AGENDA
WEBER STATE UNIVERSITY BOARD OF TRUSTEES
October 21, 2020 – 9:30 a.m.
WSU Ogden Campus – 3850 Dixon Parkway, Ogden UT
Miller Administration Building – Betty Lampros Boardroom – Room 319
Online Zoom Format Offered

I.   Welcome – Vice Chair Kearston Cutrubus

II.   **Full Board Agenda Items**

    A.   Action Items
        1.   Approval of September 15, 2020 Meeting Minutes

    B.   Information Items
        1.   Board of Trustees College Liaison Report Schedule (Chair Nolan Karras and Vice Chair Kearston Cutrubus)
        2.   Shared WSU/Tech College Trustee Reports (Vice Chair Kearston Cutrubus and Trustee Amanda Covington)
        3.   Special Topic – Strategic Marketing & Communications Plan – Ms. Amy Hajdas, Marketing Strategist, and Mr. John Kowalewski, Executive Director, Marketing and Communications
        4.   Faculty Presentation –"Challenging Conversations: Communication in the Community and the Classroom" – Dr. Sarah Steimel, Associate Professor/Director MPC Program
        5.   Written Reports – WSUSA, President, Alumni Association, Staff Advisory Council (COVID Statement from item #3)
        6.   Upcoming Events Calendar – October, November 2020

III.   **Personnel and Academic Policy Committee** – Chair Karla Bergeson (Agenda)

    A.   Action Items
        1.   AA-Program Reviews
            a)   Communication
            b)   Earth & Environmental Studies
            c)   Foreign Languages
            d)   Medical Laboratory Sciences
            e)   Women & Gender Studies

2.   Proposed Academic Calendars
        a)   2024-2025 AA-2024-2025 Academic Calendar
        b)   2025-2026 AA-2025-2026 Academic Calendar

B.   Consent Calendar
    1.   Early Retirement Requests
        a)   Edward Hahn
        b)   David Imig
        c)   Faye Medd
        d)   Sally Taylor
        e)   David West
        f)   Galynn Mook Early
        g)   Craig Oreshnick
        h)   Valerie Stegeman
    2.   Personnel Reports – September, October 2020

C.   Information Items
    1.   Sept. 15, 2020 Personnel & Academic Policy Committee Meeting Minutes
    2.   WSUSA Policy Issues

IV.   **Business Committee** – Chair Karen Fairbanks (Agenda)

A.   Action Items
    1.   Audit Committee Report

B.   Consent Calendar Items
    1.   Financial Report (Aug. 2020)
    2.   Monthly Investment Report (Aug. 2020)
    3.   WSU Institutional Residence Annual Report
    4.   WSU Institutional Discretionary Funds Report
    5.   FY22 Budget Development Status

C.   Information Items
    1.   Sept. 15, 2020 Business Committee Meeting Minutes
    2.   Stewart Stadium East-Side Bleacher Replacement
    3.   Proposed Sale of WSU Net-Zero Home
    4.   Proposed Property Sale
    5.   All Funds Budget Overview

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

Meeting Minutes
Weber State University Board of Trustees Planning Retreat
September 15, 2020 – 9:30 am
WSU Ogden Campus
Online Forum – Zoom Meeting

Ms. Kelly Simerick, Student Affairs Strategic Initiatives/Assistant to VPSA

Dr. Matthew Mouritsen, Dean, Goddard School of Business and Economics

Dr. Carl Porter, Executive Director, Academic Support Services and Programs

Dr. Enrique Romo, Assistant Vice President for Student Affairs

Public Attendees:

Mr. Jeremy Shinoda, Commissioner, Ogden City

Press:

No members of the press were present

		The meeting of the Board of Trustees convened at 9:30 a.m. via Zoom digital platform with President Brad Mortensen at the WSU Ogden Campus and other participants joining electronically.
Welcome	I.	Chair, Mr. Nolan Karras, welcomed those in attendance. He gave congratulations and expressed appreciation for all those that helped with such a successful graduation. It was noted that President Mortensen clapped for every graduate.
Approval of Meeting Minutes (Aug. 10, 2020)	II.	Upon a motion from Ms. Kearston Cutrubus, with a second by Ms. Louenda Downs, the Board of Trustees unanimously approved the meeting minutes from August 10, 2020.
Board of Trustees Committee Charters	III.	President Brad Mortensen discussed the Board of Trustees Committee Charters including revisions to them. The Audit Committee Charter in paragraph two, lists the State Board of Regents, which should now be called the Utah State Board of Higher Education.
ACTION		Upon a motion to approve the Committee Charters, with the added correction of changing the State Board of Regents to the Utah State Board of Higher Education, made by Ms. Louenda Downs, with a second by Mr. Clint Costley, the motion passed unanimously.
Student Affairs and Services Presentation	IV.	Vice President Brett Perozzi introduced Dr. Jeff Hurst, Associate Vice President for Student Affairs, Dr. Daniel Kilcrease, Executive Director, Student Auxiliaries, and Ms. Kelly Simerick, Student Affairs Strategic Initiatives/ Assistant to VPSA, who gave a presentation on Student Affairs and COVID-19. Student Affairs has been very concerned about students and has worked hard to accommodate their needs in many ways, including facilitating online students, offering space solutions, advising, disability services, residence halls, and testing center modifications. Emergency funding and outside donations funded all student needs of those that qualified. Virtual Student Town Halls have been and will continue to be held. Targeted outreach was coordinated with Access and Diversity contacting students. "Keeping Connected" website was established to give information to students for services they need. Student Affairs is the support network for campus.
Faculty Presentation	V.	A faculty presentation on "Using Data to Improve Recruitment, Retention, and Completion in the Goddard School (during a pandemic)" was given by Dr. Matthew Mouritsen, Dean in the Goddard School of Business and

		Economics. His presentation included: Showing the exponential growth the school has experienced since fall 2019, options provided for students to earn their degrees through the different methods offered, and the GSBE strategic initiatives for 2020-2025. Numbers of newly declared and transfer students has quadrupled due to engagement with students and recruitment. Retention methods are a focus as well using faculty assistance.
Initial Weber State Observations	VI.	Provost Ravi Krovi was asked to share his initial observations, as he joined Weber State University six months ago and started right when COVID-19 impacts were felt. He felt that this gave him a front row seat of how things really work here. It is a culture of working together to promote success. Provost Krovi feels we have good councils, interdisciplinary programs, and has been able to see how faculty adapts and has been innovative in classrooms, and uses creativity for retention and completion. He has been impressed with our mission clarity, and how it complements our strategic initiatives. As for competing with other institutions that have more funding, our mission clarity gives us an edge on other schools and points to three core themes: Learning, access and community. Provost Krovi likes WSU's location and visibility, along with our defense and aerospace sector a significant driver of our recent economic development in several of our programs in science, EAST, and several of our colleges. He also likes our Davis County Campus, giving us a significant brand presence. He feels we need to capitalize on and improve on opportunities concerning retention and graduation, students of color, high school students matriculating to college, and non-traditional adult students. How can we adjust our services to match the needs of these groups, especially after COVID-19? We need to leverage our existing academic programs to make the link between interdisciplinary programs and colleges.
WSUSA Report	VII.	A WSUSA report was given by Mr. Ben Ferney, WSUSA President. He expressed how impressed with the student leaders he has been this semester, as they continue to show up and engage with students. The Student Senate made some changes to by-laws and senator titles. President Ferney was holding weekly events on Fridays called "Friday with Ferney", where he handed out swag and visited with students. However, he has now changed this event to Tuesdays when there are more students on campus, and calls it "Ferney Wants Feedback." Many workshops, conferences

