions to courses.
Faculty response: The past 5 years have been filled with curriculum changes founded on research-based principles for effective mathematics teaching. We have used IR data reports to verify the effectiveness of our new courses in the early stages. Having completed multiple semesters of instruction in the new courses, we are now in a position to do further research to inform future changes.
- All changes to curriculum need to be communicated to full-time and adjunct faculty. In addition, adequate time for implementing curriculum changes needs to be provided. Suggestion: faculty should be given no less than a week's notice of any adoption of curriculum changes and/or updates.

Faculty response: We recognize the pace of change has been unusually swift, which has resulted in some challenges for faculty. While future changes are inevitable, the pace will be much more manageable and allow for improved communication to and preparation of faculty.

Dean's response to Standard B:

- o *The Evaluation Team recommended that the Program "Make evidence-based decisions by utilizing data prior to making revisions in courses." The program response acknowledges that it used "research based principles for effective mathematics teaching" but it's not clear that all necessary data exists or is being used to help inform curricular improvements. A more inclusive plan to gather and utilize relevant data, possibly including surveys of students to determine what they think "works best" to help them learn should be considered. Likewise, important information will come from longitudinal studies of student success in QL and other mathematics classes, and could be especially helpful to determine what pedagogies are most successful.*

Standard C: Student Learning Outcomes and Assessment Strengths

- Changes in the course-delivery model have resulted in higher pass rates.
- Success rates of students going into QL courses are relatively high (i.e. above 70%, disregarding the recent implementation of 970 as a prerequisite for 1040, $n = 6$ students).
- The DMP has complied with the previous review team's recommendation of transparency in publishing student completion outcomes by including W and UW in pass rate data.
- The DMP has developed learning outcomes for each developmental math course with an acknowledgement that not all of the learning outcomes are measurable.

Challenges

- Grades for classes below 1010 do not factor into a student's GPA, so there is limited motivation to excel in these courses.

Recommendations

- Too much emphasis is placed on the mid-term and final exams. Students in the Developmental Math program often have test anxiety and therefore the emphasis on the mid-term and final exams work against them. Suggestion: exploring other options to assess the mastery of mathematical concepts or students.

Faculty response: Part of the mission of Developmental Math is to prepare students for success in college level mathematics courses, in which the majority of the students' grades are based on tests. Therefore, we see the need for our students to have experience with multiple unit tests (not a single midterm exam) and a final exam.

Because we are developmental math, we also see this as a time for students to develop academic skills. Therefore, we use multiple retakes to achieve mastery in the computer-based courses and test corrections to improve understanding in the paper-based courses. Faculty are adopting curriculum and pedagogy that teach students the importance of making and learning from mistakes, which combined with our testing procedures, has the potential to reduce test anxiety. The Pathway class did utilize group focus questions as alternative assessments for the first 2 years. We found the students did not learn the material using these focus problems. Instead, one or two people in the group did all the work. Often the students had a friend or relative help them do the problem and did not gain any better understanding of the concepts being taught. We also found that students were often just copying the papers completed by students during a previous semester. That said, we are willing to explore the literature on alternative forms of assessment in developmental math and consider other possibilities.

Dean's response to standard C:

- *I agree fully with the recommendation, but think the program response could be stronger. For example, more in-class assessments can reduce the test anxiety that many students have. Likewise, there are published strategies that, for example, can help ensure that all students in groups participate, so I also strongly encourage the DMP instructors to explore, find, or develop innovative ways to better address the Evaluation Team recommendation.*

Standard D: Academic Advising

Strengths

- Institution utilizes data beyond national placement tests to appropriately place students and students are provided with the opportunity to have their math placement re-evaluated through other means.

Challenges

- A subpopulation of students who require remediation are not enrolling in math during their first year as a student at WSU.

Recommendations

- The Institution should educate academic advisors on the importance of students taking math early in their college career.

Faculty response: We fully support this recommendation. While we cannot directly address inconsistencies in general academic advising, we work diligently to communicate regularly and clearly with all advisors through an email group and an annual meeting with advisors. We have shared these specific flier and other marketing materials with the advisors.

- Better communication should be encouraged between all university departments, programs, and support services regarding enrollment practices and services provided to students.

Faculty response: We fully support this institutional recommendation and continue to work closely with enrollment services, and others, such as the QL Task Force to improve communications. We can bring this recommendation to the QL Task Force for discussion and action.

Standard E: Faculty

Strengths

- Faculty are fully committed to, invested in, and passionate about student success.
- The institution is respectful of teacher workload and does not overburden instructors with course overloads.
- Faculty has a voice in what format of class they teach.
- The DMP provides professional development opportunities for all faculty.

Challenges

- Communication among full-time and adjunct teachers.
- Teachers do not implement current math pedagogy
- Ratio of adjunct to full-time is high.
- Adjunct faculty need support in being part of the Developmental Math community.

Recommendations

- Institution should consider a tiered contract for Developmental Math Instructors. Suggestion: consider single-year contracts for four years, then advance to a two-year contract.

Faculty response: The faculty support any measure that provides an additional sense of job security. The dean has been trying to implement changes in contracts without success.

- DMP should implement a mentor program for adjunct faculty.

Faculty response: The faculty support this recommendation. Mentoring happens semi-formally. Faculty are mentored by course leads each time they teach a new course or type of course. A more structured and formalized mentoring program requires some study and may require additional funding.

- DMP should work on building a sense of community within their program. Suggestion: consider peer observations, socials, and encouraging collaboration amongst all instructors).

Faculty response: The faculty support this recommendation. Peer observations were implemented during Spring 2018 semester with some success. We will build on this success and continue. Faculty are interested in generating an open-door classroom

policy where all adjunct and contract faculty are welcome to visit any classroom. We held a picnic between Spring and Summer 2018 terms and look to have more socials. The program director regularly seeks input from adjuncts to inform departmental decision making. Adjunct faculty serve on course committees. We will continue to seek opportunities to build a greater sense of community because we understand this leads to better learning environments in our classrooms.

- DMP should do a cost-comparison to determine whether having instructors spend required work hours in the HUB is an efficient use of program funds. Suggestion: DMP instructors should not be required to regularly work in the HUB, unless they want to hold their office hours at the HUB. We feel this is a poor use of the program's resources, however, we recognize the possible need of these instructors in the HUB during high demand periods.

Faculty response: The faculty support this recommendation. There has been reluctance to leave the Hub due to a lack of confidence in peer tutoring. During Spring 2018 semester, this recommendation was discussed and faculty decided they needed to allow peer tutoring to stand on their own. Effective Fall 2018 faculty will not work in the Hub.

Dean's response to standard E:

- o *I agree with all recommendations made by the Evaluation Team and am pleased with the program response. I encourage incoming COS Dean Easter-Pilcher to consider a tiered appointment model for the future. Moreover, I encourage the Faculty Senate Executive Committee to consider devising even a longer-term (3-year?) employment model for contract faculty who demonstrate great proficiency in enhancing student mastery of developmental mathematics.*

Standard F: Support

Strengths

- Tutoring centers are in various locations.
- Physical classroom environments are conducive for collaborative learning.
- Administration is supportive of DMP director in the goal of meeting the program's learning objectives and the director's educational vision.

Challenges

- Tutors are not trained to tutor math at the developmental math level.
- Communication between DMP and program supports is a challenge.

Recommendations

- Tutoring services should recruit tutors from previous developmental math courses.
- Tutoring services should train tutors to teach mathematics at the developmental math level.

- Tutoring services should have tutors observe mathematics classes.

Faculty response: Our department does not have the authority to enact these recommendations. We will pass them on to tutoring services and offer our willingness to assist. There is some discussion about our faculty providing tutor training in the fall for REAL Math 1010 courses. We would like to see some kind of ongoing training of tutors specific to tutoring math rather than one-time course specific workshops.

- DMP should provide hard copy math resources in each tutor center, including syllabi for each course.

Faculty response: This is easily accomplished. We will discuss with the tutoring coordinators to determine what kind of resources would be most useful.

- DMP should provide tutors access to online courses (e.g. MyMathLab training courses). Communication between DMP and program supports should improve at all levels.

Faculty response: Tutors have always had access to online courses. We are willing to explore additional means of improving communication with tutoring and support programs.

Dean's response to standard F:

- *I agree with all recommendations made by the Evaluation Team. As noted in the Program Response, the DMP does not have the authority to enact recommendations 1,2, &3, however, I note that these concerns have been persistent and continue to be discussed. I remain hopeful that the QL Task Force will be helpful in moving this ongoing challenge to a successful resolution.*

Standard G: Relationships with External Communities

Strengths

- DMP is partnering with local school districts for Concurrent Enrollment Math 1010 courses.

Challenges

- No voice in Faculty Senate even though the Developmental Math, which is a program not contained in any academic department, impacts all university departments.
- Apparent lack of camaraderie between the Math Department and the DMP.

Recommendations

- Continue to foster relationships with local school districts.

Faculty response: Representatives from our program meet each summer with Concurrent Enrollment teachers. For the past two years we have worked closely with teachers from nearly every high school in three school districts for the purpose of providing a successful experience for concurrent enrollment students who want to graduate high school with university math credit. In addition to spending nearly 40 hours participating in professional developmental opportunities together, faculty have assisted them in grading tests and have spent time observing them in their schools. As a result of our collaborations, it's our belief that local teachers now view our department as a trusted support and resource.

- Build a working relationship with the Math Department that will support the goals of both the DMP and the Math Department.

Faculty response: This past year we have had representatives from the two departments attend faculty meetings of the other department to share information between the two departments. This has been helpful in a small way, and we will continue this. We will seek more ways to build stronger positive relationships between the two departments.

- DMP should have a representative at Faculty Senate since they are their own group of instructors, not housed in any specific department.

Faculty response: It is probably not accurate to say Dev Math has no voice in Faculty Senate, as we have College of Science senate members who should be representing us. However, we have not availed ourselves of that resource. The faculty have not actively participated in the senate communications and processes in the past. One of our instructors was nominated as a College of Science representative for faculty senate in the most recent election. We will continue to forward names for consideration. In the meantime, we will make a greater effort to connect with the college senate members and communicate our unique needs and concerns to them.

Dean's response to standard G:

- *Fundamentally, I agree that forging stronger relationships is important and that importance will continue to grow as more and more students who learned math via the "Utah Core" enroll at WSU. In this regard, our ability to adapt our*

pedagogies and curricula to the abilities and learning styles of future students may hinge, in part, on what we can learn from regional K-12 teachers.

- *The Evaluation Team noted an “Apparent lack of camaraderie between the Math Department and the DMP” and I agree fully with their recommendation to build a working relationship between the departments.*

Standard H: Results of previous reviews

Strengths

- The DMP provided suitable explanation of the compliance of the last program review in the form of the Self-Study Report, current DMP outcome data, and current math curriculum and pathway courses. Recommendations from the last program review that were out of the control of the DMP were explained as such and not addressed (i.e., institutional level). Recommendations made in the last program review that were within the control of the DMP were taken under advisement and significant changes were made.

Challenges

- The DMP is still faced with many challenges in and out of their control. In this report, the DMP review team has offered several recommendations to improve upon many of the challenges the DMP faces. Below are additional recommendations by the review team that did not correspond to a specific standard.

Dean’s response to standard H:

- *The four recommendations made by the Evaluation Team seem reasonable, as are the program responses. I note that most focus on tutoring, which as noted above (Standard F), has been an ongoing, and at times, a contentious issue that I hope will be improved via the QL Task Force.*
- *Missing from the discussion of Standard H are recommendations made during the last program review and steps taken to address these by the DMP. Several of the recommendations made herein echo the sentiment and intent of those made previously. However, I believe that several key recommendations made previously, and noted in the self-study, were omitted from the Evaluation Team report and need to be identified here. Specifically, the self-study identifies Issue 4 and Issue 10 to essentially recommend “Defining QL and Backwards Map the curriculum.” Related to these, Issue 6 recommends “developing measurable expected learning outcomes for each level of the developmental math program.” While the DMP is to be commended for making vast improvements in their curricula and pedagogies, their self-study responses reveal that they haven’t made much progress towards addressing the issues noted above. These are critical topics that must be addressed if student success in Math at WSU is to improve. Yet, progress seems unlikely without first addressing the current recommendations of Standard G.2: Build a working relationship with the Math Department that will support the goals of both the DMP and the Math Department. This is perhaps the most critical recommendation made by the Evaluation Team in this program review. Without shared respect and collaboration, backwards curricular design, shared agreement and understanding of stepwise student learning expectations, and well defined curricular pathways and pedagogies used by all faculty (including adjuncts) will not be attainable. I am hopeful, with the help of the QL Task Force and its members from the DMP and the Math Department, that improvements in all of these areas will occur, and as such, will help address many of the other challenges noted in this program review.*

Other recommendations

- Create student interventions that would require students to utilize tutoring. Suggestion: If students' grades fall below a certain percent, – perhaps a 70% - they are required to go to tutoring.
Faculty response: Tutoring services is working with us to pilot Structured Learning Assistance, which has a mandatory attendance policy for help sessions. As for mandatory use of the Hub (tutoring center), we will have to further explore this option. The faculty lack confidence in math tutoring, which limits their desire to require tutoring. The nature and quality of tutoring will be of great interest to our faculty, since the faculty will no longer be in the Hub starting Fall 2018.
- Provide instructors an incentive for training tutors.
Faculty response: It may not be necessary to incentivize faculty to help with tutor training. Faculty would welcome the opportunity to assist with training. The key to involving instructors in tutor training lies with the tutoring program. They have a firmly established tutor training program that seems rather inflexible about trying new ideas. There is some discussion about our faculty providing tutor training in the fall for REAL Math 1010 courses. We would like to see some kind of ongoing training of tutors specific to tutoring math rather than one-time course specific workshops. Faculty would welcome the opportunity to assist with training.
- Provide students with instructions and/or videos on the website to help with technology issues such as optimal browsers and settings for accessing Pearson programs.
Faculty response: Students who have technical difficulty with Pearson can get assistance from Ext. 7777. It may be necessary to improve messaging to students about where/how to get help. In the past year, 10-12 "How to..." videos have been created and added to the computer-based courses.
- Continue marketing efforts within community and with campus programs such as tutoring.
Faculty response: This is an ongoing effort and will continue.

Institution's Response:

Faculty response is embedded above with related recommendations.

Dean Response:

At the outset, I want to acknowledge and thank everyone who contributed to this excellent review. The Evaluation Team recommended by Program Director Dr. Van Wagoner completed a thorough review and analysis, and made many valuable recommendations to the Developmental Mathematics Program (DMP). Likewise, Dr. Van Wagoner and the Developmental Mathematics faculty and staff compiled an informative self-study and also presented pertinent responses to the Evaluation Team Report.

I have reviewed all documents related to this Program Review, and in general, I agree with the Evaluation Team assessment of the Strengths of and Challenges facing the DMP. Moreover, I found the majority of Recommendations made by the Evaluation Team to be thoughtful, well conceived, and of significant potential benefit to the DMP. Likewise, I appreciated the thoughtful consideration of these recommendations and the responses provided by the DMP.

[Note; the dean's responses specific to recommendations above are included with those recommendations]

It seems that mathematics at Weber State is turning a corner, and I again wish to congratulate and thank the DMP for taking the initiative to be bold and innovative in their approach to helping students succeed in

pre-QL mathematics. They are a great group of dedicated people and deserve our admiration, respect, and appreciation. I wish them only the best as they move into the future.

With kindest regards,
David J. Matty, Ph.D.
Dean, College of Science

Institutional Program Review Committee Response

Date: September 27, 2018

Present: Madonne Miner, Provost; Eric Amsel, Associate Provost; Doris Geide-Stevenson, Faculty Senate Chair; Marek Matyjasik, Faculty Senate Vice-Chair; Program Review Committee - Ed Hahn, Aaron Ashley, Casey Neville, Clay Rasmussen, Catherine Zublin, Mary Beth Willard, Hugo Valle; Gail Niklason, Office of Institutional Effectiveness

Guests: Kathryn VanWagoner, Director, Developmental Math Program; Andrea Easter-Pilcher – Dean, College of Science

As part of the program review process, the Program Review Committee makes one of several possible recommendations to the Provost:

- Accept the program's response to the site visit recommendations, and return in 5 years for the next program review,
- After addressing any issues raised by the Program Review Committee, accept the program's response to the site visit recommendations, and return in 5 years for the next program review,
- Develop and submit a plan of action to address any issues specified by the Program Review Committee, submit that plan to the Committee, through the Office of Institutional Effectiveness. Return in 2 to 4 years for the next program review.
- Accept the program's response to the site visit recommendations, and in recognition of an exemplary review, return in 7 years for the next program review.

The Committee recommends that the Provost accept the program's response to the site visit recommendations and asks that the program return for the next formal review in 5 years, during the 22/23 academic year.

Additionally, because the Developmental Math program is so crucial to student success at Weber State, the committee requests that the program keep members of the Faculty Senate updated about the ongoing efforts for program and outcome improvement. The program is also encouraged to work closely with Student Affairs Tutoring to improve the training of tutors and develop the Student Learning Assistance program in support of developmental students. Finally, the committee recognized and affirmed the program's need for an additional PhD in Math Education.

While the Provost concurred with these recommendations, it was noted that almost all reviews conclude with the request for additional lines; at present, the institution's capacity to meet these requests is limited.