	and virtual events are taking place this semester.
Written Reports	VII. Written Reports were acknowledged and included in the agenda packet. Reports came from the President, Alumni Association and Staff Advisory Council.
Upcoming Events Calendar – Sept/Oct 2020	VIII. An Upcoming Events Calendar for September and October was included in the agenda packet for reference. It was mentioned that alumni has been active in surveying all alumni using digital methods.
Personnel & Academic Policy Committee	IX. Ms. Karla Bergeson, chair of the Personnel & Academic Policy Committee, reported on the following action items for business:
PPM 3-6, Employment of Relatives and Household Members	1. Changes to PPM 3-6, Employment of relatives and Household Members was discussed. Changes to the PPM include definitions, and supervisory relationships. A nepotism alternative arrangement agreement has been created for employees who fall under this category.
ACTION	On a motion to approve changes to PPM 3-6, Employment of Relatives and Household Members, by Ms. Amanda Covington with a second by Ms. Kearston Cutrubus, the Board of Trustees unanimously passed the motion.
New Program – Master of Physician Assistant Studies	2. A new program, Master of Physician Assistant Studies, was discussed with the Board of Trustees. The focus is on general medicine with clinical training in hospital medicine and leadership. Twenty students will be enrolled each year into the program. Additional faculty and staff will be hired. One location where the program can be housed is a requirement.
ACTION	On a motion to approve the new program, Master of Physician Assistant Studies, by Ms. Louenda Downs, with a second by Mr. Don Salazar, the Board of Trustees unanimously passed the motion.
Consent Calendar	X. The Board of Trustees had the opportunity to review the Consent Calendar items without discussion.
ACTION	On a motion to approve the Consent Calendar by Ms. Kearston Cutrubus, with a second by Mr. Don Salazar, the motion passed unanimously.
Business	XI. Mr. Clint Costly, acting chair of the Business Committee,

Committee Report Audit Committee Report	reported on the following action items for business: 1. An Audit Committee Review was discussed. Ongoing response and activity level to COVID-19 and improvements continue to be made on the WSU plan. Multiple red flag reports have been received that have all been resolved at the university.
ACTION	On a motion to approve the Audit Committee Report made by Ms. Louenda Downs, with a second by Mr. Ben Ferney, the motion passed unanimously.

Quarterly Construction Report	2. A Quarterly Construction Report was given that included the following:
	        a. After the major storm that hit on Sept. 8, 60+ trees were downed on campus with over 90 receiving damage. Replanting and repair will take place as needed.
	        b. The new Computer & Automotive Technology Engineering building at Davis Campus and the road adjacent to it, are nearing completion.
	        c. The Outdoor Recreation and Welcome Center should be completed around the first of the year.
	        d. Construction has been started on the Noorda building. Funding was in place prior to COVID-19 and capital improvement funds are in place for ongoing work.

ACTION	On a motion to approve the Quarterly Construction Report by Mr. Don Salazar, with a second by Ms. Louenda Downs, the Board of Trustees unanimously approved the motion.
Quarterly Athletic Report	3. The Quarterly Athletic Report was discussed. The fall sports program is postponed with hopes of playing in the spring with a shortened season. Basketball is still under consideration with the Big Sky Conference. Winter sports are considering a delayed start and potentially shortened season. Budget reduction measures are taking place. WSU is not as dependent on our athletic revenue as other institutions.
ACTION	Upon a motion to approve the Quarterly Athletic Report by Ms. Louenda Downs, with a second by Mr. Don Salazar, the motion passed unanimously.
Consent Calendar	XII. The Board of Trustees had the opportunity to review the

	Consent Calendar items without discussion.
ACTION	On a motion to approve the Consent Calendar by Ms. Amanda Covington, with a second by Ms. Kearston Cutrubus, the motion was unanimously approved.
Information Items FY2022 Budget Development Guidelines	XIII. Information Item, FY2022 Budget Development Guidelines from the Utah State Higher Board of Education was discussed by Vice President Norm Tarbox. Due to COVID-19, there are low expectations on receiving tax funds. Accommodations for budget reductions are being proposed in the form of employee separation options. The subject of student fees vs. tuition is being looked into. There are many moving parts as we continue to work on and move forward with reductions.
Other	XIV. Other items that were discussed included: 1. Addition of a report from Trustees on their respective college liaison assignments at future Board of Trustee meetings. 2. Ms. Adrienne Andrews, Assistant Vice President of Diversity, will be recognized with an award at the Utah Living Color Gala on Oct. 1, for her work with Diversity, Equity and Inclusion.
Meeting Adjourned	XV. With no further items to discuss and upon a motion to adjourn by Ms. Louenda Downs, with a second by Ms. Amanda Covington, the meeting came to a close.
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2020–2021

Strategic Marketing & Communications Plan

WEBER STATE UNIVERSITY
Marketing & Communications

I.   **EXECUTIVE SUMMARY**

Weber State University (WSU) is in the midst of a university-wide strategic planning process. Accordingly, University Marketing & Communications (MarCom) is undertaking a more strategic approach to its planning. This plan represents a fundamental shift toward optimizing collaboration and processes, while defining goals, objectives and analytics to drive success.

The plan was informed by data collected from department retreats/S.W.O.T. analysis, past surveys (both internal & external), and meetings with deans, committees, and campus/community partners. Research was done on best practices, white papers and universities that are comparable in size and standing to WSU.

The plan results in an updated MarCom which is better aligned with its peers. Marcom will re-establish itself as the lead and guide to increase awareness, student retention, and community engagement through applying marketing funnel and storytelling principles to "Big W" communications, and begin to instill a "Nine to Ninety" lifecycle approach to constituent communications across colleges and departments.

This plan will establish a new framework for managing and coordinating both WSU's internal and external communications, and will focus on delivering clear and consistent messaging to local and national audiences as it articulates and reinforces WSU's mission and values. Utilizing a data-driven and strong digital focus, these efforts will enable the university to begin tracking engagement and marketing successes to guide future decision making. The plan incorporates outreach and engagement with audiences while elevating and solidifying the return on marketing investment. This framework is adaptable for future changes in the university's overarching strategic plan.

This strategic marketing plan is strongly focused on sharing WSU's Mission and Core Values, using authentic voices. The plan specifies that *Ever Upward* must be constant and consistent in our messaging. Delivery of the plan depends on WSU embracing the objectives and approach. It will be led by an energized MarComm team equipped with the right skills, creative thinking and data analytics. As the university's strategic plan is unveiled, (estimated January 2021), MarCom will reassess its focus and efforts to align with the WSU's new strategic plan.

II.   SITUATIONAL ANALYSIS SUMMARY

University President, Brad Mortensen, supports the currently launched *Ever Upward* campaign as WSU's main theme through 2021. All Big W efforts will align with this campaign highlighting the stories of determination and WSU in continuing to lead students, faculty, staff, alumni and community *Ever Upward*. In addition, the president's office has identified several communications priorities for the year: WSU's dual-mission nature, focus on programs of engineering/computer science and sustainability, and increasing current student retention.

A MarCom survey of Marketing Directors (MD) showed a nearly unanimous desire for Big W to take a more proactive lead on communications and help guide their departments' efforts. MarCom will also shortly survey all relevant departments to determine the existence/status of life cycle marketing efforts and ways to collaborate and unify.

Currently, many of the current marketing efforts from the university, colleges and departments have little data collection/analytics in place to determine effectiveness. This plan relies on additional expertise in combination with current staff to boost digital efforts - not only creating web and campaign-specific pages but analyzing and optimizing these efforts.

WSU MISSION:

Weber State University provides associate, baccalaureate and master's degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. 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.

WSU CORE VALUES:
● Learning through personalized experiences and shared inquiry
● Engagement in community
● Access and opportunity for all
● Respect for people and ideas
● Nurturing the potential within every individual

(Mission & Core Values subject to revision during the strategic planning process)

III.   AUDIENCE ANALYSIS

PRIMARY

1.   Students age 16-25
     (promote undergraduate, transfer, career & technical training programs)

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Descriptors: Just out of high school/back from mission
          First college experience
How to reach: Consume information digitally/social media (Instagram/Snapchat/TikTok)
          Interest/Affinity Clubs/Church
          Peer group
          (transfer - Covid environment stay close to home)
Barriers: Offerings, lack of confidence in WSU, scholarships/aid, mission, meeting
          student expectations

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Descriptors: First-generation
          Low income
          Primarily Hispanic
How to reach: Community Center/Church
          Consume information family/friends/school
          Family aspiration to do better than they
Barriers: Accessibility, transportation, language, tuition, fees - affordability, perceived
          lack of academic preparedness, lack of parental/family support

Descriptors: Minority/affinity (race, gender)
          First college experience
How to reach: Consume information digitally/Social media
          Peer group
Barriers: Perceived lack of diversity or peer, fitting in, safety, academic preparedness

2.   Current students / retention - a student-centered approach to relationship marketing

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Descriptors: Traditional and non-trad
          Boost - Brand/Spirit/Experience/Engagement
How to reach: Social media - Instagram, Facebook, TikTok, texting, Whatsapp
          Campus marketing (monitors, fliers, a-frames/lawn signs, kiosks…)
          Signpost/IndieOgden
          Consistent communication & varied access (email, text, face-to-face)
          Events, engagement, experience, customer service…

Barriers: Job, family, economics, commute, student success
academic advising, first-year transition programs, learning support, and initial course placement decisions

3.   **Individuals age 26-54**
Working adults looking to change careers or enhance skills
Adults who want to complete their degree
Upskill to Masters

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Descriptors: First college experience
Elimination or stagnation of career (decreased career potential)
How to reach: Article/Internet readers, social media - Facebook/Reddit/blogs
Family & economic need
Barriers: Time, family, money, accessibility, insecurities

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Descriptors: Advanced degree
Elimination or stagnation of career (decreased career potential)
How to reach: Article/Internet readers, mainstream media, social media/Facebook, LinkedIn, Reddit, blogs
Business networking, professional affiliations & social service
Family & economic need
Barriers: Time, flexibility, affordability. course offerings, lack of awareness

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Descriptors: Upskill/Career certifications
How to reach: Social media/Facebook, LinkedIn and Reddit
Business networking, professional affiliations & social service
Friends/family and economic need
Barriers: Time, flexibility, affordability, course offerings, lack of awareness/selection process

SECONDARY

1.   **Influencers of prospective students**
- Community
- Family/Parents
- Donors
- Legislature
- Counselors
- Employees
- Church/ward

2. Grade school/Jr. High

- Begin a life-cycle of nurture *Wildcat Family* build (Nine to Ninety)
- Awareness
- Outreach
- involvement/engagement
- Community service/association
  ("introduction" fun, learning; "transactional" education; "maintenance" engagement
  & informational; "reselling" upskill &/or kids attend; "give back" receive/donations)

TERTIARY

1. Media
2. Analysts
3. Experts

IV. KEY MESSAGES

Ever Upward - (ie: our students have grit and determination)
     Support: Storytelling, dual mission, vision & core values

Community, Access, Learning
     Support: Storytelling, dual mission, vision & core values

Dual Mission
     Support: Storytelling, dual mission, vision & core values, President's Priorities

V. GOALS & OBJECTIVES

The following strategies and tactics are identified to meet the overarching strategic goal of this plan. They provide the framework necessary to implement this plan across the university community:

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GOAL 1: Raising WSU's profile & reputation among peers, partners, students, and alumni.

We will continue to build on existing awareness of the WSU brand, drawing on areas of strength, determination, individualized attention and impact on our communities. We will develop tailored and sustainable communications plans, using student, faculty/staff and alumni voices and evidence-based stories of the *Wildcat Family* in action. We will take a proactive approach to PR, focused on impact, using a targeted approach to the media.

Objective 1: Increase top of mind awareness in Weber/Davis counties/N. Utah - general awareness (by 5%) among peers & community over the course of the year.

1.1   Funnel Stage: AWARENESS

Tactic: Penna Powers: PR & phone survey / MarCom support of Penna Powers: TBD
   Share news releases and social posts that support the Lighthouse survey findings
   Support the University's President's Priorities via press releases and social posts.
   • The value and opportunity of a dual mission university *(stackable credentials)*
   • Focus on Engineering/Computer Science partnerships and education to
      support economic growth in northern Utah
   • WSU's environmental sustainability initiatives

Metric: PR counts/ article pick-ups in papers/media mentions, social engagement
Timeline: 0-6 months; ongoing pending University's overarching strategy review with
   (Dr. John Welty of AASCU-Penson)
Budget: Normal staff operations

1.2   Funnel Stage: AWARENESS

**Tactic: Continue/expand digital paid: *Ever Upward* awareness campaign
   (refer to Goal #3)**
   Use of display ads, SEM; video: connectedTV, pre-roll; audio: radio stream ads
   Ever Upward/key messaging profiling faculty, staff & students.
Metric: Website visits, top of mind awareness public surveys, hashtag monitoring
      • Stakeholder perceptions of the WSU brand and distinctiveness
      • Achievement of relevant Key Performance Indicators (KPI) and measures once
         defined. E.g. time campaigns to support enrollment push/student recruitment
         targets met.
      • Engagement and influence in the community and thought leadership

Timeline: 3-12 mos.
Budget: (reference spreadsheet)

1.3   Funnel Stage: AWARENESS

Tactic: Expansion of repurposing and sharing content in external national/state
Metric: Opens, likes, engagement, new social followers.
Timeline: 90 days: ongoing
Budget: Normal staff operations
　　　(Merit Pages, PRNewswire...)