Cover/Signature Page – Program Review Template

Institution Submitting Request: Weber State University
Program Title: Early Childhood and Early Childhood Education
School or Division or Location: Moyes College of Education
Department(s) or Area(s) Location: Department of Child and Family Studies
Institutional Board of Trustees' Approval Date: MM/DD/2019

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input checked="" type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: MM/DD/YEAR

Printed Name: *Madonne M. Miner*

Five-Year Program Review
Weber State University
Early Childhood and Early Childhood Education
10/15-17/2017

Reviewers:

- External Reviewer
 - Tammie Vail Shoultz McCole; Program Director Early Childhood Education, Western Colorado Community College, Grand Junction, CO
 - Dr. Ajay Singh, Assistant Professor of Special Education, Eastern New Mexico University, Portales, NM
 - Jayanti Tambe, Professor of Early Child Education, De Anza College, San Jose, CA
 - Kristen Hommel-Miller, Professor, Social Sciences Division, Rose State College, Midwest City, OK
- Internal Reviewer
 - None

Program Description:

Weber State University's three programs in Early Childhood Education (AAS and BS in Early Childhood, BS in Early Childhood Education) are the only university programs in the state of Utah accredited by the National Association for the Education of Young Children (NAEYC). Accredited programs must show their students meet seven broad criteria, including promoting child development and learning; building family and community relationships; creating meaningful curriculum; and receiving practical experience. Weber State students spend more than 300 hours teaching children at WSU's Melba S. Lehner Children's School and community programs before receiving a bachelor's degree, so they have a lot of experience to combine with their classroom education.

Early Childhood students learn the principles and theories of educating young children through developmentally appropriate practices. Graduates go on to a wide range of careers in child care licensing, social services, preschools and more. The program offers associate and bachelor degrees as well as a minor.

Early Childhood Education students can work toward a career teaching children from infancy through 8 years of age. Students can add elementary education to their degree programs to further their career opportunities.

Program faculty and students work side-by-side with the Melba S. Lehner Children's School which provides quality care and education for young children from the surrounding communities. The Children's School serves as a training lab for students in all Early Childhood programs.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Child and Family Studies					
While this report focuses on the Early Childhood and Early Childhood Education majors; data in this table is presented at the Department level inclusive of Family Studies majors	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured		3	3	3	4
Full-time Non-Tenured		7	7	8	7
Part-time		3	2	1	0
With Master's Degrees					
Full-time Tenured		0	0	0	0
Full-time Non-Tenured		1	0	0	0
Part-time		2	3	6	6
With Bachelor's Degrees					
Full-time Tenured		0	0	0	0
Full-time Non-Tenured		0	0	0	0
Part-time		1	1	1	1
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty		17	19	19	18
Full-time Tenured		3	3	3	4
Full-time Non-Tenured		8	7	8	7
Part-time		6	9	8	7
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	9.11	9.11	8.11	10.67	9.23
Teaching Assistants					
Part-time (May include TAs)	7.68	6.24	6.62	6.13	5.79
Total Faculty FTE	16.79	15.35	14.73	16.80	15.02

Number of Graduates					
Certificates					
Associate Degrees	0	0	2	4	8
Bachelor's Degrees	48	51	48	54	68
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	303	282	275	312	301
Total Department FTE*	425.73	378.03	400.70	412.07	399.93
Total Department SCH*	12,772	11,341	12,021	12,362	11,998
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	25.36	24.63	27.20	24.53	26.63
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,276,071	1,242,325	1,274,281	1,319,250	1,407,086
Cost Per Student FTE	\$2997	\$3286	\$3180	\$3202	\$3518
Funding					
Appropriated Fund	1,035,562	1,050,262	1,084,903	1,112,609	1,103,406
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	240,509	192,063	189,378	206,641	303,680
Total	1,276,071	1,242,325	1,274,281	1,319,250	1,407,086

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Aligns with NAEYC Criterion 1: The early childhood program has established a clear identify and role in its community and is responsive to community stakeholders.

Aligns with NAEYC Criterion 13: The program's organization and guidance are mission devien and participatory, placing the needs of candidates as first priority.

No strengths, weaknesses, nor recommendations made.

Standard B: Curriculum

Aligns with NAEYC Criteria 2, 3, and 5: the early childhood program is based on a conceptual framework that is linked to the program's mission and values; the program of studies is a coherent series of courses and field experiences that promote candidate learning in relation to the NAEYC Standards and supportive skills; the program's field experiences support candidates' learning in relation to the NAEYC Standards.

Strength

- The program allows for collaborative agreements with other institutions of higher education and benefits from a seamless matriculation of students from the AAS. program into either B.S. program for completion of their baccalaureate degree.

Concern

- The review team expressed concern about the flexibility that students have to take coursework out of sequence from what is recommended on the department's course map.
Faculty response: we appreciate this concern. Weber State University is an open enrollment university with a large number of alternative students who work full or part-time, who are married with and without children, may be single parents or returning students. It is a perceived strength to have flexibility in working with candidates to meet their individual needs as they progress through our programs. We are discussing ways to assign a faculty advisor earlier in each candidate's program to ensure a logical progression in the sequence of courses as designed.
- Students may not have experience with the different age groups or learning environment outlined in Criteria 5. Specifically, candidates did not have field experience working with children 0 – 2 years due to the fact that Weber State University Melba S. Lehner Children's School and Charter Academy kindergarten only enroll children beginning at 24 months.
Faculty response: Several measures have been taken to address this concern:
 - o *The MSL Children's School has set up a timeline to open a young toddler lab to serve children 12-24 months in fall 2019.*
 - o *In Spring 2018 before the change becomes official in the university catalogue, a practicum is added to CHF 3570 Infant and Toddler Development and Practice class that used to require no field experience (Self-Study Report BS, p. 32). Candidates are being required to complete 12 hours of lab in the MSL Children's School toddler classroom serving children 2-3 years.*
 - o *Starting from Fall 2018 when the catalogue change is official, all Early Childhood BS candidates will be required to complete a total of 24 hours of field experience in CHF 3570 Infant and Toddler Development class. Half of the lab time will be working in the MSL Children's School toddler classroom. The other half will be working in community based programs serving infants younger than 12 months, such as Early Head Start, home visiting programs, Early Intervention Services, and private child care.*
- The programs lack a course specifically focused on early childhood documentation and assessment.
Faculty response: This is an issue the program faculty have been aware of and acknowledged in the self-study document. The program faculty are making an intentional effort to address this issue by embedding the teaching of documentation and assessment in multiple courses and preparing candidates for using data to inform their teaching practices.

Standard C: Student Learning Outcomes and Assessment

Aligns with NAEYC Criterion 6: programs ensure that candidates have the skills needed to gain competence in relation to the core standards.

Strengths

- Key assessments are well spread across all NAEYC Standards and vice versa. In order to take in a full assessment of the learning opportunities and assessment measures, the program has made all key assessments vital by integrating more than one in each learning experience.
- Key assessments aligned with NAEYC Standard 5 are cohesively structured, allowing students to build their mastery on the foundation of the previous key assessments and learning opportunities.

- The learning opportunities for all standards access multiple levels of critical thinking and application.

Concerns

- The program is not yet using data to improve student teaching and learning related to the standard and does not have a written plan for using data in this way (in reference to B.S. programs only, Standard 1 Promoting Child Development and Learning).
Response presented in program review report: the ECE faculty have a plan to use their online learning platform to aggregate data by element per key assessment in order to access usable student data. Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

Conditions

- Revise all rubrics so they provide objective and qualitative distinctions between levels of student performance expected with regard to each standard they are designed to assess.
 - o The program must revise all the key assessment rubrics to ensure that language in the rubrics would be interpreted consistently by faculty, candidates, and those who are collecting and evaluating data.
- Revise or create key assessments (student instructions and rubrics) for all standards to demonstrate explicit alignment with the depth and breadth of the standards and to meet the cognitive demands and skill requirements congruent with the standards.
- Provide evidence that all students are required to demonstrate competency related to the standards measured in Key Assessments 4 and 6.

Area for Program Improvement

- At the B.S. level, faculty should continue to explore innovative ways to deliver course availability to potential candidates who work in childcare centers during "traditional times" courses are offered.

Standard D: Academic Advising

Aligns with NAEYC Criteria 9: the program ensures that candidates are adequately advised and supported.
Strength

- The program actively recruits students who faculty feel would be a good fit for the program. This includes noticing students working in the community and general education courses.

Standard E: Faculty

Aligns with NAEYC Criterion 4: the teaching strategies used by program faculty reflect the characteristics, instructional methods, and evaluation strategies that are likely to promote candidate learning in relation to the NAEYC Standards and supportive skills. They reflect the current professional knowledge base and are responsive to the characteristics of the program's candidates.

Areas for Program Improvement

- More FTE faculty from more diverse career backgrounds would allow candidates to see an even wider scope in engaging in the field as an early childhood professional.
- Faculty should work together with upper level administrators to ensure that professional development is consistent and connected to their teaching discipline.

Standard F: Support

Aligns with NAEYC Criteria 14: the program has sufficient resources to support its efforts to promote candidates' learning in relation to NAEYC Standards and supportive skills.

No strengths, weaknesses, nor recommendations made

Standard G: Relationships with External Communities

Aligns with NAEYC Criteria

Strength

- The commitment of faculty came through with enthusiasm in interviews with the administration, candidates and community stakeholders.

Standard H: Results of previous reviews

Not addressed.

Other items of note:

- The NAEYC noted that institution-wide, there is a shared governance policy that allows for and welcomes input from faculty and staff. Prior to making final decisions for the program, all faculty and staff are provided an opportunity to express views and provide input. An example of this was the selection of key assessments.
- The program should continue to diversify its recruitment of students from an even larger set of background demographics in continuing to help grow an already-diverse campus.

Institution's Response:

Faculty response: for ease of reading, responses provided from the faculty are embedded with the relevant statements above.

Dean response

The time and effort that has gone into the numerous reports for the accreditation of the A.A.S. Early Childhood, B.S. Early Childhood and B.S. Early Childhood Education degree programs within the Department of Child and Family Studies, Moyes College of Education is greatly appreciated. Thanks to the Early Childhood/Early Childhood Education faculty and staff of the Melba S. Lehner Children's School for putting together the various Self-Study documents and the peer review team for reviewing the printed materials. We value the time the site team took to come to Weber State University to meet with faculty, staff, students, and community members, and for summarizing their findings for the three programs. The three programs have also submitted a written response to the peer review teams review.

The A.A.S. Early Childhood, B.S. Early Childhood and B.S. Early Childhood Education degree programs at Weber State University earned *Accreditation with Conditions* from the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs. The three programs are among the very first baccalaureate programs nationally to earn this distinction—as well as the first NAEYC-accredited higher education programs in Utah.

The program faculty and staff are outstanding and are extremely committed to their students and preparing them for success in their career fields. All conditions recognized by the peer review team are either under consideration or will be considered and acted upon by the department and program faculty over the course of time. Annual reports will be submitted addressing the conditions, thus sustaining a culture of evidence-based quality improvement.

The Jerry and Vickie Moyes College of Education is strongly committed to the ongoing support of the Department of Child and Family Studies, its' academic programs, faculty, staff, and students.

Jack Rasmussen, Dean
Jerry and Vickie Moyes College of Education

Institutional Program Review Committee Response

Date: November 15, 2018

Present: Eric Amsel, Associate Provost; Doris Geide-Stevenson, Chair of Faculty Senate; Marek Matyjasik, Vice-Chair of Faculty Senate; Program Review Committee members – Ed Hahn, Casey Neville, Aaron Ashley, Hugo Valle, Catherine Zublin, Clay Rasmussen, Mary Beth Willard; Gail Niklason, Office of Institutional Effectiveness

Guests: Wei Qiu, Chair, Child and Family Studies; Chloe Merrill, Associate Dean, Moyes College of Education; Teri Henke, Assistant Professor, Child and Family Studies

The Committee recommends that the Provost accept the findings of NAEYC and the Early Childhood and Early Childhood Education programs' response to the accreditation site visit, in support of WSU's internal review process. The committee acknowledges the 7-year accreditation recommendation from NAEYC, with the process in place to address conditions and suggestions from NAEYC. It is understood that NAEYC requires conditions to be met satisfactorily while suggestions are left to the discretion of the programs' chairs/directors/faculty. The committee, in anticipating that all conditions will be met, looks forward to hearing from the program again in 7 years, during the 2024/25 review cycle.

The Provost concurs with these recommendations and extends her congratulations to the program on achieving accreditation for the A.A.S. degree in Early Childhood, the B.S. degree in Early Childhood, and the B.S. degree in Early Childhood Education.

Cover/Signature Page – Program Review Template

Institution Submitting Request: Weber State University

Program Title: Economics

School or Division or Location: Goddard School of Business and Economics

Department(s) or Area(s) Location: Department of Economics

Institutional Board of Trustees' Approval Date: MM/DD/2019

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: MM/DD/YEAR

Printed Name: Madonne M. Miner, Provost

Five-Year Program Review
Weber State University
Department of Economics
02/09/2018

Reviewers:

- External Reviewer(s):
 - Catherine Carey, Chair and Professor, Economics, Western Kentucky University
 - Rimvydas Baltaduonis, Associate Professor, Economics, Gettysburg College
- Internal Reviewer:
 - Christopher Hoagstrom, Chair and Professor of Zoology, Weber State University

Program Description:

The Department of Economics is located within the Goddard School of Business and Economics (GSBE), which is accredited by AACSB International, The Association to Advance Collegiate Schools of Business. Apart from contributing to undergraduate and graduate business programs and offering a business economics degree, the department is also focused on economics as a social science, offering several major programs and general education courses in this area.

The Department offers many programs that allow students to find the perfect fit. Programs include Business Economics, International Economics, Quantitative Economics, General Economics, and Legal Studies. Graduates from the department go on to successful careers as executives, managers, lawyers, actuaries, analysts, and professors.

The Economics Department is comprised of faculty members who excel in scholarship and instruction and who take pride in supporting the governance of the college and the university. Uniformly, economics faculty are actively engaged in scholarship, on average significantly exceeding the college-wide AACSB accreditation requirements for scholarship and intellectual contributions. In terms of instruction, the economics faculty has maintained a focus on high impact learning while at the same time increasing major numbers through initiation of 2+2 programs with international partner universities since 2009. Under the 2+2 program, international students transfer to Weber State after two years of study at their home university and earn degrees from both institutions.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Economics					
	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	6	9	5	6	5
Full-time Non-Tenured	3	1	7	6	5
Part-time		5	1	1	1
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time		9	8	9	
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured		9	5	6	5
Full-time Non-Tenured		1	7	6	5
Part-time		14	9	10	
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	10.47	10.61	10.61	11.22	12.84
Teaching Assistants					
Part-time (May include TAs)	4.97	6.68	3.4	3.2	3.54
Total Faculty FTE	15.44	17.29	14.01	14.42	16.38

Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	30	37	37	35	48
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	155	157	180	171	166
Total Department FTE*	307.50	304.10	299.60	313.60	289.5
Total Department SCH*	9,226	9,124	8,988	9,407	8,685
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	19.92	17.59	21.38	21.75	17.67
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,250,805	1,283,096	1,409,924	1,482,847	1,637,078
Cost Per Student FTE	\$4,068	\$4,219	\$4,706	\$4,728	\$5,655
Funding					
Appropriated Fund	1,238,423	1,200,766	1,292,815	1,315,778	1,474,865
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	12,382	82,330	117,109	167,069	162,213
Total	1,250,805	1,283,096	1,409,924	1,482,847	1,637,078

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Strengths:

- The Department has a clear mission statement that complements both the college and university mission statements.
- The Department's vision supports their mission with a set of actions to meet the mission objectives.
- The Department's practices clearly focus on its mission to engage faculty and students in high impact learning.
- The Department's 2+2 program and International Business Economics program enhance their vision to create leaders with knowledge of the global economy.

Weaknesses:

- The list of *actions* in the report appear to be objectives as opposed to actions. What clear actions will be taken to meet these objectives?

Recommendations:

- The team recommends that the department articulate and formalize a longer-term strategic plan to support its mission. The Department has begun this process and had met on this in the most recent semester. The strategic plan should have a set of long-term goals supported by objectives and actions to meet those objectives. The self-study document lists a set of objectives to support the vision. A clear set of actions to meet those objectives would go a long way to completing the strategic plan.
- *Faculty response: In a planning process spanning this academic year, the department considered many strategic initiatives. In a second round of planning, the department was surveyed to determine the most supported initiatives. Those items are listed below:*
 - o Offer additional electives: we currently offer Labor, Public, International Finance, International Trade, Money and Banking, Economic Development, Econometrics, Math Econ. This year we have added Environmental Economics. Based on survey data in the college we will also offer Game Theory Fall Semester.
 - o Provide opportunities for students to attend and present at conferences. Part of our vision is to provide engaging and experiential economics education. Students attending and presenting at conferences advances the departments vision.
 - o Streamline teaching of QUAN courses by developing a QUAN coordinator role.
 - o Improve opportunities for faculty interaction through no agenda lunches, "idea session" brown bags, faculty panels at Student Economic Association events once per semester, and Department BBQs
 - o Streamline and rename majors. The tracks under General Economics will become their own majors.
 - o Form an Advisory Board.
 - o Develop a career services liaison to work with the career services director and establish business relationships with area employers.
 - o Recruit majors.
- *Dean's response:*
 - o Offer additional electives. This could exacerbate the problem of having multiple low-enrollment courses offered each term. The chair should think through the expected offerings and expected enrollments and provide more detail on what is likely to happen, so

that he and the dean can determine how many low-enrollment (e.g., less than 15) courses the college can support.