1.4   Funnel Stage: AWARENESS/CONSIDERATION

Tactic: Promote and highlight academic excellence via social media/digital marketing.
　　　Start sharing messaging with a focus on academic programs; follow with campus
　　　offerings and core value talking points. (Ever Upward and #LouderandProuder)
Metric: Likes, mentions & engagement, new social followers, survey results
Timeline: 90 days: ongoing
Budget: Normal staff operations/calendaring

1.5   Funnel Stage: LOYALTY

Tactic: Annual Survey - Alumni Magazine (& Annual Report) recipients
Metric: Statistical sample of our magazine audience to better understand how recipients
interact with the publication and how it influences their engagement.
Timeline: 90 days: ongoing
Budget: Normal staff operations

1.6   Funnel Stage: ADVOCACY

Tactic: Increased monitoring of social accounts for mentions & engagement
　　　Use social media as a key tool to monitor conversations about us, to listen to our
　　　audiences, to respond, broadcast and actively manage our reputation when needed.
　　　Word of mouth takes on great significance as digital communications become
　　　mainstream channels. We must find our influencers, the staff and student experience
　　　must reflect and deliver WSU Mission and Core Values consistently. (Gigg)
Timeline: 90 days: ongoing
Budget: Normal staff operations

1.7   Funnel Stage: ADVOCACY/AWARENESS

Tactic: Hashtag awareness push
　　　Faculty/staff opening breakfast & block party, Shepherd Union monitors, banners,
　　　social media - UNIFY faculty, staff & students in using chosen # - prizes, contests, etc
　　　consistent content & engagement *(Hootsuite)*
Metric: Count social uses and engagement
Timeline: one year
Budget: *Ever Upward* campaign (reference spreadsheet)

Physical

1.8 Funnel Stage: AWARENESS (lead generation - building the *Wildcat Family)*

Tactic: Partnership development through a continued presence in and at community events (Weber & Davis counties)

- Local community engagement
- Building relationships with employers and businesses
- Continue to build strong relationships to enhance the student experience
     Moving relationships through the funnel to consideration, then student/advocacy/donor

Metric: Gathering names/emails, added participation camps, virtual tours, continued and higher education, campus events... Add followers to social media/better social engagement and conversations, annual self-assessment and reflection on progress

Timeline: ongoing

Budget: (reference spreadsheet) Apply ROI and KPI metrics to establish future planning

1.9 Funnel Stage: AWARENESS (lead generation - building the *Wildcat Family)*

Tactic: Partnerships and fiscal sponsorship(s) within the community

Emphasis on sustainability/computer science & engineering focused (competitions, camps, outreach)
Moving relationships through the funnel to consideration, then advocacy/donor

Metric: Not all quantifiable, relationship building, recognition

Budget: (reference spreadsheet)

1.10 Funnel Stage: AWARENESS (lead generation)

Tactic: Continued branding/marketing within the community

Billboards: Weber/Davis counties
Banners: Ogden campus, Downtown Ogden, Davis campus *(research stages)*
Buses UTA:
WSU bus wrap: Outdoor recreation

Metric: Traffic count & days running, possible unique landing page or hashtag use

Timeline: ongoing

Budget: (reference spreadsheet)

1.11 Funnel Stage: AWARENESS (lead generation)

Tactic: Continued promotion of Environmental Science as the spotlight department

Plan TBD - aligns with WSU President's Priorities, sustainability platform.

Metric: Format TBD. Student enrollment & involvement, press mentions
Compare year to year enrollment differences / # articles posted to the web

Timeline: one year

Budget: (reference spreadsheet)

1.12 Funnel Stage: AWARENESS

Tactic: "Weberization" of USTAR building exterior

Metric: PR pick-up, social mentions, community building and program awareness, traffic count

Timeline: unknown

Budget: (reference spreadsheet)

Website

1.13   Funnel Stage: CONSIDERATION

Tactic: Home page/website *analysis and optimization* for best usability, accessibility
& user experience. Evaluation of the website performance against marketing and
business objectives. Looking at data for website trends/performance and fine-tune to
drive more and better engagement. Master key phrases for text and voice search.
Automated chat, retargeting - possible longer-term goals

Metric: Focus groups and survey for user feedback
Analytics - more engagement and time on the site, data collecting
Implement marketing funnel & conversions

Timeline: 6-12 months

Budget: Consultant?/Additional personnel (reference spreadsheet)

1.14   Funnel Stage: CONSIDERATION

Tactic: Home page and template *facelift/framework* to enhance engagement & user experience

Metric: Work toward establishing *conversion values* for marketing efforts *(in concert with
IT, data analysts, admissions & enrollment...)*
Focus groups/survey for user feedback
Google Analytics, more engagement, time on the site, bounce rates

Timeline: 3-12 months

Budget: Additional personnel (reference spreadsheet)

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GOAL 2: Unify WSU's communication channels and workflow with MarCom as the lead/guide

Internal communication plays an important role in achieving excellent staff and student
experience and, in turn, developing a community of ambassadors for WSU. Increasingly, we will
develop the use of stories and utilize the staff and student's voice to 'tell the WSU story'.
Emphasis will be placed on developing our internal communications strategy, channels and
effectiveness, with additional resources, proposed to be invested in this area.

Objective 1: Create, disseminate and monitor the use of brand standards assets (framework).
(collaborative *i.e. this is how we need it to proceed going forward:* PR, design, social
media/digital marketing, web) in order to strengthen, promote and protect WSU's brand identity.

2.1   Stage: INTERNAL OPERATIONS

Tactic: Apply marketing funnel principals to Big W efforts & aid marketing directors to do
the same (see figure 1) in order to collect KPI data, metrics and understand/improve
conversion. Adopting assessment tools will help guide current and future
marketing/communications initiatives and decisions. Steps to guide the

Wildcat Family through the life cycle

Metric: Work toward establishing a conversion value for marketing efforts
  Determining ways to measure how we are doing ie effectiveness & conversions

Timeline: ongoing

Budget: (reference spreadsheet)

2.2   Stage: INTERNAL OPERATIONS

Tactic: Internal classes & training

- Best practices & procedures (WSU web, design, social, PR, video/image…)
  Continued outreach via email, WSU newsletter, MarCom web page w/ updated resources, tools and contact information.
  (marketing directors, faculty/staff, partners, alumni/development)
  Social icons (standardization) processes for working together as a university.
- Follow-up and continued education with/for past attendees with tips and news (brand)
- Create content once, with an eye toward using it 5x
- Bring professors/staff to share expertise (google ads, analytics, SEO, etc) with MD communications/business - level up - resources available.

Metric: Attendance & compliance/use of assets, college successes, resurvey MD

Timeline: 30-120 days - research, assemble resource list & assets
  Allison-verbiage & PR / Jessica-social / Hillary-design / Rachel & Ben-video & photo / Anna & IT-web/calendar / John - crisis / Karin-development / Jaime-alumni magazine & annual report

Budget: Normal staff operations (reference spreadsheet)

2.3   Stage: INTERNAL OPERATIONS

Tactic: Styleguide & assets to share and use - digital & print (training/tips).

- Standardize competing taglines used by colleges and departments.
- Enhance marketing toolkit with additional templates/formats, points of pride, refined talking points and media/content guidelines.

Metric: Delivery/opens & compliance, university/college successes, resurvey MD/deans

Timeline: ongoing/semi-annual update

Budget: Normal staff operations - (reference spreadsheet)

2.4   Stage: INTERNAL OPERATIONS

Tactic: Continued advancement of Lucidpress

- Training, Follow-up and continued education with/for past attendees through the year with tips & updates (survey template & asset needs, review requested items, optimize)
- Additional unified templates to support campus needs - direct requests to templates
- Resource page for easy reference / involve WSU Design & Print
- Addition of more seats for full campus unification

Metric: Attendance & compliance/use of assets - unified look around campus

- Time saver for MD (survey)

Timeframe: ongoing/semi-annual update

Budget: Normal staff operations, additional seats (reference spreadsheet)

2.5 Stage: INTERNAL OPERATIONS
Tactic: Shared software between marketing managers & teams
> Slack (Google Chat rooms) - encourage members to utilize and reference.

Metric: Use and engagement
Timeline: In process - ongoing
Budget: Free resource

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GOAL 3: Implement storytelling as a guiding principle of marketing & communications

Embracing storytelling and a narrative arc on a strategic level will bring together all university marketing efforts in a cohesive way. A narrative arc shares the overall story that's driving our audience experience. Ensuring that our efforts are integrated will help tell the WSU story and solidify it as integral to and reinforcing our brand and values. When all forms of marketing & outreach are coordinated around the same goal, we will have greater success in reaching our objectives.

Our stories will promote the idea that our faculty, staff and students exceed conventional perceptions. We will focus on the equity, personalized attention and the upward social mobility that WSU has to offer our students and community.

Objective 1: Increase storytelling as a percentage of all content created, shared & disseminated (using overarching story as the guideline *Ever Upward* as the tagline)

3.1
Tactic: Generation & organic sharing of storytelling features from history to current on all channels

Stage: INTERNAL OPERATIONS
> • Ideate on the main storyline

Timeline: 30-60? days
> • Collecting the overarching/EU stories we want to tell with historical & current narrative
> to use across multiple channels

Timeline: 60-120 days; ongoing

Funnel Stage: CONSIDERATION / CONVERSION / LOYALTY
> • Sharing of annual report/alumni magazine excerpts
> through email & social media

Timeline: 30-60? Days
> • INTERNAL - Design a "Weber story campaign" page for content
> driving visitors to appropriate pages from there - admissions, college, alumni…

Analyze results *(Admissions already started?)*

Timeline: 30-60? Days

　　• EXTERNAL - Relevant video/photo promo snippets shared by WSU, colleges & departments (vlog/blog) with a dedicated "Weber story campaign" page

Timeline: 30-60? Days layout outline

Metric: Work toward establishing a conversion value for marketing efforts

Opens, likes, engagement - increasing and broadening content using storytelling Enhance pride among university employees and staff by better informing & involving them in noteworthy accomplishments on a regular basis. How many highlighted the President's Priorities. How did they do on social, newsletters, web traffic. Was the material useful to other departments'/admissions/development?

Budget: (reference spreadsheet)

3.2　　Funnel Stage: CONSIDERATION / CONVERSION / LOYALTY
(dependent on subject & outlet)

Tactic: Storytelling :15/:30 video snippets of new 4-5 minute video

　　• Using the overarching storyline & *Ever Upward* woven in (louder & prouder)

　　• A series of faculty, students, alumni, historical…. sharing their WSU story

　　• Generate content once, use 5x

　　Consider the following on mass media executions:

　　　　• Recruitment campaigns that highlight current student success stories in the format previously described

　　　　• Students highlighted should have an experience that can be shared in 30-second radio spots, print ads and online ads

　　　　• To extend the messaging, develop a webpage to expand each story

　　　　• The webpage would provide links toward any relevant content within the main site and be an extension of mass communication efforts

Metric: Views, engagement - top of mind awareness (survey results next phone interview)

Buy-in by involving students/Alumni on campus in creating content

Each college has their ad/reference in there to

Timeline: 90-180 days / ongoing

Budget: Normal staff operations

3.3　　Funnel Stage: CONSIDERATION / CONVERSION / LOYALTY
(dependent on subject & outlet)

Tactic: Paid support for stories (weber story campaign) **across all platforms promoting *Ever Upward***

Metric: Work toward establishing a conversion value for marketing efforts

Views, engagement, sign-up enrollments, top of mind awareness (survey results next phone interview) Build buy-in by involving students on campus in creating content

Timeline: 0-120 days / ongoing

Budget: (reference spreadsheet)

———————————

GOAL 4: Implement a "lifecycle"-oriented marketing framework / Increasing Wildcat dedication. *(assemble a cross-section of the campus to begin conversations)*

Engage families at all and continuous levels from Nine to Ninety - nurture as a part of our ecosystem. Cycle includes: introductory/supportive (community children services), transactional (higher ed students), continuing engagement/advocate (alumni: events, culture, career advancement), donor/advocate (community education).

Objective: increased student retention, enrollment, donations, engagement at cultural & athletic events.

4.1   Stage: INTERNAL OPERATIONS
       Working toward goals of Funnel Stage: CONSIDERATION / CONVERSION / LOYALTY
Tactic: Implement the *Wildcat Family* cycle in communication, outreach and marketing to
        enhance the spirit of inclusion and relationship building. Retargeting
Metric: Camaraderie, relationships, alumni & student engagement
Timeline: Begin discussions with stakeholders
Budget: TBD

4.2   Stage: INTERNAL OPERATIONS
       Working toward goals of Funnel Stage: CONSIDERATION / CONVERSION / LOYALTY
Tactic: Expand use of a shared CRM database between colleges and departments.
        Allowing for united and continuous targeted relationship-building marketing to specific
        age groups. Retargeting *(campus-wide synergy with Admissions)* constant touch points.
Metric: Number of people, donations, relationships
Timeline: Create a committee, begin discussions
Budget: TBD

VI.   Timeline
        (TBD - reference spreadsheet)

VII.   Budget
        (reference spreadsheet)

Figure 1

Digital Marketing Funnel

Stage	Tactics	Funnel Section	Audience
AWARENESS	Online Ads / Newsjack Trends	TOP OF FUNNEL (TOFU)	Viewer/ Visitor
	Storytelling Posts / Short Videos		Fan/ Follower
CONSIDERATION	Website Optimised for SEO	MIDDLE OF FUNNEL (MOFU)	Website Visitor
	Blogs/ How Tos/ Video Tutorials		Content Reader
	Customer Stories		Lead
CONVERSION	Lead Magnet + Landing Page		Prospect
	FREE Mini-courses/ Events		
	Sales Offer		Customer Student
LOYALTY	Loyalty Offers	BOTTOM OF FUNNEL (BOFU)	Repeat Customer Continued Education/Alumni
	Customer FAQs, Forums, Emails		
ADVOCACY	Fan UGC Contests		Brand Advocate Donor/Partner
	Viral Content Influencers		

Challenging Conversations:
Communication in the Community and the Classroom

STEIMEL – SABBATICAL SPRING 2020

Why Sabbatical?

Sabbatical leaves are granted to faculty members only for purposes that will improve the ability of the recipient to discharge effectively teaching, research or service obligations to the University.

Research (academic & teaching)→ teaching & service

Lots of Words...

Project 1: Communication and Pregnancy Loss in Workplace Contexts.

Pregnancy loss occurs in roughly one in five pregnancies in the United States. However, though previous research notes both the importance of communication about pregnancy loss and the importance of communication relationships at work, scholars have not yet examined women's communication about pregnancy loss in the workplace.