- *Experiential learning & sending students to conferences. Excellent initiative. Conversation with Brandon indicated that the department could help students with funding in the short term. In the longer term, the department might consider a request for recurring funding to support this initiative.*
- *QUAN coordinator. I am enthusiastic about this initiative, particularly because the department uses adjuncts so heavily to deliver the courses. I encourage the department to think carefully about providing broader (both ECON & QUAN) support for adjuncts, such as pre-semester training in the use of technology, experiments, modern pedagogies, etc.*
- *Advisory Board. It is important to identify the specific goals of the board before creating it. For example, the board's main goal could be developing internship and job opportunities for economics majors. Alternatively, it could be providing financial support for the department, faculty & students. The make-up of the board would likely be quite different in each case.*
- *Streamlining majors. It would be interesting to see more data on the implications of having so many economics majors. For example, how many additional courses must we offer each year because there are six majors instead of one business and one non-business version? How many of those courses are expected to be low-enrollment? (For the record, I have no philosophical concerns about having six majors, since each benefits students in a different way and prepares them for specific post-graduation activities. I just think being clear about the costs is sensible.)*
- *Recruit majors. The college's marketing manager will focus on student recruitment this year. I encourage the department to work closely with her to ensure that economics is well-represented.*

Standard B: Curriculum

Strengths:

- The Department is in touch with the needs of the students creating a number of alternatives to meet their career goals.
- The department has been innovative in creating and using an experimental economics lab in both teaching and research.

Weaknesses/Threats:

- There are potentially too many alternative routes to a degree given the volatility of current student enrollment in the 2+2 program.

Recommendations:

- The team cautions the Department that offering too many programs will require regular offering of a large number of courses, stretching faculty and resources, reducing student credit hours (without growth in the student population), and may make matriculation from some weaker programs more difficult for students. The College will need to support small class sizes in the event of student-major enrollment volatility.
- *Faculty response: The faculty agree that the college will need to continue to support small class sizes. The college has done an excellent job of this so far. One point in terms of offering too many programs is that requirements mostly overlap with respect to the courses within the department.*

For example, a General Economics major can take the same economics courses as an International Economics major in fulfillment of requirements. This means that a large number of programs does not necessarily imply a large, distinct number of course offerings. The department will continue to monitor enrollments in light of this recommendation.

- *Dean's response (from bullet 1 above): This could exacerbate the problem of having multiple low-enrollment courses offered each term. The chair should think through the expected offerings and expected enrollments and provide more detail on what is likely to happen, so that he and the dean can determine how many low-enrollment (e.g., less than 15) courses the college can support.*

Standard C: Student Learning Outcomes and Assessment

Strengths:

- The Department has a clear set of learning outcomes for students. In addition, the Department has mapped courses to these learning outcomes.
- The Department meets three levels of assessment, including the University and Colleges' separate accreditations, as well as, department level and general education level assessment.
- The Department uses feedback from the assessment to make changes to its programs and course offerings.

Weaknesses:

- What is not clear from the report is whether or not all learning outcomes can be met in all programs. In any case, all learning outcomes are assessed in a common course across most programs. The report also suggests that there may be too much assessment at too many levels.
- In contrast, there appeared to be challenges in tracking progress and efficiency toward graduation and next-step-success of graduates.

Recommendations:

- With such a large number of programs, it may be difficult to assess all departmental learning outcomes for all programs. In addition, with assessment taking place in the Research Methods class (across all programs, with the exception of the AS), how will the growing number of students likely to take the Economics Internship option be assessed?
- *Faculty response: The department will close this loop by having internship students take the assessment test as part of the course. Another strategy the department will implement for assessing internship students is to have the internship employer rate the student with respect to department learning outcomes. This will provide valuable feedback on how potential employers view graduates' skills.*
- The Department might also want to consider providing some courses in which students can master the learning outcome (none are listed in the Map).
- The department may wish to add some level of learning (introduced, emphasized or mastered) of Learning Outcome 5 in ECON 1100, 4520, and 4810.
- Regarding the feeling about too much assessment, perhaps learning outcomes between the university, college and department can be streamlined in some way so that assessment at one level is also occurring at other levels.

- *Faculty response: We encourage the streamlining of assessment efforts wherever possible. A reasonable place to start would be to identify the intersection of assessment activities in order to make assessment activities apply to multiple domains.*
- The Department should develop assessment tools to track the impact of the experimental lab on teaching and research. These tools should track impact on majors, learning outcomes, articles published, etc. Results can be used to ensure further funding sources for the lab.
- *Faculty response: As the department proceeds with the experimental lab, we will track outcomes on teaching and research. Some metrics might include the number of faculty projects conducted in the lab, number of papers published as a result of lab use, number of student projects conducted in the lab, and the number of student research assistants used in conjunction with lab work.*
- Help from the College and University levels may be needed to better track progress and efficiency toward graduation and next-step-success of graduates.
- *Faculty response: The department endorses the recommendation to better track the progress and efficiency towards graduation. The new departmental annual report model required from the Office of the Provost has made some progress in this direction. For the last several years, the department has done an exit survey of all graduates, though we have not tracked graduates' progress. We will continue to survey our graduates. We also encourage and support college efforts to track the next-step-success of graduates.*
- *Dean's Response: There is a potential problem with assessing outcomes in internships normally assessed in the final-term capstone course (ECON 4980), if students are doing an internship early in their college careers. The two groups of students would naturally perform differently. The department has suggested one alternative—having workplace supervisors evaluate students on their progress toward learning objective. This could be reported separately from the capstone assessments, keeping each pure. Alternatively, and in support of the Goddard School's encouragement of multiple internships, the department could consider having two internship courses (one earlier in the curriculum, one in the final semester or year), with only the latter assessing as the department does in ECON 4980.*

Standard D: Academic Advising

Strengths:

- The Goddard College uses a professional advising model with three professional academic advisors. The College also supports a separate career advisor.
- Faculty in the Economics Department serve as mentors for students, helping them decide which program within the Department best fits with students' personal goals and objectives.
- We believe this is a very effective model for advising.

Weaknesses:

- It was not clear that the academic advisor we spoke with during our campus visit truly understood what its economics majors do in the business world.

Recommendations:

- It is the Department's responsibility to make certain that advisors thoroughly understand what careers and job opportunities are available to students of economics and what educational route will help students reach their goals. The team believes that it is not enough that only the career

advisor understands these opportunities. Since an academic advisor is often the first point of contact for a student, it is imperative for them to be knowledgeable in order to not discourage students from the major.

- *Faculty response: The department agrees with this recommendation. The advising office is fully staffed as of the second week in April 2018. The department plans to work with the advising office to provide information about the ECON majors and job opportunities available to graduates. The department chair will plan on regularly scheduled meetings with advising and career services to talk about economics specific issues.*
- *Calls for changes in advising to better meet the needs of students is a university-wide topic. Recently the Admissions, Standards and Student Affairs Committee presented a document to faculty senate encouraging each college to create an academic advisement plan. The document received the support of the full faculty senate body. The Advising Subcommittee of the Student Success Steering Committee is also committed to meeting the advising needs of students. In addition to department efforts, we look forward to partnering with the college to create an academic advisement plan including an advising council to address ongoing retention and advising issues.*
- *Dean's Response: The chair has taken responsibility for ensuring that advisors learn about and are continually reminded about the value of an economics major, careers that open up, graduate school options, etc. I commend the chair for his proactive approach.*

Standard E: Faculty

Strengths:

- The Department is well diversified, all with PhDs, and all are fully engaged in teaching, research and service.
- While the Department is heavy in non-tenured faculty, this is the result of changes in retirement plans and outside opportunities for former faculty. The present faculty clearly like each other and work together to form a cohesive group.
- All full-time faculty meet AACSB qualifications. Five of nine adjuncts meet AACSB qualifications.

Weaknesses:

- No weaknesses were indicated.

Recommendations:

- There is concern with the increase in course offerings and programs given the number of majors and students. More offerings are likely to drop upper level course enrollments unless the number of students and majors continue to increase. While enrollments have shown a general overall increasing trend, the Department's reliance on the potentially volatile 2+2 program may be problematic, particularly if the university moves to such a model.
- *Faculty response: The 2 + 2 program experiences volatility due to changing preferences of students in partner universities, regulations from governmental agencies in partner countries, and competition from other universities entering the market. In addition WSU has changed policies with respect to international recruitment in the last year. Given the change in policy, the department expects a dramatic restructuring of the 2 + 2 program at the end of our current memorandum of understanding with the Office of the Provost in five years or sooner.*
- *The department is mindful of the potential for low enrollment with ever increasing course offerings. The department has been creative to ensure adequate enrollment of recent new offerings. For example, the department offered an upper division and lower division course at the same time with*

the same instructor but using different syllabuses and course requirements. The department worked with Finance to have ECON 4520 – Public Finance included as an elective for finance students. We also have surveyed students in the School of Business and Economics on their preferences for new electives. The most popular course in the survey, Game Theory, will be offered Fall Semester. The department will continue to monitor enrollments and seek opportunities for new students.

- *Dean's response: See bullet point #1 in the Mission Statement section. Adding electives is great, but I want to see more data on the expected effects on enrollments, faculty loads, and budgets. Both AACSB faculty qualification and faculty sufficiency ratios should be included in the analysis.*

Standard F: Support

Strengths:

- Faculty appear to have adequate resources to support their research and teaching efforts.

Weaknesses:

- One area of concern is the Department's role in the College's strategic plan. Because the Department is not one of the areas of emphasis in the College's strategic plan, there is a feeling that funding resources that could help their development are being redirected elsewhere.

Recommendations:

- The team understands the importance of being included in the College's strategic plan. Although the Department appears to be valued by the College, paradoxically, exclusion from the list of "priority" departments in the strategic plan sends a conflicting message. Revisiting the strategic plan of the College and allowing all departments to showcase their strengths and contributions would likely go a long way toward creating a stronger team spirit among departments.
- *Faculty response: The department agrees that a strategic plan in which all departments are included and encouraged to show their strengths would go a long way toward creating stronger team spirit among departments.*
- The Department is also concerned with the five-year replacement plan for faculty computers. While this is not an uncommon length for replacement, given the research productivity and number of non-tenured faculty who will likely be heavy technology users, discussion regarding sources of funding for replacement computers might be helpful.
- *Faculty response: The department shared their concerns about computers with the new associate dean and he is working on a new model for replacements.*
- *Dean's response: The associate dean has worked with departments in spring term to customize computer-replacement schedules, with quicker replacements for higher-intensity number crunchers. The college will replace 24 faculty and 4 staff computers in early fall, 2018.*
- The Department had concerns about Internet access and quality. The team is aware that this is a university issue, but one that might be addressed none-the-less.
- *Faculty response: The department will work with the dean and technology specialist to diagnose internet access and quality issues and improve them.*
- *Dean's response: Conversation with the chair indicated that there is not really any current problem with internet access in the building. Faculty who have specific issues are encouraged to bring them to the associate dean or dean.*

Standard G: Relationships with External Communities

Strengths:

- Several faculty are involved with external communities, both academic and public. These interactions are worthwhile and reflect positively on the Department, College and University.

Weaknesses:

- No weaknesses were indicated.

Recommendations:

- The Department boasts a large number of graduates going on to graduate school. However, a significant percentage will not. It might be helpful to begin aligning the Department with corporate partners. Three considerations were provided: 1) development of an executive advisory council, 2) the development of a Center for Applied Economic Research, and 3) creating internships for Economics majors by reaching out to business partners in the community.
- *Faculty response: In the past, the department has been concerned with the difficulty of targeted and purposeful staffing of an external advisory board given that the department has a small number of students who pursue very different paths after graduation. Despite this concern, the department is now ready to include community and business partners in department planning. The department's career services liaison is working with the career services director to create more partnerships with local business. Through these partnerships we plan to create applied internships for our majors. In addition, these partnerships, along with other relationships the department has with community members, will form the basis of a rotating focus group of professionals to advise the department.*

Standard H: Results of previous reviews

Strengths:

- Not addressed.

Weaknesses:

- Not addressed.

Recommendations:

- Not addressed.

Other recommendations:

- The Department needs to focus on student recruitment
 - o recruitment of more domestic students is essential to stabilize enrollments,
 - o conducting surveys of constituents in countries of the 2+2 students might help the department to better understand the skills and abilities expected of these students.
- *Faculty response: The department agrees that recruiting is important. The department participates in many of the opportunities to recruit students through university and college functions. We also invite interested students in our classes to become economics majors. The department is working with the marketing director of the college to have a marketing plan completed during Summer 2018 that will include many types of promotional materials.*
- *The department will visit our international partners during May 2018. We will ask the partner universities what skills and abilities they expect from their students returning home.*

- *Additionally, the department is planning a monthly meeting with career services and the advising office to coordinate advising, recruitment, and career placement.*
- *Dean's response: The college's marketing manager will focus on student recruitment this year. I encourage the department to work closely with her to ensure that economics is well-represented.*
- *The Department should conduct a study on the impact of the differential tuition fee on the College's and Department's enrollments and revenues to determine if the fee is a source of enrollment decline.*
- *Faculty response: The impact of the differential tuition would be an interesting question to evaluate empirically. In the meantime, the department will discuss with the dean and the marketing manager the idea of conveying to students the benefits received as a result of the increased tuition.*
- *Dean's response: It appears that the "\$80 fee" is a reference to the college's differential tuition. In fact, that differential is \$60/credit hour and is assessed on all upper-division Goddard School courses. Revenues from the differential tuition were used to hire additional faculty and raise salaries for remaining faculty to eliminate inversions caused by hiring. Thus, while the fee likely caused some loss of enrollment, rolling it back would require eliminating a number of faculty positions, which is not feasible. Moreover, the college's enrollment trend doesn't seem to have been affected significantly by the additional of the tuition increase. The college can do a better job of explaining to students why the differential exists, however.*
- *Elimination of calculus for many programs in the College will directly and indirectly impact the Department and enrollment in economics majors. Perhaps the Department and College can agree to a form of Business Math that is inclusive of the needs of all departments.*
- *Faculty response: In the last year, the college held a series of discussions regarding a form of business math that would be inclusive of the needs of all departments. Despite some progress, no consensus could be reached. The department needs to monitor carefully our majors as a result of the elimination of the calculus requirement for many programs in the college.*
- *Dean's response: Relative to the dropping by three majors of Business Calculus, which is taught exclusively by the Department of Economics, will certainly affect demand for that course. This could provide flexibility for the department to offer more electives, but could also result in a substantial decrease in SCH. The department should be consulting with the Management Information Systems (MIS) faculty in the college to determine whether MIS' new Minor in Data Analytics opens new teaching opportunities for economists.*
- *Careful attention should be paid to annual reviews throughout the tenure-track process to ensure honest and supportive feedback that will give each faculty member the best potential for success.*
- *Faculty response: In addition to the reviews mentioned above, faculty also undergo a review by the chair during their second year. While not related to the tenure process, all faculty members receive additional feedback from the chair during the annual evaluations. All department chairs, the dean, and the associate dean have a meeting to ensure consistent annual evaluation standards across departments. The slow turnover of deans and department chairs means that the feedback faculty members receive comes from a consistent group within the college. The department will continue to monitor this situation and will strive to give accurate and informative feedback at each stage of review.*
- *Dean's response: While I acknowledge the review team's proper concern regarding consistency of promotion and tenure standards and adequate notice to faculty who are not meeting standards, I believe that we have a strong faculty review process and a consistent set of expectations for promotion and tenure. The college chairs provide every faculty member with a formal annual*

performance evaluation every year. That process begins with faculty filling out a comprehensive report on their teaching, scholarship and service activities for the year under review. Chairs then draft evaluations in each of those three areas plus an overall evaluation. Then the four chairs, associate dean and dean convene a “leveling” meeting in which chairs explain each rating for each faculty member and explain the rationale underlying those ratings. Although the final evaluation is the exclusive purview of the chair, this leveling process often identifies minor inconsistencies across departments (especially with new chairs), ensuring consistent, college-wide standards. Thus, every faculty gets five annual evaluations, a second-year evaluation and a third-year evaluation before going up for tenure and promotion. The dean and chairs have in the past required fourth-year and/or fifth-year evaluations for those faculty who seem to fall short of expectations at the third-year stage. Finally, department and college committees and the dean seem to have maintained constant expectations over time. Junior faculty reported in the recent (fall 2017) accreditation visit that they felt that promotion and tenure expectations were both reasonable and generally known. Thus, I note the committee’s warning and the college will remain vigilant, but there doesn’t seem to be an actual problem now.

- In support of the Experimental Economics Laboratory, it is strongly advised that the Chair and Dean support attendance of participating faculty at Economic Science Association (ESA) meetings to provide formal training in experimental economics.
- *Faculty response:* The department will consider sending faculty members to the Economic Science Association’s meetings. Currently the department philosophy with respect to research conferences is to only provide funding if a faculty member is presenting. However, given the potential of the experimental lab to bring prominence to the department, and on the advice of the program review team, we may reconsider this position.
- *Dean response:* In consultation with the department chair, the dean has approved a recurring department budget increase of \$26,000 to support experimental (and perhaps other, at the chair’s discretion) scholarship. The review team’s point that no current faculty have actually been trained formally in experimental research design is well-taken. The department has already discussed loosening travel requirements to allow faculty to attend the recommended Economic Science Association’s (or similar organization’s) meetings. I support that change. It might be cost-effective this year to bring an expert in to train all interested faculty (whether in economics or other disciplines) in experimental basics, rather than sending several people to the conference.
- With the goal of increasing the participant pool in ORSEE (Online Recruitment System for Economic Experiments), it is recommended that all matriculated university students be automatically enrolled, with the ability to opt out.
- *Faculty response:* The department will work towards automatic enrollment of all matriculated university students in the ORSEE database.
- Current IRB practices seem to be timely and reasonable, but could be improved by granting all standard laboratory economics experiment, a blanket IRB approval.
- *Faculty response:* The department will also inquire about the feasibility of a blanket IRB approval for standard laboratory economic experiments.
- *Dean’s response:* I also support the smart suggestions of getting blanket IRB approval and automatic ORSEE database enrollment at WSU.

- It is recommended that the Department seek ongoing, consistent funding for economics experiments; faculty should be encouraged and recognized (even when attempts are unsuccessful) to apply for external grants.

Institution's Response: Responses to review committee findings and recommendations.

Departmental/Faculty responses to recommendations are embedded with those recommendations above.

The Dean's responses to specific recommendations are embedded with those recommendations.

Dean's Response to the Department of Economics' Program Review

June 19, 2018

Overview

The Department of Economics is arguably the Goddard School's strongest department, with many faculty excelling in teaching ratings, scholarly output, and service activities every year. In addition, department faculty are engaged in community-engaged learning and undergraduate research projects with their students, supporting key university initiatives.

Both the department and the program review team have done outstanding work in identifying key strengths and areas for improvement.

Submitted June, 2018

Jeffrey Steagall

Dean, School of Business and Economics

Weber State University

Institutional Program Review Committee Response

Date: October 25, 2018

Present: : Madonne Miner, Provost; Eric Amsel, Associate Provost; Doris Geide-Stevenson, Faculty Senate Chair; Marek Matyjasik, Faculty Senate Vice-Chair; Program Review Committee - Aaron Ashley, Ed Hahn, Hugo Valle, Mary Beth Willard, Clay Rasmussen, Casey Neville; Gail Niklason, Institutional Effectiveness

Guests: Brandon Koford, Chair, Department of Economics; Jeffrey Steagall – Dean, Goddard School of Business and Economics

The Committee recommends that the Provost accept Economics program's response to the site visit recommendations and in recognition of an exemplary review, return in 7 years for the next program review, in 2024/25.

The Program Review Committee was impressed with the analysis completed by the site visit team. The committee has no additional concerns and views the Economics Department as a very strong department that is creatively addressing issues around enrollment and curriculum.

The committee does recommend that the Department 'double-down on marketing' and perhaps explore opportunities for concurrent enrollment.

The Provost concurred with these recommendations.

Cover/Signature Page – Program Review Template

Institution Submitting Request: Weber State University

Program Title: Mathematics

School or Division or Location: College of Science

Department(s) or Area(s) Location: Department of Mathematics

Institutional Board of Trustees' Approval Date: MM/DD/2019

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: MM/DD/YEAR

Printed Name: *Madonne M. Miner, Provost*

Five- or Seven-Year Program Review
Higher Education Institution
Program
02/20-21/2018

Reviewers:

- External Reviewer
 - Uwe Kaiser, Associate Professor and Associate Department Chair, Department of Mathematics, Boise State University, ID
 - Kathryn Andrist, Professor, Department of Mathematics, Utah Valley University, Orem, UT
- Internal Reviewer
 - Kirk Hagen, Professor and Chair, Electrical Engineering, Weber State University

Program Description:

From data mining to forensics, mathematics is the language of choice for an ever increasing number of disciplines. The scientist, the engineer, the actuary, the financial planner -- all use algebra, geometry, calculus and statistics. But also the voter needs to understand these concepts, albeit at a less advanced level, to reach informed decisions about a multitude of issues from utility rates and retirement saving to information security and global warming.

The Department of Mathematics offers a variety of courses (from general interest to advanced levels of applicability), two minors, departmental honors, and three majors. The Mathematics major may be the best choice for someone planning to go directly to graduate school; the Applied Mathematics major prepares one for a job that uses mathematics; the Mathematics Teaching major prepares students to be teachers of mathematics in elementary through high school.

The mathematics department is committed to providing excellent opportunities for all students: students majoring in mathematics, students majoring in science or engineering fields that depend heavily on mathematics, future teachers, in-service teachers, and all students seeking to improve their quantitative literacy. The department offers curriculum that attends to the needs of the diverse educational and career goals of our students. Since mathematics is relevant to numerous fields, many of our course offerings are designed in a manner sensitive to other disciplines. A common emphasis in all our courses is the process of mathematical thinking and problem solving, as these skills will serve all students during college and for years to come.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit-- Mathematics					
	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured					12
Full-time Non-Tenured (incl. tenure-track)					4
Part-time					
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					3
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					18
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty					37
Full-time Tenured					12
Full-time Non-Tenured					4
Part-time					21
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	13.31	13.31	13.31	14.48	12.99
Teaching Assistants					
Part-time (May include TAs)	13.89	12.82	9.4	10.24	11.38
Total Faculty FTE	27.2	26.13	22.71	24.72	24.37
Number of Graduates					
Certificates					

Associate Degrees					1
Bachelor's Degrees	10	16	17	14	16
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	107	121	108	114	106
Total Department FTE*	613	609	691	730	800
Total Department SCH*	18,253	18,200	20,685	21,787	23,975
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	22.54	23.31	30.43	29.53	32.83
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,341,244	1,330,534	1,344,942	1,486,794	1,561,336
Cost Per Student FTE	\$2,188	\$2,185	\$1,946	\$2,037	\$1,952
Funding					
Appropriated Fund	1,341,244	1,330,534	1,344,942	1,486,794	1,561,336
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total	1,341,244	1,330,534	1,344,942	1,486,794	1,561,336

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Strengths

- The program mission statement is appropriate to, aligns very well with, and supports the mission of both the College of Science and Weber State University.

Recommendations

- Re-write Mission Statement and Strategic Plan in order to find common goals and set priorities so that all faculty have a role in working together on re-evaluating and improving their mission.

Faculty response: the department mission statement and strategic plan were completely revised during the past three years. The department will periodically update the mission.

Dean's response: Strategic Plan presented to the Dean's Office in 2015, while a good start, was clearly not grounded in the reality in which Weber State currently functions. I am hopeful that involvement with the QL Task Force and the efforts of incoming Dean Easter-Pilcher can help Mathematics develop a more realistic Strategic Plan for the future. I also note that only one meeting of the Advisory Board has taken place and recommend convening this group at least once in each of Fall and Spring semesters. That group also could help develop a stronger and more realistic Strategic Plan for the program.

Standard B: Curriculum

Strengths

- The curriculum is consistent with each program's learning outcomes.

Concerns

- There is insufficient allocation of resources for the Math Department to fulfill its mission in the university. In particular, the addition of Concurrent Enrollment and the increased use of adjuncts, has placed an increased demand on full-time faculty.

Faculty response: the department agrees that resources are inadequate; there is just not enough faculty to make real progress on improvements.

Recommendations

- It is recommended that course coordinators be assigned for multi-section courses.

Faculty response: *the department will discuss how to implement course coordinators/lead instructors for multiple section courses.*

Dean's response: *I support the concept of assigning course coordinators to multi-section courses as recommended by the Evaluation Team. This will most likely require additional resources to provide reassigned time for these activities. However, I am convinced that overall student success will improve if consistency among multi-section courses is improved and maintained, especially among those that engage numerous adjuncts as instructors.*

Standard C: Student Learning Outcomes and Assessment

Strengths

- Assessment measures are being used in a systematic manner and on a regular basis. Results are reviewed and discussed in department meetings.

Recommendations

- No recommendations were indicated.

Dean's response: *The Evaluation Team noted that the program has done a good job of demonstrating that the curriculum, including the content of general education/service courses is the result of thoughtful curriculum planning and review. I do not fully agree with their assessment. While the department has made inroads in attempting to improve its curriculum, discussions within the QL Task Force demonstrate that much needs to be done in regards to better defining measureable expected student learning outcomes for lower level courses, including QL courses. The lack of well-defined and measurable expected learning outcomes for courses such as MATH 1030 and MATH 1040 continue to hamper the ability of faculty in Developmental Mathematics to best prepare students for success in QL. Moreover, the programmatic learning outcomes state in many cases that "...students are expected to have knowledge of" ...this or that. But how is "knowledge" measured? Surely, these expected learning outcomes can and should be improved. As I noted in my comments for Developmental Mathematics: what seems essential throughout the Developmental Mathematics – QL – Calculus sequence is that a "backwards design" curricular approach to reimagine courses in this sequence is essential to improve student success. My hope is that such an approach can be realized in the near future, perhaps via assistance from the QL Task Force, which continues to meet, or perhaps as a recommendation from others downstream in the program review process.*

Standard D: Academic Advising

Strengths

- Advising is very well done; appreciation for the intentionality included in the mentoring plan and implementation was expressed by the review team.

Recommendations

- No recommendations were indicated.

Standard E: Faculty

Strengths

- Excellent diversity among the faculty.
- Faculty are actively mentored.

Concerns

- Faculty size is a weakness; filling positions with adjuncts has increased service demand on full-time faculty.
- Insufficient faculty to maintain the programs offered; reliance on adjuncts is not reliable and is not advised.

Recommendations

- Hiring full-time faculty rather than contract faculty/adjuncts will help in several areas.
- Seek grants, where applicable, to potentially provide opportunities for release time. Specifically seek grants that provide additional support for the faculty

Faculty response: *the size of the core faculty makes it difficult to accomplish the oversight and evaluation that should be done. There is little time to monitor and review adjunct faculty and there is little time to make progress on instructional improvements. Yearly requests for more full time faculty are made, but the response is always that there is no money for this. The department faculty believe that the increase in enrollments of the past few years does justify additional faculty as do the increasing number of initiatives centered around math. These initiatives include: engineering calculus sequence requested from the College of Engineering, Applied Science and Technology; QL taskforce initiatives out of the Provost Office; concurrent math enrollment mandated by the Utah state congress; alternate placement testing – ALEKS; workshops for students to renew prerequisites; and presentations to help students change to a growth mindset.*

Dean's response: *the Evaluation Team made note of issues related to the perceived allocation of resources to help Mathematics fulfill its mission to the university. I note that in their comments regarding Standard E, the Evaluation Team noted that the student faculty ratio in Mathematics was most recently 29.53:1. However, the most recent data I have from Institutional Effectiveness indicates that the average student:faculty ratio in Mathematics over the past three years is 22.3:1, which only slightly exceeds the 22.2:1 average of the College of Science. Moreover, the assertion that the high workload negatively impacts the ability of faculty to work on research or participate in campus professional development activities also seems a bit of a stretch. Compared to other COS departments, Mathematics has an inordinately large and complex internal committee structure, which, if simplified, conceivably could generate more time for faculty to pursue scholarship, including HIEE for students. Likewise, while such activities have decreased in the past several years, many Mathematics faculty continue to commit time to overload, online, and summer teaching activities in addition to their normal teaching, scholarship, and service duties. In contrast, highly productive programs and faculty in the COS tend to eschew such extra activities. It seems that individual choices become important in such cases. If Mathematics faculty were amenable to reducing their commitments to such extra teaching activities, it's conceivable that the College or Academic Affairs would entertain hiring new contract or tenure-track faculty to better meet the recommendations of the Evaluation Team. I also note here that a new instructor search was successfully completed recently, and that person will begin to help the department after July 1, 2018.*

Having said all this, it is clear that Mathematics SCH has risen by 33% in the past five years, and that Gen Ed SCH has risen over 41% during the same period. Part of this increased demand is certainly related to the growth of programs in EAST, and that definitely needs to be recognized and accommodated as resources permit. I also agree that the institutional push to become more involved with Concurrent Enrollment courses has been difficult to accommodate by Mathematics, and has put an extra burden on faculty. However, that up-front investment has the potential to pay off with lowered workloads in GenEd QL courses in the future, thus freeing up faculty time. It's also clear that the Chairperson is often overwhelmed and has difficulty handing off duties to others as is more common in other COS departments. I note that past offers from the Dean's Office to provide reassigned time to incentivize faculty to help the chair were declined. Thus, perhaps simplifying the existing committee structure can help. Moreover, as noted above, Mathematics gained a new Instructor position for the 2018-19 academic year. How that person is able to help the department better utilize its existing resources and free up time for faculty to become more engaged in HIEE, scholarship, and shouldering some of the Chairperson's workload will be important to note, and has the potential to impact future arguments for additional resources. Finally, I noted that the Evaluation Team commented on the need for additional staff and the poor Departmental travel budget. Neither has been specifically requested from the College in past years, and with exception of the 2017-18 academic year, the Mathematics Department has closed the year with a budgetary surplus, while the Dean's Office has subsidized numerous travel and professional development activities by faculty. As such, this issue may require more detailed study.

Standard F: Support

Strengths

- Faculty and students are exceptionally happy with the primary support staff member.

Concerns

- Classroom space is tight, with persistent waitlists and limited available classrooms. More classroom space is needed; counter space and storage is limited.

Recommendations

- Hiring an additional staff member, even part-time, will alleviate pressure on faculty and the one current staff member.
- Classroom space should be improved by scheduling classes in larger rooms or by making available additional classroom space. Workroom space/facilities should be re-evaluated and improved.

Faculty response: *additional classrooms may become available when centralized scheduling is implemented.*

Dean's response: *Classroom space is currently being discussed on a college-wide level to address institutional interest in improving overall scheduling, accommodating the need for a digital literacy center in Lampros, and accommodating the needs of NUAMES on the Ogden Campus. The needs of Mathematics AND Developmental Mathematics are an integral part of these discussions.*

Standard G: Relationships with External Communities

Strengths

- Clearly defined formal relationships between the program and the local public schools, concurrent enrollments and the state math competition.
- Advisory boards are active; played important role in curricular change to include programming option in place of a minor.

Recommendations

- No recommendations indicated.

Standard H: Results of previous reviews

Strengths

- Program has made excellent progress in implementing some of the previous recommendations including those focused on advising, the implementation of common final exams, and the mentoring of new faculty.

Concerns

- No new faculty have been hired; grants have not been pursued.

Faculty response: the department will continue to follow through on recommendations to the extent possible. The overarching need is more faculty to address the needs in all the areas we serve; general education courses, service courses for STEM majors; courses for majors; pre and service courses for teachers; community relations and training with the public schools; recruitment and retention of majors; and the formation of relations with the local employers in government and industry.

Institution's Response: Responses to review committee findings and recommendations. (Remove italics when using template.)

Faculty response – responses to specific recommendations and concerns are included in the above text.

Dean's response – where applicable, the dean's responses to specific recommendations/concerns are included in the above text. The balance of the Dean's response follows:

First and foremost, I want to acknowledge and thank everyone who contributed to this program review. The Evaluation Team recommended by Chairperson Talaga completed a thorough review and analysis, and made many valuable recommendations. Likewise, Chairperson Talaga and the Mathematics faculty and staff compiled an informative self-study and also presented pertinent responses to the Evaluation Team Report.

I have reviewed all documents related to this Program Review, and in many areas, I agree with many of strengths of and challenges facing Mathematics pointed out by the Evaluation Team, and likewise, I found many of the their recommendations to be thoughtful, and appropriate. I also appreciated the thoughtful consideration of these recommendations by the Mathematics Department as well as their responses.

Other miscellaneous comments:

- Classroom space is currently being discussed on a college-wide level to address institutional interest in improving overall scheduling, accommodating the need for a digital literacy center in Lampros, and accommodating the needs of NUAMES on the Ogden Campus. The needs of Mathematics AND Developmental Mathematics are an integral part of these discussions.
- I agree that a better mission statement and strategic plan should be developed. The Strategic Plan presented to the Dean's Office in 2015, while a good start, was clearly not grounded in the reality in which Weber State currently functions. I am hopeful that involvement with the QL Task Force and the efforts of incoming Dean Easter-Pilcher can help Mathematics develop a more realistic

Strategic Plan for the future. I also note that only one meeting of the Advisory Board has taken place and recommend convening this group at least once in each of Fall and Spring semesters. That group also could help develop a stronger and more realistic Strategic Plan for the program.

- I support the concept of assigning course coordinators to multi-section courses as recommended by the Evaluation Team. This will most likely require additional resources to provide reassigned time for these activities. However, I am convinced that overall student success will improve if consistency among multi-section courses is improved and maintained, especially among those that engage numerous adjuncts as instructors.
- It seems important to point out that little attention was given to the Developmental Mathematics program in the Mathematics Program Review. Given that the two programs really are “joined at the hip,” and Developmental Mathematics supports the bulk of the QL effort of the Mathematics program, it seems imperative to point out that the most critical recommendation made to the Developmental Mathematics program was the need to “Build a working relationship with the Math Department that will support the goals of both the DMP and the Math Department.” In this regard, it seems reasonable to point out that it is in the best interest of the Mathematics Department to ensure that Developmental Mathematics continues to improve student success for students who move on to QL and beyond. Here, I also point out that curricular and pedagogical innovations made in Developmental Mathematics have, by some metrics provided in the Program Review dashboards, improved course completion student success by over 200% in the past five years. I hope that bridges can be built between departments so that both will thrive.

As I noted in my Developmental Mathematics response, it seems that mathematics at Weber State may be turning a corner, and I am happy to see that changes for the better seem to be occurring in the Mathematics programs. Collectively, I know that all faculty in the Mathematics Department are good people who are dedicated to providing the best education possible for our students. However, times change, and faculty must do so as well. As such, I encourage senior faculty to embrace the growth mindset concepts and pedagogies that have been so successful for Developmental Mathematics, and to periodically step aside and allow the next generation of faculty to take the lead in moving the department and its programs into the future. Having said that, thanks to all Mathematics faculty and staff for your dedication and good work.