For this project, I did an IRB Approved qualitative/interview study with women who have experienced pregnancy loss while working full time. This resulted in 642 total minutes of audio recording that was then transcribed and analyzed.

1.1 – CPM & Interpersonal Comm

Project 1.1 examined the role of Communication Privacy Management and Interpersonal Communication with bosses/coworkers as women manage pregnancy loss at work.

- A version of this paper was accepted for presentation at our National Communication Association Annual Convention in November 2020 [Interpersonal Communication Division].

- An edited version of this paper is pending publication in *Women's Studies in Communication* – a national Taylor & Francis journal published by the Organization for Research on Women and Communication. The article was submitted for editing in October 2020.

1.2 - Organizational Discourses & HR Policy

Project 1.2 examined the role of Organizational Discourses as shaping the HR policy and leave challenges/opportunities women who are experiencing pregnancy loss encounter at work.
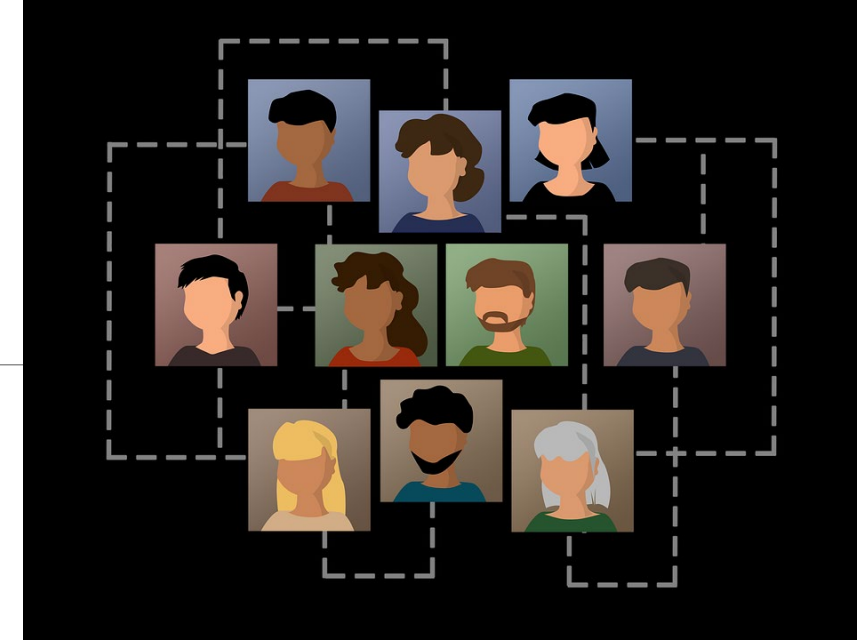
- A version of this paper was accepted for presentation at our National Communication Association Annual Convention in November 2020 [Organizational Communication Division].

- A related discussion panel (that overlaps project 1.2 and project 1.3 below) was also accepted to the National Communication Association Annual Convention in November 2020 [Women & Gender Studies Division].

- A practice-focused version of this paper [focused on applied Employee Relations advice to Human Resource Professionals] has been given a Revise & Resubmit to *Communication Reports* – a regional Taylor & Francis journal published by the Western States Communication Association. The article will be resubmitted in October 2020.

1.3- Rhetorics of Motherhood

Project 1.3 examines how pregnancy loss complicates public rhetorics of Motherhood, particularly working motherhood, especially in the United States context.

Pregnancy loss questions taken-for-granted assumptions about who is and is not a 'real' mother.

- An essay drawing on this data has been accepted for inclusion in a book titled *Beyond Biology: Rhetorics of Motherhood in the 21st Century.* The full draft of this book will be turned in during January 2021.

Challenging Conversations—Pregnancy Loss

1) Matters to the Community
- Off & On Campus

2) Matters to the Classroom – Teaching!
- Comm 3090 – Gender & Communication
- Comm 3550/MPC6450 – Organizational Communication
- Comm 3000 – Communication Theory

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Project 2: Communication & Conflict Management in Nonprofit Organizations

Research in nonprofit organizing has repeatedly documented **tensions between paid staff and volunteer (unpaid) staff** as one of the primary barriers to successful nonprofit organizational functioning (see Netting, Nelson, Borders, & Huber, 2004; Rimes, Nesbit, Christensen, & Brudney, 2017).

- **differing orientations/goals** and **levels of organizational commitment** (e.g. Lee & Olshfski, 2002; Netting et al., 2004).

- **different identity orientations** (Kreutzer & Jäger, 2010).

However, despite this relatively well-established potential conflict between paid staff and volunteer (non-paid) staff, communication studies has not yet investigated how those conflicts are described by both parties and/or **how they might be managed well through communication**.

2.1 – Pilot Study

I conducted an IRB-approved pilot study/ interviews with 6 people—four long-term volunteers and two paid staff members at Nonprofit Organizations in Ogden in order to better understand the communication contours of conflict between paid staff and volunteers in organizations and to determine which measures/instruments might be of most value.

Used for Step 2.
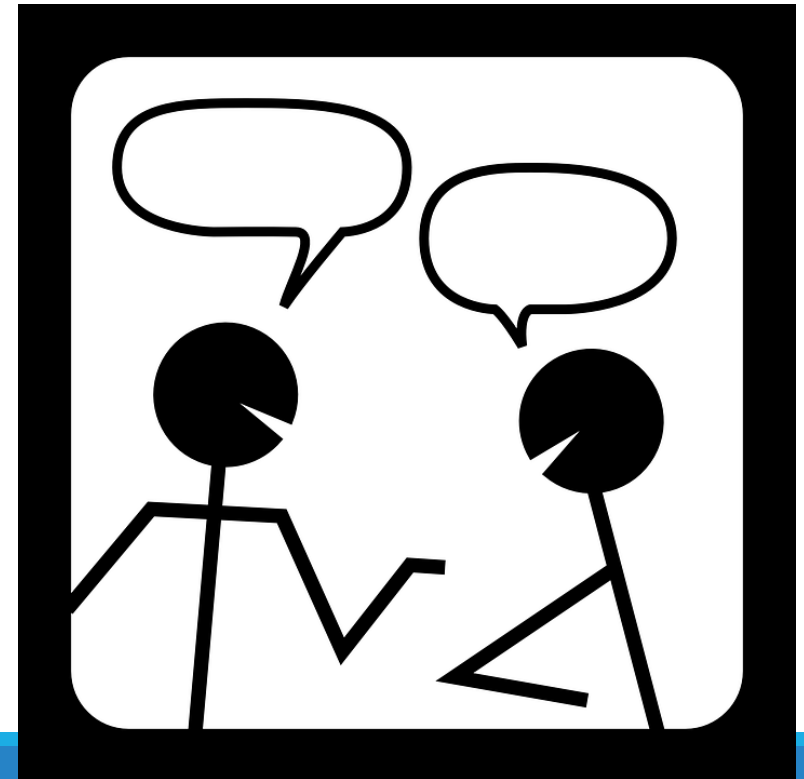
2.2 – Dissent & Conflict in NPOs

This IRB Approved study used a survey methodology to measure volunteer/paid staff conflict in nonprofit organizations using two established survey measures.

- **Kassing's (1988/2000) Organizational Dissent measure**

- **Putnam & Wilson's (1988) Organizational Conflict Instrument**.

This study collected N=354 responses. The data have been downloaded and I have begun processing the data for analysis. I am confident that I will have at least two conference papers and two publications emerge from this data as well.

Challenging Conversations – Conflict in NPOs

1) Matters to the Community

2) Matters for Teaching!
- Exs: Comm 3550 / MPC 6450
- MPC 6500
- Comm 3150/MPC 6700

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Project 3: Best Practices in Online Teaching

Finally, I was awarded a Fulbright Scholar Award through the US State Department to visit Polotsk State University in **Belarus** as a visiting expert in Online Teaching. This exchange was to take place during the Spring '20 sabbatical.

This position drew, in part, on the teaching experiences developed at Weber State, as well as previous published academic research I've done on online teaching.

Project 3

To prepare for this visit, I did extensive additional reading on best practices in online teaching (articles and books). I did in-depth best practice interviews with Shandel Hadlock and RC Callahan from WSU Online. I completed many online training opportunities, including entire courses like the "Intro to eLearning" training and "Growing with Canvas" training; as well as several one-day Zoom/Canvas/teaching trainings.

Unfortunately, this exchange was suspended due to US State Department LEVEL 4 Global Health Advisory/ Travel Bans in the wake of COVID-19. This award may be rescheduled as circumstances permit.

Travel.State.Gov
U.S. DEPARTMENT of STATE — BUREAU of CONSULAR AFFAIRS

Project 3

However, the work in this area has immediate benefit for my WSU teaching—who knew when I started that I would be teaching EVERYTHING online/virtual/mediated this semester?.

And, this extensive literature review has prompted a new research project, that I will conduct WITH my Comm 3150 (Undergraduate Communication Research Methods) students in Fall 2020 about communication & online teaching/learning during a global pandemic.

Challenging Conversations—Ups and Downs of Online Teaching & Learning

1) Matters for the Community
- Actively in disciplinary/cross-disciplinary teaching groups online
- Sit on a school board Charter School
- TLF invited presentations

2) Matters for Teaching!
- Literally every class this semester
- Best practices translate for F-2-F too
- Engaging students in research on their own learning (3150)

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In Sum…

WSUSA Board of Trustees Report October 2020

WSUSA President: Ben Ferney

- Student Body President outreach
  - Bagel on Ben
  - Ferney wants Feedback
- [WSU Supply Chain Students Place First in National Competition](#)
- Events
  - Homecoming
    - Diversity Conference
    - Mt Ogden Hike
    - Recycle Run
    - [Pep Rally](#)
    - Light the W
    - C&O Casino Night
    - Service Day of Remembrance
    - Movie on the Football Field
    - [Purple Pancakes Video](#)
    - Homecoming Royalty Court

weberstate Weber State University

weberstate Meet your 2020 Homecoming Royalty Court!

In the front, we have Kamryn Eden, a double major in nutrition and health promotion, and Whitney Olson, majoring in communication.

In the middle, there's psychology major Rylie Howard, geography major Nathan Hole, and Tyler Jewell, who is studying athletic therapy.

And last, but not least, is student body president Ben Ferney, who is studying communications; public relations and advertising.

Students nominated and selected for the court exhibit exemplary leadership and service at Weber State University and in their communities. Congratulations, Wildcats! 🙌

WEBER STATE UNIVERSITY

President's Report
WSU Board of Trustees
October 21, 2020

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Students

1. **Fall Enrollment** | As of the official census date for Fall Semester (end of the third week of classes), full-time equivalent enrollment for budget-related students (regular tuition-paying students) is up 0.2% compared to 2019. Earlier in the year, we were tracking nearly 17% below last year. This recovery demonstrates the determination of Weber State and a testament to the great efforts of Weber State's faculty and staff. Other key data points for fall enrollment include:
   - Total headcount enrollment is 29,596, down from 29,644 in 2019 (-0.2%).
   - First-year, fall-to-fall retention rose to an all-time high of 56.4% from 55.1%.
   - First-time student enrollment increased to 3,377 from 3,313 (0.2%).
   - Concurrent enrollment students increased to 11,496, up 3.5% from 11,108.
   - Graduate enrollment grew to 911 from 799 (14.0%).
   - Other categories of enrollment saw decreases, including non-resident students (-6.5%), continuing students (-3.1%), and transfer students (-6.4%).

2. **Student Services Expo**| The annual Student Services Expo took place virtually on September 16 to 19. Thirty-two campus areas/departments participated by creating a short video showing how they support our students using student fees. Each area/department also provided 1 to 2 survey questions that were answered in the video. Students who watched the video and did the survey were entered into a drawing for five $100 Amazon gift cards. Fifty-six students participated, completing 611 survey question entries.

3. **New TRIO Program** | With the support of a highly selective federal grant, WSU launched a new program this fall to support disadvantaged students as they pursue degrees in science, technology, engineering and math. The program, called Student Support Services (SSS) – STEM, will be funded by a $1.3 million U.S. Department of Education grant awarded to the university in August. The five-year grant will serve 120 students annually and is administered through the TRIO Program in Student Support Services. The goal of TRIO SSS is to "increase the college retention and graduation rates of its participants," who meet the federal definition of coming from disadvantaged backgrounds. WSU's SSS STEM program will begin recruiting students this fall. The new STEM-focused program will join four other federally-funded TRIO programs at Weber State: Student Support Services; Educational Talent Search; Upward Bound; and Veterans Upward Bound. Weber State hosts the highest number of TRIO programs at an institution of higher education in Utah.

4. **Learn and Work Grants** | WSU received $1,943,546 for the Live & Work grant program funded by the Utah Legislature with CARES Act funds to provide short-term degree and certificate programs for little or no cost to people who are looking for an opportunity to

1

upskill or retool during the economic downturn. Programs range from K-12 Teacher Instructional Design to the Law Enforcement Academy, Computer Science, Systems Engineering, Cybersecurity, Medical Lab Sciences, and Entrepreneurship. Through October 16, around 600 students have enrolled.

One of the more unique offerings is a partnership to offer a new community course to help working mothers get involved in the technology industry and advance their careers. Called MotherCoders, the course is running for eight weeks, from Sept. 26 through Nov. 21. Participants meet each Saturday from 10 a.m. to 4 p.m. at the Community Education Center. WSU's Division of Online & Continuing Education and the School of Computing have teamed with RizeNext, a professional development agency based in Utah, to launch the MotherCoders program for the first time in Ogden. The MotherCoders program is designed to provide women interested in learning or improving skills in technology with a better understanding of web development, coding, and other critical roles driving the technology industry.

5. **Supply Chain Champions** | Weber State University bested 18 other national and international teams to win this year's national supply chain management competition. In the past five years, Weber State advanced to the finals four times, but 2020 is WSU's first national championship in the competition. The university is the home to the oldest supply chain management (previously, logistics) program in Utah. WSU's supply chain program boasts a 100% job placement rate with starting salaries between $53,000 and $83,000. Read more at this Link.

Faculty

1. **Teaching Resources** | The Division of Academic Affairs continues to release industry-leading tools to assist faculty with delivering online instruction effectively during and after the pandemic. These tools are part of a university-wide effort to integrate high-impact practices throughout curricula.