Regards,

David J. Matty, Ph.D.
Dean, College of Science

Institutional Program Review Committee Response

Date: September 27, 2018

Present: Madonne Miner, Provost; Eric Amsel, Associate Provost; Doris Geide-Stevenson, Faculty Senate Chair; Marek Matyjasik, Faculty Senate Vice-Chair; Program Review Committee - Ed Hahn, Aaron Ashley, Casey Neville, Clay Rasmussen, Catherine Zublin, Mary Beth Willard, Hugo Valle; Gail Niklason, Office of Institutional Effectiveness

Guests: Paul Talaga, Chair, Department of Mathematics; Andrea Easter-Pilcher – Dean, College of Science

As part of the program review process, the Program Review Committee makes one of several possible recommendations to the Provost:

- Accept the program's response to the site visit recommendations, and return in 5 years for the next program review,
- After addressing any issues raised by the Program Review Committee, accept the program's response to the site visit recommendations, and return in 5 years for the next program review,
- Develop and submit a plan of action to address any issues specified by the Program Review Committee, submit that plan to the Committee, through the Office of Institutional Effectiveness. Return in 2 to 4 years for the next program review.
- Accept the program's response to the site visit recommendations, and in recognition of an exemplary review, return in 7 years for the next program review.

Due to the increasing complexity of programming that the department is being asked to manage, the Committee has made an alternative recommendation. The Committee recommends that the Provost request the program complete another full program review in three years, during the 2020/21 academic year.

It is critical that the program address the following issues between now and the 2020/21 review:

- Work closely with the Developmental Math program to develop a better-articulated curricular path from developmental courses through QL courses.
- The Mathematics Department plays an incredibly important service role for the entire institution. In particular, the increased service demands being placed upon the Math Department from programs such as Engineering and Computer Science must be managed creatively and effectively. Consider ways to share these responsibilities with other academic areas.

It is clear that the Math Department is staffed with excellent faculty who proudly support high standards for their students and their programs. The department faculty are encouraged to continue and enhance collaborative efforts with campus partners in light of the increased demands from concurrent enrollment, Engineering and Computer Science, and QL, in addition to the new Data Sciences degree proposed by the Department.

The Provost concurred with these recommendations.

Cover/Signature Page – Program Review Template

Institution Submitting Request: Weber State University
Program Title: Undergraduate Programs in Radiologic Sciences
School or Division or Location: Dumke College of Health Professions
Department(s) or Area(s) Location: School of Radiologic Sciences
Institutional Board of Trustees' Approval Date: MM/DD/2019

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: MM/DD/YEAR

Printed Name: *Madonne M. Miner, Provost*

**Five-Year Program Review
Weber State University
Radiologic Sciences – undergraduate programs
03/15/2018**

Reviewers:

- External Reviewer(s):
 - David R. Broderick, BS, CRA (RT) (CT); Imaging Department Manager, Heber Valley Hospital, Intermountain Medical Center, Heber City, UT
 - Shaun Caldwell, MSRT, (RT)(T); Assistant Professor of Radiation Oncology, University of Texas MD Anderson, Houston, TX
 - Ginger Griffin, RT(R), FASRT, HACP, CSHA; Compliance and Accreditation Consultant, Baptist Health, Jacksonville, FL
 - Donna Long, MSM, RT(R) (M) (QM), FASRT: Director, Health Sciences Education, IU Health/Methodist Hospital, Radiography Program Director, IU Health/Methodist Hospital, Ball State University, Indianapolis, IN
 - Christopher Steelman, MS, RT(R)(CI), RCIS; International Outreach Educator, Program Director, Invasive Cardiovascular Technology, Hoffman Heart and Vascular Institute of Connecticut, New Haven, CN
- Internal Reviewer and Review Team Chair:
 - Stephanie Bossenberger, RDH, MS; Professor and Department Chair, Dental Hygiene Department, Weber State University, Ogden, UT

Program Description:

The Weber State University Radiologic Sciences Program evolved from two hospital-based radiography programs that were conducted by St. Benedict's Hospital and Dee Memorial Hospital. From 1967 to 1970, the hospital-based programs arranged to have students complete general education courses at Weber State College, while the professional courses were still being taught at the hospitals. In 1969, the Utah Board of Regents assigned the primary role for radiologic sciences to Weber State College. Beginning autumn quarter in 1970, the hospitals gave up sponsorship of the programs and Weber State College assumed responsibility of the radiography programs with all classes taught on campus. The first class of Weber State College graduates completed the program in the spring of 1973.

The Nuclear Medicine and Radiation Therapy programs were approved by the Utah Board of Regents in 1976 and the Diagnostic Medical Sonography Program was approved in 1980. As innovative technological imaging modalities were developed during the 1980s, additional programs in Computed Tomography, Magnetic Resonance Imaging, Cardiovascular-Interventional Technology and Advanced Radiography were added to the program cluster. An emphasis in Mammography was added in the early 1990s. More recently the Radiologist Assistant program was developed. Mammography was changed to Women's Imaging and in 2009 the Masters of Sciences in Radiologic Sciences was approved.

During the early 1980s, the Utah Board of Regents approved the baccalaureate degree level in allied health sciences, which allowed the advanced radiography and the medical imaging specialty areas and radiation therapy to become an educational career ladder for technologists. Adding these advanced imaging areas to the program has proven to be beneficial to the medical community by producing highly-skilled health care workers throughout the state and allows graduates to pursue upward career mobility.

Due to campus-wide budget reductions in the mid-80s, the faculty was confronted with the possibility of discontinuing the advanced specialty modalities. Rather than discontinuing the programs and leaving the medical community without a manpower source, the faculty, with the permission of the dean and WSU administration, elected to move the programs to the Division of Continuing Education. The programs have been self-sustaining programs since that time.

Data Form: Faculty, student, and financial data for the past five years

R411 Data Table					
Department or Unit—Radiological Sciences					
	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	2	2	2	2	2
Full-time Non-Tenured					
Part-time					
With Master's Degrees					
Full-time Tenured	1	2	3	3	3
Full-time Non-Tenured	5	4	2	2	2
Part-time					
With Bachelor's Degrees					
Full-time Tenured			0	0	
Full-time Non-Tenured			0	0	
Part-time			0	0	
Other					
Full-time Tenured			0	0	
Full-time Non-Tenured			0	0	
Part-time			0	0	
Total Headcount Faculty			7	7	
Full-time Tenured			5	5	
Full-time Non-Tenured			2	2	
Part-time					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	6.41	6.1	6.41	6.71	6.69
Teaching Assistants					
Part-time (May include TAs)	2.49	2.77	2.58	0.58	0.48
Total Faculty FTE	8.90	8.87	8.99	7.29	7.17

Number of Graduates					
Certificates					
Associate Degrees	94	92	89	89	91
Bachelor's Degrees	137	117	115	115	130
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	776	679	673	448	437
Total Department FTE*	520.60	479.90	468.10	454.30	469.43
Total Department SCH*	15,280	14,063	13,747	13,341	14,083
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	58.49	54.10	52.07	62.32	65.47
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	697,402	836,815	776,432	782,125	797,993
Cost Per Student FTE	\$1,340	\$1,744	\$1,659	\$1,722	\$1,700
Funding					
Appropriated Fund	679,547	827,748	759,554	759,237	781,569
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	17,855	9,067	16,878	22,888	16,424
Total	697,402	836,815	776,432	782,125	797,993

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Site visiting team response:

The Mission of the Radiologic Sciences program is clearly articulated and includes a curriculum that enables the graduate to achieve the mission. The mission highlights a commitment to professionalism, clinical quality and the highest standards of patient care. It supports and is appropriate to the mission of the university and college.

Dean's response: agreed

Standard B: Curriculum

Site visiting team response:

The Radiologic Sciences Program demonstrates that for every level of each degree/specialty offered is well planned and has an ongoing process for continuous review. The curriculum is consistent with the mission of the program. The program has resources to support the delivery of the curriculum, the number of students in the program and the number of graduates. The available resources and support from the program and college administration is a strength of the program. Courses are offered annually to allow for

the students to advance and prepare for graduation, national examination and practice. The lock-step approach of the curriculum allows for timely degree completion with clear career mapping for student advisement. With the inclusion of Global Competencies, the curriculum will continue to be on the forefront in the education arena. The program faculty is commended for the number of career tracks that include international and interprofessional education opportunities as well as opportunities in multiple states. Dr. Walker is to be commended for his vision and leadership in the growth of the Radiologic Sciences Department. The career tracks available to the students far exceeds other programs across the country. Strength:

- With constant change in the radiologic sciences profession, it is commendable that advancements in technology have a prominent place in the curriculum. With exceptional strategic planning and management of resources, the department has been able to embrace visionary opportunities for curriculum and growth of the radiologic science in "transition into practice."

Dean's response: agreed. The programs have been instrumental in offering Interprofessional Education (IPE) courses and collaborating with other programs in the college and the university.

Standard C: Student Learning Outcomes and Assessment

Site visiting team response:

The expected knowledge, skills and behaviors of students at graduation is appropriate. These outcomes are directly linked and applied to the curriculum in all courses. Assessment measures are systematically applied and mapped to student and programmatic learning outcomes. The assessment processes include measureable outcomes for all laboratory, clinic and classroom settings. A curriculum grid that illustrates course alignment and expected learning outcomes is available. Reporting outcome changes and planning to enhance program is identified as a strength in the assessment process.

Recommendation:

- Since reported data demonstrates excellent achievement of benchmarks, the committee recommends that the program consider establishing benchmarks higher than 75% . A trending analysis might be helpful to further identify any possible areas for improvement.

Faculty response: no response

Dean's response: agreed. Will look forward to the trending data analysis in the next three years for any information that may provide input to the areas of improvement.

Standard D: Academic Advising

Site visiting team response:

The program has a well-organized strategy for advising students. All faculty and staff participate with their roles defined, followed, and continuously assessed for their effectiveness. As students complete their basic skills, advisement is readily available to direct the student to the appropriate specialty advisor. Faculty and staff are readily available and are an effective team committed to student success. Students expressed a high level of satisfaction with advising prior to and ongoing through the duration of their program.

Dean's response: agreed. Additionally, the College of Health Professions has an Office of Admissions and Advisement that works closely with each department/school to assist students with proper curriculum maps and future planning.

Standard E: Faculty

Site visiting team response:

The program maintains a group of faculty that provides stability and a high quality education for all programs offered. Mentoring of newer faculty is one of the strengths of the senior faculty. All courses use a module format, however, the faculty have the freedom to update coursework, as appropriate. The compilation of faculty members mimics

national settings in its diversity of faculty, degrees, credentials, and expertise in their respective imaging specialty areas. There is evidence of ongoing assessment of teaching effectiveness and evaluation of faculty members, including contract, tenure-track, adjunct and clinical instructors. A formal, ongoing, annual review of faculty is in place. Program faculty expressed confidence in the leadership provided by Dr. Walker. Students expressed that they believe they are supported both academically and personally by the faculty.

Dean's response: *agreed. Furthermore, all faculty in the college have the opportunity and some funding to attend continuing education and increase their education and complete advanced degrees.*

Standard F: Support

Site visiting team response:

The Radiologic Science Program has support staff to meet the mission and educational goals of the program. The laboratory facilities and specialized equipment are to be commended. The laboratory and classrooms are technologically advanced. The availability of 3D printers to augment radiologic sciences learning is unique and very few, if any other programs in the country, have this type of technology available to students. It is of note that large classroom space is very limited.

Concern:

- With the growth of the Department of Radiologic Sciences being only second to nursing in number of students and graduates, classroom space is at a premium.

Recommendation:

- It is recommended that dedicated classroom and lab space be made available for the program.
Faculty response: *Although additional dedicated space would be great the school is realistic that it is not likely to happen. However, to meet the schools growth concerns we are currently planning additional course sections, open/evening labs, Lab assistants, additional faculty and lab/clinical instructors and further utilization of lecture capturing for off campus programs. With the completion of the Dumke Inter-professional education building some other classroom space is available.*
Dean's response: *agreed. In addition, the programs may receive Perkins funding and one time funding whenever possible.*

Standard G: Relationships with External Communities

Site visiting team response:

Relationships that are external to the university have formal affiliation agreements that clearly define their role. The dedicated staff is commended for the ability to maintain more than 150 affiliation agreements across the country.

Further, the external advisory committee provides input to the program at its regularly scheduled meetings and offers input periodically throughout the year. The program plan includes continuing to strengthen alumni relations.

Dr. Walker has formed numerous relationships outside of the college which have enabled him to acquire many resources and grants to the department and the college. The expansion of the program to incorporate opportunities for international studies is commendable. Dr. Walker is also to be highly commended for his vision and leadership in developing a relationship with the military community to utilize Weber State to further their education. The strategic implementation of this vision has already enabled some of our military service men and women the opportunity to be eligible for the American Registry of Radiologic Technologists certification examination.

Dean's response: *agreed. Furthering global connections have been part of the mission of the college and the institution.*

Standard H: Results of previous reviews

Site visiting team response:

The program has implemented changes to the program in consideration of the recommendations since the last site visit/program review. The program has implemented many computer-based technologies and offers undergraduate and graduate hybrid courses. An organized, systematic curriculum review of courses to assure relevancy is ongoing. Assessment processes are in place to monitor students' progress through the program, graduation and entry into the profession.

Dean's response: *agreed.*

Institution's Response: Responses to review committee findings and recommendations

For ease of reading, faculty and dean responses to standard-related findings are included above.

Additional faculty response:

The School of Radiologic Sciences would like to thank the program review committee for their hard work and dedication to the review process. The School has ongoing plans for change and growth over the next five years that are outlined with the program review document.

Robert J Walker PhD
Chair School of Radiologic Sciences
Professor and Dumke Endowed Chair

Additional dean response:

I would like to thank the Review Committee for their evaluation of the Programs in the "New" named School of Radiologic Sciences in the Dumke College of Health Professions. I would also like to extend my gratitude to the dedicated and knowledgeable chair, faculty and staff for educating the best Radiologic Sciences graduates and healthcare providers of the community.

Yas Simonian, Dean
Dumke College of Health Professions

Institutional Program Review Committee Response

Date: October 25, 2018

Present: Madonne Miner, Provost; Eric Amsel, Associate Provost; Doris Geide-Stevenson, Faculty Senate Chair; Marek Matyjasik, Faculty Senate Vice-Chair; Program Review Committee - Aaron Ashley, Ed Hahn, Hugo Valle, Mary Beth Willard, Clay Rasmussen, Gail Niklason, Institutional Effectiveness

Recused: Casey Neville

Guests: Robert Walker, Chair, School of Radiological Sciences; Yas Simonian, Dean, Dumke College of Health Professions

The Committee recommends that the Provost accept your program's response to the site visit recommendations and in recognition of an exemplary review, return in 7 years for the next program review, in 2024/25.

The Program Review Committee members, while concerned about the credit hours required of the AAS credential, were appreciative of the explanation that was provided. Ensuring that students are ready to pass the national certification exam at the conclusion of the associate degree seems to be critical and likely justification for the higher-than-standard credit hour requirement. Efforts to reduce the level of required credit hours for the AAS, to the extent possible, are expected and should be shared with the Provost Office.

The committee was particularly impressed with the entrepreneurial focus of the School. Identifying areas to which radiologic science education opportunities can be extended, and then successfully reaching these areas serves the school, college and University.

The Provost concurred with these recommendations.

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Zoology*

School or Division or Location: *College of Science*

Department(s) or Area(s) Location: *Department of Zoology*

Institutional Board of Trustees' Approval Date: *MM/DD/2019*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: *MM/DD/YEAR*

Printed Name: *Madonne M. Miner, Provost*

**Five-Year Program Review
Weber State University
Zoology
02/22-23/2018**

Reviewers:

- External Reviewer
 - Erin O'Brien, Professor, Department of Biological Sciences, Dixie State University
- Internal Reviewer
 - Jennifer Turley, Professor and Chair, Department of Athletic Training and Nutrition

Program Description:

The Department of Zoology serves diverse roles at WSU. Courses in the department include those that meet the life-science general-education requirement, those that are service courses for students pursuing careers in medicine, and courses for science majors, with emphasis on zoology majors. All courses are designed and delivered in a manner consistent with the Zoology mission statement and measurable learning outcomes. Thus, courses are diverse and emphasize both important zoological content and practical skills relevant to biological fields. Coursework serves as the formal venue for zoological study, but many students also engage in independent study. These students typically work with faculty members in research projects. Many such projects produce professional-quality results and give students substantial education and experience. Faculty members are well qualified and students overall indicate teaching in the department is better or much better than average. Advising in the department is organized by potential career path, so very specialized and relevant career advice is available to the large majority of zoology majors and pre-professional students. Faculty members are active in research and community service, which enriches their teaching and, especially, independent work with students.

Zoology makes a huge impact on our world through the scientific study of the evolution, anatomy, physiology, behavior, habitats, and health of animals and humans. It includes diverse approaches such as electron microscopy, molecular genetics, and field ecology.

By studying animals, we develop a better understanding of how we, ourselves, function and interact with the world around us. The search for answers to our questions puts us in the incredible position of being able to affect change, empower better choices, and develop solutions for a stronger, healthier world.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit-- Zoology					
	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	12	12	12	12	11
Full-time Non-Tenured	0	0	0	0	2
Part-time	1	1	2	5	3
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	2	2	2	2	2
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	15	15	20	19	18
Full-time Tenured	12	12	12	12	11
Full-time Non-Tenured	0	0	4	0	2
Part-time	3	3	4	7	5
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	11.74	9.63	11.03	11.68	11.89
Teaching Assistants					
Part-time (May include TAs)	5.75	6.00	5.81	6.26	3.92
Total Faculty FTE	17.49	15.63	16.84	17.94	15.81
Number of Graduates					
Certificates					

Associate Degrees					
Bachelor's Degrees	41	25	41	42	38
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	352	369	369	402	384
Total Department FTE*	376.9	354.0	372.6	364.7	323.4
Total Department SCH*	11,307	10,621	11,179	10,942	9,701
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	21.55	22.65	22.13	20.32	20.46
Cost (Cost Study Definitions)					
Direct Instructional Expenditures					
Cost Per Student FTE	\$3,311	\$3,485	\$3,447	\$3,641	\$4,699
Funding					
Appropriated Fund	1,189,692	1,198,524	1,240,999	1,291,160	1,455,848
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	58,155	35,061	43,192	36,600	63,572
Total	\$1,247,847	\$1,233,585	\$1,284,191	\$1,327,760	\$1,519,420

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Strengths:

- Clearly defined educational program, including a curriculum that enables graduates to achieve the mission.
- Mission statement is appropriate to and supports the mission of both the College of Science and the University.

Recommendations

- No recommendations were indicated.

Standard B: Curriculum

Strengths:

- Curriculum is consistent with the program's mission.
- Program demonstrates an appropriate allocation of resources for curriculum delivery
- Courses that support the major/minor/general education/service programs are offered on a regular basis.

Recommendations

- It is recommended that planned faculty discussions about skills and techniques taught in labs take place to ensure content diversity and prevent overlap.

Faculty response: Agree - Although it is unclear from the Report what skills and techniques overlap among courses, the Department agrees that ongoing discussions are worthwhile. In some cases, overlap is intentional to reinforce and advance specific skills. For example, the Department introduces skills for preparing a scientific manuscripts and lab reports extensively in Zool 1110 and reinforces these skills in Zool 1120. Many upper-division courses then utilize the same skills. Skills for scientific writing and data presentation are critical components of the laboratory curriculum because they are central to being a professional scientist and students need extensive introduction and repeated practice to become proficient.

- *Action Plan and Timeline: Discussions on skills and techniques taught in labs will occur as possible during the 2018-2019, 2019-2020, and 2020-2021 school years. The Department will take action if unnecessary overlap exists.*

- The Zoology faculty are encouraged to pursue an introductory one-semester majors course such as BIOL 1610/1615 available at other USHE schools. The course should be developed in close collaboration with faculty from Microbiology and Botany, with consideration of a course release given for development.

Faculty response: Agree - Discussions on the possibility of this course have already occurred among the three life science departments (Botany, Microbiology, Zoology). These departments have agreed to explore this possibility. Release time is presently unavailable for this effort.

- *Action Plan and Timeline: The three life science departments will further explore this possibility during the 2018-2019 school year. If it is determined that such a course is a viable option, then an experimental version of the course would be developed during the following school year and taught at some point thereafter. Any subsequent progress would depend on the success of the experimental course.*

Dean's response: the Dean agrees with the recommendations to continue to pursue an introductory one-semester majors course such as BIOL 1610/1615, which is common at other USHE institutions. Reassigned time has always been available to support such an effort, and has even been offered to those involved in prior discussions in COS Life Science Departments.

- The review team recommends that the three life science departments remain as independent entities from an organizational perspective.

Standard C: Student Learning Outcomes and Assessment

Recommendations

- The review team recommends the department hold a discussion to clean up the majors curriculum map to more accurately reflect the development of topics during a typical four years of coursework keeping in mind that not every class needs to map onto every outcome for assessment purposes.

Faculty response: Agree - The discrepancies on the curriculum grid are undeniable.

- *Action Plan and Timeline: Agree - Over the next three school years (2018-2019, 2019-2020, 2020-2021), the department will hold discussions to eventually ensure that the curriculum map is not only complete but logical in its progression. The faculty discussions already describe above will incorporate this topic as well.*

- If ensuring that all classes are assessed regularly and consistently is important to the Institution, the department needs instruction on how to meet this requirement. If clear instruction has already been provided, then there is either little faculty buy-in or a lack of time. The underlying issue is unclear making a specific recommendation difficult. For core concepts, adopting an outside

standardized exam similar to the Majors Field Tests could be used to standardize assessment even though the program emphasis on zoology could create understandable issues with scores relative to peer institutions.

Faculty response: Agree - Use of a standardized exam would be beneficial. The issue thus far has been identifying a suitable exam along with funds to pay for it.

- *Action Plan and Timeline: Over the next four school years (2018-2019, 2019-2020, 2020-2021, 2021-2022), the Department will more seriously investigate this option including determination of the most suitable option and potential funding options.*

Dean's response - the suggestion to adopt an outside standardized exam is a good one and could inform all Life Science departments about curricular "holes" as well as provide evidence of student success, which is becoming increasingly important in USHE institutions.

- Creating an assessment committee of three Zoology faculty tasked with learning from Weber programs with more developed assessment in place and then proposing a department-wide assessment plan would help to jump start things. End of year department discussions regarding assessment data and appropriate changes to curricula if needed will help close the loop.

Faculty response: Disagree - The Department has recently updated the Assessment Plan (2016) and the plan is comprehensive. Broader implementation of the plan is the important next step. The Report outlines the reasons for the difficulties in implementation (i.e. assessment difficulty, lack of institutional assistance, low faculty buy in, lack of follow through from assessment findings).

- *Action Plan and Timeline: The Department chair will continue to encourage faculty to follow the assessment plan. Department discussions already planned (described above) will encourage teamwork and idea sharing for facilitating meaningful assessments as part of related efforts to integrate the curriculum (discussed above).*

- End of year department discussions regarding assessment data and appropriate changes to curricula, if needed, will help close the loop on assessment.

Faculty response: Agree - Department discussions regarding assessment data could be useful, especially for courses taught by multiple professors, although the end of the school year is an inopportune time for such a meeting.

- *Action Plan and Timeline: As part of encouraging the assessment process, the Department will hold an annual discussion to review assessment data in November or December each year, after compilation of the data are for the annual assessment report.*

Dean's response - the department might consider appointing faculty coordinators especially to monitor assessment of multi-section courses taught by multiple faculty. This might improve coherence in course content and improve assessment activities.

Dean's response to issues around student learning outcomes and assessment - Having gone through the Self-Study, it seems that the Evaluation Team recommendations may be related to the expected learning outcomes stated for both General Education and non-general education (majors) courses. The only truly measureable items listed are those considered core competencies. How is "understanding" measured? How are the Core Concepts assessed and do all faculty (including adjuncts) adhere to common practices? While the program agrees that relative to (b), "discrepancies on the curriculum grid are undeniable," the (a) and (b) concerns noted by the Evaluation Team also appear to be clearly related to (c). Strong curricular design begins and ends with first agreeing on truly measurable expected student learning outcomes at the program level (here including skills and techniques developed both in classroom and lab), and employing

backwards design that includes additional discussion/determination of course-level expected learning outcomes (again measurable) to define well-conceived pathways through the major. While this may have already been done, I don't observe this in the current assessment plan, Curriculum map, or learning outcomes, and I expect that this perception may also have contributed to the recommendations made by the Evaluation Team. Reimagining the curriculum from this perspective appears to be needed. The dean strongly agrees to the recommendations made by the evaluation team.

Standard D: Academic Advising

Concerns (areas of)

- Strategy for advising major/minor, or BIS students
- Students receive appropriate assistance in planning
- Students receive needed assistance in making career decisions

Recommendations

- Add an advisement survey before the start of the senior year or before graduation.
Faculty response: Agree - The department is already working to improve advising opportunities and this is a good idea to receive feedback from students.
 - o *Action Plan and Timeline: Within the next two school years (2018-2019, 2019-2020), the Department will devise two advising surveys. The first will be for students completing the course Diversity of Animals (ZOOL 2220) to gain better insight on early-stage student needs. The second will be for students completing the course Seminar (ZOOL 4990) to gain better insight on needs for students nearing the end of their degrees.*
- Seek funding from the Provost Office for a dedicated academic advisor or consider a shared advisor for the life science programs.

Standard E: Faculty

Strengths

- Faculty size, composition, qualifications and professional development result from a planning process that is consistent with the program's mission.
- The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement
- Contract/adjunct faculty who provide instruction are academically and professionally qualified.

Concerns:

- Little diversity among faculty members, but an equal gender split.
- Orientation, mentoring, and evaluation of adjunct faculty could be better established although it appears that at least some adjuncts are retired faculty.

Recommendations:

- Advertising of future positions could be targeted in order to increase the diversity of the pool of applicants.
Faculty response: Agree - The Department is already working to improve diversity within the Department. We advertised the 2017-2018 positions for new faculty advertised more widely than is required, to all readily available outlets with relevance to each specific position. The two new hires, both women, have increased gender equality within the Department to a 6:7 female-to-male ratio.
 - o *As part of the hiring process, we provided preference points for applicants from underrepresented groups. For each position, there was a highly qualified diversity candidate in the set of finalists. One of these candidates interviewed, although she did not*

receive the position. The other initially accepted the interview, but ultimately declined to interview because she took a position at another university.

- *Action Plan and Timeline: If even more targeted advertising is possible, the Department is open to this given availability of adequate funding.*

Standard F: Support

Strengths

- Facilities, equipment, and library support needs are adequate to meet the mission and goals of the program.

Concerns

- Number and capabilities of the support staff are adequate to meet mission and program objectives
 - Specifically, the department is viewed as being understaffed in the areas of lab management and academic advisement. Funding for at least another 50% lab manager is needed.

Recommendations

- Funding to hire a shared life science academic advisor should be provided to the College of Science (same recommendation made under Standard D: Advising)
Faculty response – not addressed.

Standard G: Relationships with External Communities

Concern

- A program's external advisory committee should meet regularly and minutes of the meetings be made available
 - Specifically, the department has an external advisory committee that met once since the last program review (2012/13). The department has yet to determine how an advisory committee can help guide curriculum efforts to assist the graduating students secure positions with a specific skill set to meet job demands.

Recommendation

- If the program chooses to continue an external advisory committee, then establish more formal and long-term partnerships. Or establish a more formal pre-professional advisory committee for student graduates. The requirements of pre-professional students are very different from those looking to work in public lands or zoos after graduation and the department should reflect the diversity of career goals for zoology students in their advisory committee.

Faculty response: Agree - Based on instructions from the Dean, formation of the Department Advisory Board excluded pre-professional advisors because this is already the bailiwick of the College of Science Advising Office. The Department is well aware that this is missing from the Advisory Board but adding members to the board to broaden representation will eventually make the board very large, perhaps too large. The suggestion of separate

- *advisory committees focused on different fields, perhaps associated with other departments and students clubs as appropriate, seems promising.*
 - *Action Plan and Timeline: Within the next four school years (2018-2019, 2019-2020, 2020-2021, 2021-2022), the Department will hold discussions to strategize more formal, long-term use of field-specific advisory committees for Zoology majors in conjunction with other departments in the College of Science and with associated students clubs, placing emphasis on improving departmental curriculum and promoting Zoology within the regional community.*

Dean's response: the dean agrees with the general recommendations regarding the importance of maintaining engaged advisory board(s). One option not discussed is to develop several small subdisciplinary advisory boards, which have one or two representatives who also serve on a larger and broader advisory board. To expand input from pre-professional areas, discussions with the Deans Office and the COS Advising Office are encouraged, and it's not out of the question that some members of the preprofessional advisory board could also contribute to Zoology.

Standard H: Results of previous reviews

Recommendation

- The current review team continues to agree that the department still needs additional staff support for advising and assisting faculty with teaching and research labs. Further, although strides were made to improve assessment of learning outcomes, additional institutional support and faculty buy-in of the process and value are needed. Although a committee has explored establishing a common-core curriculum in the past, release time for one faculty member teaching in the core and from each life science department is advised to conduct a thorough needs assessment and develop the necessary curriculum.

Faculty response – no response provided.

Institution's Response: *Responses to review committee findings and recommendations*

Faculty response to concerns and recommendations are embedded in the text above.

The Dean's response to specific recommendations are embedded in the text above. Additionally, the Dean provided the following:

First, I wish to acknowledge and thank everyone who contributed to this review. The Evaluation Team provided a thorough review and analysis, and made many valuable recommendations to the Zoology Program. Likewise, Chairperson Hoagstrom compiled an informative self-study and also provided pertinent responses to the Evaluation Team Report.

I have reviewed all documents related to this Program Review, and in general, I agree with the Evaluation Team assessment and found the majority of their recommendations to be thoughtful, well conceived, and of significant potential benefit to Zoology. Likewise, I appreciated the thoughtful consideration of these recommendations and the responses provided by Chairperson Hoagstrom.

Finally, I note that Zoology continues to lose market share of General Education and its overall SCH has dropped 14% in the past five years. As such, I was surprised to read that in almost all cases, the program response was less than enthusiastic, noting that over the next three or four academic years, the department would "hold discussions" on many of the recommendations made by the Evaluation Team. Consequently, I ask the Faculty Senate Executive Board, the Provost, and incoming Dean Easter-Pilcher to strongly recommend more timely action by the program to address the recommendations of the Evaluation Team.

Having said this, I again wish to thank Zoology for their good work, and wish them only the best as they move into the future.

With kindest regards,

David J. Matty, Ph.D.
Dean, College of Science

Institutional Program Review Committee Response

Date: September 27, 2018

Present: Madonne Miner, Provost; Eric Amsel, Associate Provost; Doris Geide-Stevenson, Faculty Senate Chair; Marek Matyjasik, Faculty Senate Vice-Chair; Program Review Committee - Ed Hahn, Aaron Ashley, Casey Neville, Clay Rasmussen, Catherine Zublin, Mary Beth Willard, Hugo Valle; Gail Niklason, Office of Institutional Effectiveness

Guests: Christopher Hoagstrom, Chair, Department of Zoology; Andrea Easter-Pilcher – Dean, College of Science

As part of the program review process, the Program Review Committee makes one of several possible recommendations to the Provost:

- Accept the program's response to the site visit recommendations, and return in 5 years for the next program review,
- After addressing any issues raised by the Program Review Committee, accept the program's response to the site visit recommendations, and return in 5 years for the next program review,
- Develop and submit a plan of action to address any issues specified by the Program Review Committee, submit that plan to the Committee, through the Office of Institutional Effectiveness. Return in 2 to 4 years for the next program review.
- Accept the program's response to the site visit recommendations, and in recognition of an exemplary review, return in 7 years for the next program review.

The Committee recommends that the Provost accept your program's response to the site visit recommendations and asks that you return for your next formal review in 5 years, during the 22/23 academic year.

The program faculty are commended for the selection of an excellent review team. Recommendations appear to be constructive and supportive of the program's efforts going forward. The Program Review Committee looks forward to seeing evidence of completion of the recommendations with which the department agreed, at the next review in 2022/23.

The Program Review Committee also commends the department for being thoughtful about the suggestions provided and their consideration of the site visit report. The committee expressed support of the program's ongoing collaboration with the other life science programs in the college for the development of a combined Intro to Biology course.

The Provost concurred with these recommendations.

MEMORANDUM

TO: President Brad Mortensen
FROM: Provost Ravi Krovi
DATE: April 6, 2020
SUBJECT: Tenure Recommendations

As a result of the 2019-2020 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for Tenure:

Mark Adams	Child and Family Studies	Tenure
Jennifer Anderson	Business Administration & Marketing	Tenure
Sheila Anderson	Child & Family Studies	Tenure
Robert Ball	School of Computing	Tenure
Randy Boyle	Supply Chain and Management Information Systems	Tenure
Amy Stegan Buckway	School of Nursing	Tenure
Darcy Carter	Health Administrative Services	Tenure
Tracy Covey	Chemistry and Biochemistry	Tenure
Linda DuHadway	School of Computing	Tenure
Kyle Feuz	School of Computing	Tenure
Jason Francis	Teaching and Information Services (Library)	Tenure
Hailey Gillen-Hoke	Communication	Tenure
Matthew Gnagey	Economics	Tenure
Jesse King	Business Administration & Marketing	Tenure
Alvaro La Parra Perez	Economics	Tenure
Cory Moss	Health Administrative Services	Tenure
DeAnna Mower	Teacher Education	Tenure
Cora Neal	Mathematics	Tenure
Jean Norman	Communication	Tenure
Julia Panko	English	Tenure
Matthew Romaniello	History	Tenure
Heather Root	Botany	Tenure
Sheryl Rushton	Teacher Education	Tenure
Bryant Thompson	Business Administration & Marketing	Tenure
Lixuan (Grace) Zhang	Supply Chain and Management Information Systems	Tenure

MEMORANDUM

TO: President Brad Mortensen
FROM: Provost Ravi Krovi
DATE: April 6, 2020
SUBJECT: Promotion Recommendations

As a result of the 2019-2020 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for promotion:

Mark Adams	Child & Family Studies	Promotion to Assoc. Professor
Jennifer Anderson	Business Administration & Marketing	Promotion to Assoc. Professor
Sheila Anderson	Child & Family Studies	Promotion to Assoc. Professor
Robert Ball	School of Computing	Promotion to Assoc. Professor
Anne Bialowas	Communication	Promotion to Full Professor
Randy Boyle	Supply Chain and Management Information Systems	Promotion to Full Professor
Amy Stegan Buckway	School of Nursing	Promotion to Assoc. Professor
Maomao (Chloe) Cai	Mathematics	Promotion to Full Professor
Carey Campbell	Department of Performing Arts	Promotion to Full Professor
Darcy Carter	Health Administrative Services	Promotion to Assoc. Professor
Tracy Covey	Chemistry and Biochemistry	Promotion to Assoc. Professor
Linda DuHadway	School of Computing	Promotion to Assoc. Professor
Yuhong Fan	School of Accounting & Taxation	Promotion to Full Professor
Kyle Feuz	School of Computing	Promotion to Assoc. Professor
Jason Francis	Teaching and Information Services (Library)	Promotion to Assoc. Professor
Hailey Gillen-Hoke	Communication	Promotion to Assoc. Professor
Matthew Gnagey	Economics	Promotion to Assoc. Professor
Sian Griffiths	English	Promotion to Full Professor
Brent Horn	Criminal Justice	Promotion to Full Professor
Jesse King	Business Administration & Marketing	Promotion to Assoc. Professor
Brandon Koford	Economics	Promotion to Full Professor
Alvaro La Parra Perez	Economics	Promotion to Assoc. Professor
Branden Little	History	Promotion to Full Professor
Cory Moss	Health Administrative Services	Promotion to Assoc. Professor
DeAnna Mower	Teacher Education	Promotion to Assoc. Professor
Cora Neal	Mathematics	Promotion to Assoc. Professor
Kathryn Newton	Health Sciences	Promotion to Full Professor
Jean Norman	Communication	Promotion to Assoc. Professor
Julia Panko	English	Promotion to Assoc. Professor
Matthew Romaniello	History	Promotion to Assoc. Professor
Heather Root	Botany	Promotion to Assoc. Professor
Sheryl Rushton	Teacher Education	Promotion to Assoc. Professor
Eric Smith	School of Accounting & Taxation	Promotion to Full Professor
Bryant Thompson	Business Administration & Marketing	Promotion to Assoc. Professor
Carla Trentelman	Sociology & Anthropology	Promotion to Full Professor

Drew Weidman	School of Computing	Promotion to Full Professor
Josh Winegar	Visual Art & Design	Promotion to Full Professor
Lixuan (Grace) Zhang	Supply Chain and Management Information Systems	Promotion to Assoc. Professor

Weber State University
Human Resources Agenda Report
from 3/1/2020 thru 3/31/2020

<u>Action</u>		<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Executive					
HIRE	Ravindra Krovi	Replaces Madonne M Miner	Provost	Provost's Office	01-Mar-2020
Exempt					
HIRE	Bob Gruhler	New Position	Manager	School of Business and Economics	04-Mar-2020
HIRE	Karen Leonardi	Replaces Kristin Wojciechowski	Director II	Development	17-Mar-2020
HIRE	Lindsey Sweatland	Replaces Emily Grace Hulse	Recruitment Coordinator	College of Education	02-Mar-2020
Separation	Ronald Hunt		Coordinator	College of Eng Appld Sci and Tech	13-Mar-2020
Separation	Brant Mecham		Professional/Administrative	Athletics Admin and Support	20-Mar-2020
Separation	Akhapone Singta		Professional/Administrative	College of Eng Appld Sci and Tech	23-Mar-2020
Separation	Brenda Smith		Director	Development	06-Mar-2020
Transfer e-par	Amy Hajdas		Marketing Strategist	Marketing and Communications	09-Mar-2020
ePAR Promotion	Kristin Delahoussaye		Associate Head Coach	Athletics Admin and Support	01-Mar-2020
ePAR Promotion	Michael Middleton		Coordinator	Library	30-Mar-2020
ePAR Promotion	Ashley Owens		Director	Student Success Center	16-Mar-2020
ePAR Promotion	Jeannette Smith		Coordinator	Academic Support Centers - Programs	02-Mar-2020
ePAR Promotion	Margarita Vara		Director	Student Success Center	16-Mar-2020
ePAR Promotion	Amelia Williams		Senior Career Counselor	Career Services	01-Mar-2020
Non-Exempt					
HIRE	Chelsea Burns	Replaces Heather Burnham	Administrative Specialist II	College of Eng Appld Sci and Tech	16-Mar-2020
HIRE	Anita DeCoste	Replaces Melanie Flores	Administrative Specialist	Continuing Education	11-Mar-2020
HIRE	Matthew Grove	Replaces Patrick D Leavitt	Technician	College of Health Professions	30-Mar-2020
HIRE	Jeffrey Johnson	Replaces Marvin Dale Murry	Assistant	College of Health Professions	30-Mar-2020
ePAR Promotion	Vadym Volkanov		Preventative Maintenance	Facilities Management	01-Mar-2020

Dean's Department Chair Appointments
Starting three-year terms on July 1, 2020

Mark Bigler, Social Work
Dan Magda, Mechanical Engineering



WEBER STATE UNIVERSITY

APPLICATION FOR EARLY RETIREMENT PROGRAM

Date of Application: 3-11-2020

Name of Employee: Kelly Troy Lee

Employee's Department: Housing Maintenance

Please accept my application for Early Retirement and route for approval to the appropriate Vice President and Board of Trustees. Specific information relative to my request is shown below.

Date of Retirement: April 30 2020

Type of Early Retirement: Total Retirement ☒ Phased Retirement ☐

If phased, explain details: _____

Comments: _____

Signature of applicant: K. Troy Lee

APPROVALS:	
Applicant's eligibility verified by:	<u>Bethany Rasmussen</u>
Date of Birth:	<u>10/20/61</u> Employment Date: <u>9/24/2001</u>
Assoc. V.P. of Human Resources:	<u>[Signature]</u>
Department Chair/Supervisor:	<u>[Signature]</u>
Dean or Equivalent:	_____
Vice President:	<u>Bruce Rasmussen</u>
Board of Trustees:	_____



Daniel Kilcrease

to me ▾

Tue, Mar 17, 10:09 AM (1 day ago)



I approve this early retirement for Troy Lee. (in the Dean/Equivalent signature line). However, I'm working from home without easy access to a printer. Can this email suffice as signing it?

Daniel

Dr. Daniel Kilcrease
Executive Director
Student Affairs Auxiliaries



Emeritus Faculty Recommendations

April 1, 2020

Madonne Miner, Professor Emerita of English

James Young, Professor Emeritus of English

Naseem Banerji, Professor Emerita of Visual Arts

Timothy Conrad, Associate Professor Emeritus of English

Mohammad Sondossi, Professor Emeritus of Microbiology

Steven Eichmeier, Professor Emeritus of Professional Sales

Ann Ellis, Associate Professor Emerita of Teacher Education

David Lynch, Professor Emeritus of Criminal Justice

Cliff Nowell, Professor Emeritus of Economics

Joseph Wolfe, Professor Emeritus of Construction and Building Sciences

**Personnel and Academic Policy Committee
of the
Weber State University Board of Trustees
March 18, 2020**

A virtual meeting of the Personnel and Academic Policy Committee of the WSU Board of Trustees was held from 7:34 AM until 8:35 AM on Wednesday, March 18, 2020, via Zoom video conferencing software.

Board Members Present:

Karla Bergeson, chair
Kearston Cutrubus
Louenda Downs
Don Salazar

WSU Administrators Present:

President Brad Mortensen
Academic Affairs VP Ravi Krovi
Student Affairs VP Brett Perozzi
University Legal Counsel Stephanie Hollist
Associate Provost Eric Amsel

Excused:

Bret Alexander

Introductions: Provost Krovi introduced himself, and Pres. Mortensen thanked everyone for their help while working during the COVID-19 pandemic and the Utah earthquake at 7:09 AM.

Minutes: Minutes from the January 22, 2020 meeting were approved on a motion by Louenda Downs and a second by Don Salazar.

College Policy Changes: Ms. Bergeson suggested that the committee consider these requests as a package. Provost Krovi and Dr. Amsel offered background on the policy changes, and Ms. Bergeson summarized the changes as moving the colleges into harmony, and possibly beyond, the existing college policies. Upon a motion by Louenda Downs and a second by Don Salazar, the following were approved:

- EAST Promotion, Tenure, and Post-Tenure Review Policy
- MCOE Post-Tenure Review Document

PPM Changes: Ms. Hollist explained that PPM 4-21a is a change proposed by the registrar clarifying when general education transfer credits are accepted. This change brings WSU into compliance with state law, and requires that students who are transferring from out of state will take an American Institution class. Dr. Perozzi offered a summary of the PPM 6-14 change, explaining that it was generated by a faculty senate subcommittee to update the language and to include the services provided by the Counselling and Psychological Services Center. Upon a

motion by Kearston Cutrubus and a second by Louenda Downs, the following PPM changes were approved:

- PPM 4-21a Awarding of Transfer Credit
- PPM 6-14- Health and Counseling Services

Program Reviews: Ms. Bergeson suggested that the committee consider these items as a package. The committee discussed the accomplishments of each of the programs reviewed. Upon a motion by Louenda Downs and a second by Kearston Cutrubus, the following program reviews were approved as recommended: Nursing, Respiratory Therapy.

Program Name Changes: The committee discussed the reasoning behind the changes, highlighting that many of the changes update terminology, including removing the “pre-major” language leading to associate’s degree programs. Upon a motion by Louenda Downs and a second by Kearston Cutrubus, the following program name changes were approved:

- Associates in Communication
- Department of Botany and Plant Ecology
- French for the Professions
- French for the Professions Minor
- German for the Professions
- German for the Professions Minor
- MSRS Innovation and Improvement
- Spanish for the Professions
- Spanish for the Professions Minor.

New Certificates: Provost Krovi and Dr. Amsel offered background on the new certificates, highlighting that the Cybersecurity certificate differentiates WSU from other USHE schools. The group also discussed that these certificates are stackable. Upon a motion by Louenda Downs and a second by Don Salazar, the following new certificates were approved:

- Certificate of Proficiency in Cybersecurity
- Certificate of Proficiency in Facilities Management
- Certificate of Proficiency in Field Botany
- Certificate of Proficiency in Juvenile Justice
- Certificate of Proficiency in Limited Radiographer
- Certificate of Proficiency in Rhetoric and Writing (Graduate).

New Emphases: Dr. Amsel offered clarification of the job pathways and marketing possibilities for each emphasis. Upon a motion by Kearston Cutrubus and a second by Louenda Downs, the following new emphases were approved:

- Master of Science in Radiologic Sciences: Cardiac Specialist Emphasis
- Master of Science in Radiologic Sciences: RA Emphasis.

New Programs: Dr. Krovi and Dr. Amsel gave background about the new programs, highlighting that the AS in Technical Theatre did not require peer review because it matched the AA in Technical Theatre put through last year. Ms. Downs expressed appreciation that WSU offers programs that serve student needs and optimize capacity. Upon a motion by Louenda Downs and a second by Don Salazar, the following new programs were approved:

- AS in Technical Theatre
- AA in Dance
- BS Building Design & Construction
- BS Health Administration
- BS Health Information Management.

Consent Calendar: Upon a motion by Louenda Downs and a second by Kearston Cutrubus, the following consent calendar items were approved:

- Department Chair Appointments
 - Darcy Carter, Health Administrative Services, starting 7/1/20
 - Brent Horn, Criminal Justice, starting 7/1/20
 - Louise Moulding, Master of Education, starting 7/1/20
 - Travis Price, Health Sciences, starting 7/1/20
 - Robert Walker, School of Radiologic Sciences, starting 7/1/20
 - Frances McConaughy, Dental Hygiene, starting 7/1/20
 - Shaun Adamson, Teaching & Information Services, starting 7/1/20
 - Eric Ewert, Geography, starting 7/1/20
 - Sara Dant, History, starting 7/1/20
 - Chad Smith, HPER, starting 7/1/20
 - Kyle Feuz, School of Computing, starting 7/1/20
 - Pieter van der Have, Construction Management Technology, starting 7/1/20
- Early Retirement Request
 - David R. Lynch, Criminal Justice, Full Retirement, 6/30/2020
- Personnel Reports
 - January 2020
 - February 2020.

WSUSA Policy Issues: This item was tabled as Bret Alexander was excused from the meeting.

Other Business: The committee commended faculty on their exceptional collaboration during the COVID-19 crisis, and Provost Krovi on his exceptional work during his short time at WSU. Dr. Amsel emphasized the faculty resources as listed on weber.edu/online.

Business Committee

**BOARD OF TRUSTEES
BUSINESS COMMITTEE AGENDA
APRIL 15, 2020**

ACTION ITEMS

1. Meeting Minutes – March 19, 2020

INFORMATION ITEMS:

2. Employability/Internships/Working on Campus
Guests: Brett Perozzi, Brenda Kowalewski, Bruce Bowen
3. Quarterly Construction Report
4. Quarterly Athletic Report

CONSENT ITEMS:

5. Financial Report February 2020
6. Monthly Investment Report February 2020

FINANCIAL REPORT
February 2020

This report includes eight months of activity since the close of the 2018-2019 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2019-2020 fiscal year.

It is recommended that the financial report be approved.

Weber State University
Cash Basis Summary of Operations
For the Month Ended February 29, 2020
66.67 Percent of the Year Completed

UNAUDITED FOR
DISCUSSION ONLY

	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
State Appropriated Funds							
Education and General (Excluding Athletics)	\$ 176,850,743	56.59 %	\$13,455,804	\$100,073,022	\$94,095,398	6.35 %	\$159,418,688
Athletics	4,869,689	56.93 %	385,202	2,772,151	2,440,240	13.60 %	4,686,055
Educationally Disadvantaged	571,000	53.61 %	34,610	306,119	203,883	50.14 %	413,373
Total State Appropriated Funds	182,291,432	56.59 %	13,875,616	103,151,292	96,739,521	6.63 %	164,518,116
Net Funds Available for Expenditure	\$182,291,432	56.59 %					
Other Unrestricted Funds							
Institutional Discretionary			60,953	819,712	937,139	(12.53) %	1,178,536
Continuing Education Programs			648,012	5,498,710	4,622,671	18.95 %	8,651,923
Shop Funds			481,392	5,080,158	5,504,979	(7.72) %	8,766,567
Service Enterprises			302,791	3,131,889	3,089,095	1.39 %	4,989,111
Auxiliary Enterprises			1,493,681	12,432,740	12,174,580	2.12 %	18,582,156
Athletics			294,674	6,408,699	5,947,432	7.76 %	6,480,623
Self Supporting/Miscellaneous			601,541	4,411,092	3,557,326	24.00 %	6,726,189
Total Other Unrestricted Funds			3,883,044	37,783,000	35,833,222	5.44 %	55,375,105
Restricted Funds							
Grants and Contracts			1,156,698	31,262,668	30,854,612	1.32 %	39,665,521
Gifts			630,084	7,145,051	7,585,463	(5.81) %	12,222,172
Total Restricted Funds			1,786,782	38,407,719	38,440,075	(0.08) %	51,887,693
Other Funds							
Agency Funds			474,605	32,272,623	32,355,478	(0.26) %	38,402,366
Associated Students			540,180	4,589,316	4,493,792	2.13 %	7,278,763
Plant Funds			3,153,633	29,916,874	21,352,742	40.11 %	33,595,697
Total Other Funds			4,168,418	66,778,813	58,202,012	14.74 %	79,276,826
Total All Funds			\$23,713,860	\$246,120,824	\$229,214,830	7.38 %	\$351,057,740

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

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

MONTHLY INVESTMENT REPORT

Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to trustees. Attached is the WSU Monthly Investment Report covering activity for the month of February 2020.

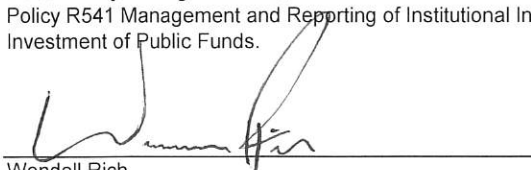
Approval of this report is sought from the Business Committee.

Weber State University
Monthly Investment Activity Report
February 29, 2020

		Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance January 31, 2020							\$281,058,972
Purchases:							
	Wells Fargo	Checking	29-Feb-20	1-Mar-20	0.5000%	10,903,999	
	Common Fund Earnings					1,135	
							<u>10,905,134</u>
Withdrawals:							
	Wells Fargo	Checking	31-Jan-20	1-Feb-20	0.5000%	8,660,306	
	PTIF	PTIF	Various	Various	2.0745%	8,114,925	
	Common Fund Fees						19
Global Distressed Investors							
Total Withdrawals							<u>16,775,250</u>
Balance February 29, 2020							<u>\$275,188,856</u>

Weber State University Director of Financial Reporting and Investments Assertion:

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


Wendell Rich
Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
February 29, 2020

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	29-Feb-20	1-Mar-20	0.5000%	\$10,903,998	\$10,903,998
PTIF						
Endowment Pool	PTIF	Various	Various	2.0745%	11,108,560	11,108,560
Cash Pool	PTIF	Various	Various	2.0745%	98,484,204	98,484,204
Common Fund						
Global Private Equity	Alternatives	Various	Various		2,646,562	3,482,555
Global Private Equity II	Alternatives	Various	Various		981,392	1,246,032
Global Private Equity III	Alternatives	Various	Various		130,000	130,000
Strategic Solutions Global Equity	Equity	Various	Various		63,275,600	81,514,095
CF Real Estate Opp	Alternatives	Various	Various		483,601	576,802
Global Distressed Investors	Alternatives	Various	Various		51,000	35,369
High Quality Bond	Fixed	Various	Various		31,012,636	33,867,598
Natural Resources	Alternatives	Various	Various		852,307	1,052,711
Natural Resources Partners	Alternatives	Various	Various		310,612	318,390
Secondary Partners II	Alternatives	Various	Various		442,555	589,608
Venture Partners XII	Alternatives	Various	Various		90,000	90,000
Global Large MidCap Natural Resources	Alternatives	Various	Various		2,724,511	2,639,112
State Street US Govt	Fixed	Various	Various		931,295	931,295
Venture Partners XII	Alternatives	Various	Various		728,908	808,869
Venture Partners XI	Alternatives	Various	Various		1,847,873	3,070,336
Global Absolute Alpha D	Alternatives	Various	Various		2,932,179	3,010,467
Tuckermann	Alternatives	Various	Various		251,063	231,010
Government Bonds						
Federal Farm Credit	Bond	13-Jan-20	13-Jan-28	2.3700%	5,000,000	5,028,665
Federal Farm Credit	Bond	27-Jan-20	27-Jan-26	1.9800%	5,000,000	5,058,466
Corporate Bonds						
Bank of Montreal	Bond	28-Jun-17	15-Jun-20	2.3340%	5,000,000	5,001,900
Goldman Sachs	Bond	15-Nov-18	15-Nov-21	2.8620%	5,000,000	5,036,500
Wells Fargo	Bond	9-Jan-19	23-Jul-21	2.3060%	5,000,000	5,006,980
Citigroup	Bond	4-Feb-19	8-Dec-21	2.9550%	5,000,000	5,067,045
Mizuho Financial Group	Bond	7-Jun-19	28-Feb-22	2.8540%	5,000,000	5,058,290
Morgan Stanley	Bond	9-Sep-19	10-Jun-22	2.7820%	5,000,000	5,026,072
HSBC Holdings	Bond	13-Sep-19	10-Jun-22	3.4000%	5,000,000	5,110,894
Total Investments					<u>\$275,188,856</u>	<u>\$299,485,823</u>

Weber State University Foundation
Monthly Investment Activity Report
February 29, 2020

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance January 31, 2020					\$10,737,147
Revenues:					
Dividends				28,194	
Interest				47	
Realized Gains				83,703	
Partnership Distribution				4,361	
					116,305
Expenses:					
Investing Fees					
Annuity Payments				3,123	
Misc Expense					
Transfers to University				49,309	
Total Withdrawals					52,432
Balance February 29, 2020					\$10,801,021

Weber State University Director of Financial Reporting and Investments Assertion:

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

Wendell Rich
Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
February 29, 2020

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		32,284	32,284
PTIF	PTIF	Various	Various	2.0745%	22,189	22,189
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		933,906	2,248,497
Multi-Strategy Bond	Bond	Various	Various		1,217,546	1,322,940
Multi-Strategy Bond (Annuity)	Bond	Various	Various		413,515	436,006
Multi-Strategy Equity (Annuity)	Equity	Various	Various		296,026	594,390
Stock and Money Markets						
Abbvie Inc Com	Stock				235,161	278,558
Altria Group-Philip Morris	Stock				93,214	403,700
Apple	Stock				180,198	287,028
AT&T Corp	Stock				221,178	211,320
BP PLC ADS	Stock				268,066	156,450
CenturyLink Inc	Stock				699,480	273,989
Citygroup Inc	Stock				141,586	158,650
Comcast Corp (NEW) Class A	Stock				314,078	335,569
Dow Inc	Stock				106,835	67,323
DuPont de Nemours Inc	Stock				145,430	71,471
Enbridge Inc	Stock				205,347	183,407
Enterprise Prod Prtnrs L.P.	Stock				256,747	228,732
Intl Business Machines Corp	Stock				154,616	143,165
Ishares	Stock				1,249,303	1,205,160
Ishares MSCI Euro Financial	Stock				200,875	142,380
JP Morgan Chase & Co.	Stock				73,435	150,943
Merck & Co	Stock				103,732	141,636
Microsoft	Stock				174,684	259,216
Morgan Stanley Fund	Money Market			0.0200%	75,062	75,062
PBF Energy Inc	Stock				426,742	340,328
Pepsico	Stock				251,998	356,481
Pfizer Inc	Stock				424,039	380,988
Royal Dutch Shell PLC	Stock				312,802	242,165
Simon Pty Group Inc	Stock				124,005	98,464
Tanger Factory Outlet Centers	Stock				185,515	88,652
Teva Pharmaceuticals Adr	Stock				252,152	63,415
Valero Energy Cp Dela New	Stock				154,232	132,500
Vanguard Index FDS S&P 500 ETF	Stock				119,596	130,435
Viacomcbs Inc CL B	Stock				103,575	71,369
Vodafone GP	Stock				211,981	204,750
Wells Fargo & Co New	Stock				294,957	220,590
Welltower Inc	Stock				124,936	112,230
Total Investments					<u>\$10,801,021</u>	<u>\$11,872,432</u>

Weber State University
Monthly Investment Activity Report
Funds Separately Invested
February 29, 2020

	Type	Shares	Transaction Amount	Amount
Balance January 31, 2020				\$5,403,917

Gifts:

Sold:

0

Total Withdrawals

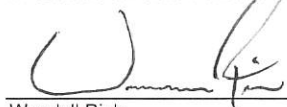
0

Balance February 29, 2020

\$5,403,917

Weber State University Director of Financial Reporting and Investments Assertion:

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



Wendell Rich

Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
Funds Separately Invested
February 29, 2020

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$618,192
Knight Swift	Stock	13-Dec-17			1,683,605	\$1,229,690
Life Insurance Policy					3,670,878	3,679,798
Total Investments					<u>\$5,403,917</u>	<u>\$5,527,680</u>

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 8:00 a.m., March 18, 2020, via Zoom Conferencing.

Members present:

Mr. Nolan Karras	Mr. Marty Carpenter
Mr. Clint Costley	Mrs. Karen Fairbanks

Weber State University officials present:

Dr. Brad Mortensen	President
Dr. Norm Tarbox	Vice President for Administrative Services
Dr. Betsy Mennell	Vice President for University Advancement
Dr. Brett Perozzi	Vice President for Student Affairs
Mr. Steve Nabor	Sr. Assoc. VP for Financial Services & CFO
Mr. Bryce Barker	Director, Internal Audit
Mrs. Anita Preece	Secretary

Visitors: None

Excused: Ms. Amanda Covington Press: None

BUSINESS COMMITTEE MEETING

- | | |
|--------------------------|---|
| Minutes | 1. The minutes of the meeting held on January 22, 2020, were approved on a motion by Mr. Costley, and a second by Mr. Carpenter. |
| Audit Committee Report | 2. Mr. Bryce Barker, Director of Internal Audit, presented the Audit Committee Report. He reported on the following: <ul style="list-style-type: none">- The State Auditor's issued an unmodified opinion on WSU financial statements for 2019.- The Intercollegiate Athletics Programs report was clean with no exceptions found.- It was noted at the meeting that the university is in good financial standing and that Weber State has one of the lowest debt burdens in the state. |
| Motion | 3. On a motion by Mr. Costley, and a second by Mr. Carpenter, the Audit Committee Report was approved. |
| Property Sale - Harrison | 4. Vice President Tarbox mentioned that for many years WSU has sought to facilitate the development of a hotel near campus. Presently, the closest hotel to serve university patrons is over 4 miles away from the Ogden campus. Over |

	<p>the past 15 months, it has been determined that the most advantageous way to proceed is to sell 2.3 acres of university property to the Pillar Investment Group. Pillar will be required to develop a high-quality hotel on the site that serves the university's needs within a 2-year period of time.</p> <p>The location of the parcel, just west of the Dee Event Center, is ideal for commercial development. Proceeds from the sale (\$1,488,000) which exceeds appraised price, will be earmarked for acquiring parcels of land adjacent to the Ogden Campus that are more suitable for university development. Once constructed, the hotel will be operated by Providence Hospitality Partners out of Denver, Colorado and will have between 100-120 beds.</p>
Motion	5. On a motion by Mr. Carpenter, and a second by Mr. Costley, the Property Sale on Harrison was approved.
Property Sale - Highway 89	6. Vice President Tarbox reported that several years ago, Brad Wilson and Destination Homes gifted to the University, 6.8 acres of property adjacent to and west of Highway 89 as it comes down the hill toward Weber Canyon. The property has several constraints that limit its utility to the University- including no access, narrow and hilly terrain. Weber Basin Water, which already has significant holdings in the area, has offered \$88K for the property. A recent appraisal obtained by the University sets the value of the property at \$65K.
Motion	7. On a motion by Mr. Karras, and a second by Mr. Carpenter, the Property Sale on Highway 89 was approved.
Strategic Enrollment Plan	8. Vice President Brett Perozzi updated the Business Committee on the Strategic Enrollment Plan. Noel Levitz was hired to help WSU establish 3 key performance indicators: Enrollment, Retention, and Completion for WSU to work on. Much work has been done in these three areas and now with the guidance of Lynn Mahoney, John Welty, and the University Planning Council, the university will revise and integrate these efforts.
	<p>This was an information item only.</p>

WSU Composite
Financial Index

9. Vice President Tarbox mentioned that this is the twelveth year that the trustees have reviewed this report. He mentioned that the report is based on our core ratio values:
- Primary Reserve (Liquidity)
 - Net Operations Revenue (Income)
 - Viability - Expendable Net Assets/LT Debt
 - Return on Net Assets - Change in Net Assets

This is an information item only.

Consent Items

10. On a motion by Mr. Karras, and a second by Mr. Carpenter, the following consent items were approved:
- Financial Report (January 2020)
 - Monthly Investment Reports
(December 2019, January 2020)

Adjournment

11. The meeting was adjourned at 8:55 a.m.

EMPLOYABILITY/INTERNSHIPS/WORKING ON CAMPUS

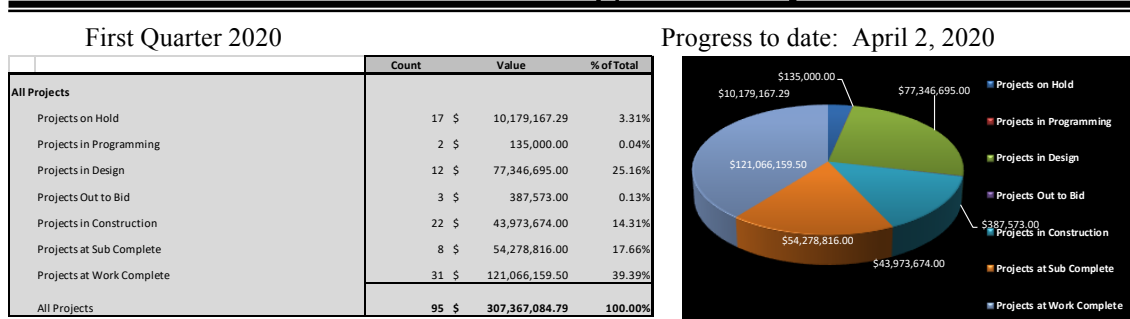
Dr. Brett Perozzi, Vice President for Student Affairs, Dr. Brenda Kowalewski, Associate Provost, and Dr. Bruce Bowen, Associate Provost for Enrollment Services, will update the trustees on employability, internships, and working on campus.

This is an information item only.

QUARTERLY CONSTRUCTION PROGRESS REPORT

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

Facilities Management Quarterly Construction Progress Report



Computer & Automotive Engineering Building at Davis

- R&O Construction is 70% complete with the construction
- The building will be complete by the end of summer 2020.

Noorda Engineering & Applied Science Facility

- VCBO Architects is 85% complete with the design of the new facility
- Big-D will start on construction of the underground and tunnel work in April/May

Outdoor Recreation Building

- Wadman is 35% complete with the construction
- The building will be complete by December 2020

W10 Solar Covered Parking

- The project will be complete by the end of the summer

Lind Lecture Infrastructure Renovation

- Abatement is complete and construction is underway
- Construction is scheduled to be complete for the start of Fall 2020 classes

Campus Data Center Relocation to the Hurst Center

- Spindler is 95% complete with construction.
- WSU IT is currently moving servers from TE to Hurst

Bus Rapid Transit (BRT) Across Campus

- Jacobs is 60% complete with the design
- Stacey & Whitbeck has been selected as the CM/GC
- Construction could possibly begin this fall and be completed by Fall 2022

Hotel Development

- Pillar Investment group has been selected as the developer for a new hotel site near the Dee Event Center
- The Board of Regents approved the sale of the land to the developer
- The developer is working on the design and due diligence before closing on the purchase

Net Zero Home

- New partner project between WSU, Ogden City, and Ogden Civic Action Network (27th and Quincey).
- Student design and construction with Wadman Construction assisting.
- Home should be complete by May of this year

QUARTERLY ATHLETIC REPORT

Attached is the Weber State University Quarterly Athletics Report generated by Intercollegiate Athletics Director, Tim Crompton. This report includes a summary of the quarter activity in our 15 NCAA sport programs and any academic awards achieved by student athletes, as well as coaching awards.

Weber State Athletics Update

April 3, 2020

Athletics COVID-19 update

Like everyone, Weber State Athletics has been greatly affected by the COVID-19 pandemic. WSU and the Big Sky Conference has canceled all spring sports and any athletic related activities until at least May 15. The athletic department has held Zoom meeting with the student-athletes to answer their questions about school, athletics and anything else. The athletic department also has a COVID-19 task force that meetings everyday through technology and helps distribute information to the student-athletes, coaches and public.

We have also tried to engage fans and continue to present content through our athletic website and social media, including podcasts, historical posts, feature stories and other information.

Spring sports

The spring sports of softball, men's and women's tennis, men's and women's golf and men's and women's outdoor track and field were all in different stages when the seasons were suspended, then canceled. The NCAA has granted additional years for all those student-athletes.

Academics

Despite not being able to hold the annual Chick Hislop Scholar Athlete Awards Banquet to honor the Wildcat student-athletes, Weber State announced the academic winners throughout the week in late March on social media and online. Numerous awards were present for the scholar athletes, including six athletes with a 4.0 GPA over multiple semesters, as well as 219 athletes from all 16 sports and the spirit squad that posted a 3.2 cumulative G.P.A. or higher.

In addition, a total of 44 Wildcat student-athletes earned Big Sky Winter Academic All-Conference honors from men's basketball, women's basketball and men's and women's indoor track and field.

Basketball

The Wildcat men's and women's basketball teams finished their seasons at the Big Sky Tournament in Boise, Idaho. The WSU men's team was led by seniors Jerrick Harding and Cody John who both earned All-Big Sky honors.

Harding also earned All-District honors for the third time in his career. On Feb. 6, he became Weber State's all-time leading scorer as he set a new Dee Events Center record with 44 points in a win over Sacramento State, the third-most points in a game in WSU history. He also finished his career third in Big Sky history in career scoring and as Weber State's all-time leader in free throw percentage. Harding ranks in the WSU career top 10 in 12 different categories.

Indoor Track and Field

The Wildcat men's and women's indoor track and field teams finished their regular season with the WSU women's team finishing fourth the men's team finishing seventh at the Big Sky Championships.

On the women's side the Wildcats won four events with senior Emily Morgan-King winning two events, while setting two school records and one Big Sky record. She won the 60 meters and 200 meters and set a new conference record in the 200 meters. Kate Sorensen also won the title in the 60-meter hurdles and Sophie Merritt won the shot put.

On the men's side, Trey Devereaux won the conference title in the Devereaux also qualified for the NCAA Championships in the pole vault, becoming the first Wildcat to qualify for the NCAA's in indoor track in 13 years and the first-ever in the pole vault. Devereaux was training at the NCAA Championships in Albuquerque, New Mexico, when the meet was canceled.

Football

This year marked the 100th anniversary football at Weber State, and the Wildcat football team put together a season like no other. Weber State finished the year 11-4, tied for the most wins ever in a season, and advanced to the semifinals of the FCS Playoffs for the first time ever. Weber State earned the No. 3 seed in the FCS Playoffs and defeated Kennesaw State and Montana at home before falling at No. 2 James Madison.

The Wildcats also won the Big Sky title for the third-straight season, and qualified for the FCS Playoffs for the fourth-straight season.

Head coach Jay Hill and the Wildcats had a Big Sky-best 14 players earn All-Conference honors, including five on the first team. Four Wildcats, Jonah Williams, Trey Tuttle, Josh Davis and Adam Rodriguez, also earned All-America honors. Williams was also named the Big Sky Co-Defensive Player of the Year.

Coach Hill was also honored as the AFCA Region 5 Coach of the Year, the second Wildcat coach to ever earn the honor.

The football team had two spring practices before their spring season was canceled. Head coach Jay Hill and the Wildcats will begin the 2020 season on Sept. 5 at Wyoming with the home and Big Sky opener set for Sept. 26 against UC Davis.

Volleyball

The Weber State volleyball team put together one of its best seasons in program history. During the historic season, WSU finished with a 26-9 record, the second-most wins in a season in WSU history, and finished the season winning 15 of the final 18 matches. The Wildcats finished second in the Big Sky regular season and lost in five-games in the tournament championship.

Coach Jeremiah Larsen and the Wildcats advanced to the National Invitational Volleyball Championships and the 'Cats won two games in the tournament, beating Boise State and Wyoming for the first-ever postseason victories.

Cross Country

The Wildcat men's cross country team finished second at the Big Sky Championships for the second-straight year. Taylor Dillon was WSU's top finisher, finishing fourth overall.

The WSU women's team finished fourth with Lexie Thompson taking fourth individually.

Dillon, Thompson and sophomore Christian Allen all qualified for the NCAA Championships. At the NCAA meet, Allen finished 14th overall at the NCAA Championships to earn All-America honors, the highest finish by a Wildcat in school history.

Men's Basketball

The Weber State men's basketball team is underway in Big Sky Conference play. The Wildcats were 4-8 in non-conference play, facing a difficult schedule that included four games against in-state teams, all on the road. WSU picked up its first win in Big Sky play at home against Idaho.

Weber State is led by senior Jerrick Harding and Cody John. Harding leads the Big Sky in scoring and is on pace to become the school's all-time leading scorer. He was named the Preseason Big Sky MVP.

Women's Basketball

Head coach Velaida Harris and the Wildcat women's team is also underway in Big Sky play. So far this year, the Wildcats have been led by Liz Graves and Ula Chamberlin.

Big Sky in Boise

Both the men's and women's basketball teams are headed to the Big Sky Tournament in Boise. This year's tournament will be held March 9-14 at the CenturyLink Arena. Tickets for the Tournament are on sale now.

Spring sports

With the calendar turning to 2020, many spring sports are set to begin this year. Men's and women's tennis and men's and women's indoor track and field are underway. Softball and men's and women's golf will begin in February.

This year, Weber State is hosting the Big Sky Softball Championships and the Big Sky Outdoor Track and Field Championships in May.