2. **RISE Award Recipients** | On October 7, Weber State held its Research, Innovation, Success, and Entrepreneurial (RISE) Awards program. The recipients were: John Mukum Mbaku (Outstanding Research Award), Drs. Craig Oberg and Michele Culumber (Innovation Award), and Dr. Ed Walker (Norsatch Entrepreneurial Spirit Award).

Mbaku is a professor of economics, non-resident senior fellow at the Brookings Institution, and in January, he presented expert testimony to the U.S. Army Africa Command in Vicenza, Italy. Oberg is a microbiology professor, an author of over 90 research publications, made over 200 presentations at professional meetings, and mentored many WSU undergraduate students in their research projects. Culumber also is a microbiology professor. Her research in microbial ecology involved exploring unique microbial habitats including, groundwater, peat bogs, the Great Salt Lake, and Cheddar cheese. She is proud to be part of the BUILD Dairy program here at Weber State, which helps students explore careers and research in food science. Walker is a chemistry and biochemistry professor, the founder and director of the Center for Chemical Technology, and has 47 patents and numerous publications.

2

Staff

Custodial Staff | Weber State's custodial staff continues to shine with keeping us safe during the pandemic. The staff performed at a superior level prior to the pandemic and since, gone beyond expectations. The overtime hours the staff put in on the weekends to keep our computer and testing centers open for students are commendable. This is over and above their normal already-heightened cleaning duties. They demonstrate their diligence and courage when cleaning and disinfecting all spaces as if the spaces were recently occupied by an infectious individual. This is necessary because the contact tracing program takes a few days, and the custodial staff cleans daily. Many spaces have been cleaned three and four times before Facilities Management receives notice that a possible case was reported in a space.

University wide

1. **Strategic Planning** | Efforts continue to establish a comprehensive strategic plan for the university. Potential revisions to the university vision and mission statements were presented at an institution-wide town hall on September 17. Feedback is being included to share with the University Planning Council (UPC) on October 27, as well as a discussion on the values statements. At the same time, working groups are developing goals in five strategic areas: (a) enrollment and completion, (b) diversity, (c) anchor mission and community involvement, (d) personalized education and teaching excellence, and (e) marketing. Those goals will also be reviewed by the UPC at its October 27 meeting.

2. **Annual Diversity Conference** | From October 1 to 2, the [22nd Annual Weber State University Diversity Conference](#) took place. This year's conference theme was, "Connections, Obstacles, and Opportunities: Employing Intersectionality to Transform Racial Hierarchy into Humanity." Tim Wise, one of the nation's most prominent anti-racist essayists and educators, as well as Dr. Pepper Glass, an associate professor of sociology at WSU, were the keynote speakers. Also included were a number of workshops on a variety of topics. The conference was virtual and free to the public.

3. **Mount Ogden Hike** | We were pleased to keep the Mount Ogden Hike tradition alive and well in 2020. Participation included 14 WSU students, 8 faculty and staff, and 10 individuals from the general public. Along with the handful of Outdoor Program/Campus Recreation staff facilitating the hike, 40 individuals in total made the trek up the hill on Saturday, October 3. Although some things looked different - symptom surveys, temperature checks, small hiking groups, and masked faces in our photos - we were met with beautiful sunny weather and a great community of folks to share in the tradition.

4. **GivePulse** | The Division of Student Affairs is excited to announce that it will roll out a new student engagement platform, GivePulse, in the coming months. GivePulse will allow students, staff, faculty, and community partners to advertise, register for, and track involvement in everything from community service to student involvement.

3

5. **Domestic Violence Awareness Month** | As part of Domestic Violence Awareness Month this October, Weber State University's Women's Center will hold virtual events to educate the community about domestic violence, an issue of increasing concern as people spend more time at home due to the COVID-19 pandemic. For DVAM 2020 at Weber State, events include a virtual workshop that took place on Oct. 8 at 11 a.m., where participants learned about creating healthy relationships; a film festival called Lunafest, which will be live-streamed today, Oct. 21 at noon; and the "Clothesline Project," an exhibit of T-shirts made by or in honor of domestic violence survivors, which will be on display from Oct. 5-30 in the Shepherd Union Atrium. All events are open to the community.

6. **Sunday Service Days** | Weber State University's Outdoor Program is taking the opportunity to give back to the community by cleaning up local areas in Ogden. The cleanups started on Sept. 20 at the Ogden River Parkway and will continue Oct. 25 at the 9th Street Crag, a popular climbing destination, and Nov. 8 at the WSU campus. "We are fortunate to have access to a wealth of outdoor recreation resources in the Ogden area, so we want to give back and do our part to be good stewards of these resources," said Hayley Prine, Outdoor Program coordinator. These programs are open to the general public and WSU affiliates alike. To sign up for Sunday Service Days, visit this Link.

For the latest on Weber State's COVID-19 response, visit the university's website.

4

Weber State University Alumni Association President's Report

WSU Board of Trustees

September 2020

➢ Alumni Communication

It is all about tradition!

Homecoming events did not escape the changes COVID-19 guidelines have imposed on fall 2020. Many of the events were different than previous years, but students and Alumni still had plenty to keep them busy. Each homecoming event is a tradition at WSU; they occur every year — pandemics permitting — and students and alumni can document their moments and become tradition keepers as well. The Weber State Alumni Association has created a program to keep Weber State traditions alive. Using a mobile app, students, alumni, faculty, and staff are able to upload photos and share experiences of the 50 different university traditions and claim prizes for different incentive levels.

The program highlights little-known facts and legends about Weber State history and encourages activities, from locating campus time capsules to eating purple pancakes, to capturing a selfie with Waldo. Also, according to campus lore, only sharing a midnight kiss beneath the bell tower with your beloved will make you a "true" Wildcat. The WSU Traditions Keeper program links students — past, present and future — through shared involvement in Wildcat Traditions and activities. The free app is called "WSU Traditions Keeper," available on Google Play and the App Store.

➢ **Alumni Association Survey Highlights:**

- Stats: 467 unique users selected Weber State University, 342 completed results
- 76% felt that they received appropriate frequency of communication.
- 62% said they were satisfied with the variety of content in the communications.
- The respondents top two content preferences were 1. hearing updates about students and the situation on campus 2. discounts and promotional offers
- Job postings and networking opportunities are the top two most valued career-related information.
- Half of the respondents would like to help current students by sending words of encouragement, speaking to them about careers, and being a mentor.

- 66% are inclined to make a gift to their alma mater and they would like to support a student emergency fund or a specific academic department and help to offset costs with the pandemic.
- 20% would attend an in-person event with 61% unlikely to attend an in-person event currently.
- 42% would attend a virtual event
- 59% of women took the survey 38% men 83% from Utah
- 53% graduating since 2010 34% between 1980 - 2010
- 3% gave a gift/ donation in the last 5 years

➤ Homecoming Royalty

Homecoming royalty honors students who excel in leadership, service, and academics. Announcing royalty has been a tradition for over half a century. This year's homecoming royalty were Kamryn Eden, Ben Ferney, Nathan Hole, Rylie Howard, Tyler Jewell and Whitney Olson. All royalty received a sash that reads "Homecoming Royalty 2020," a declaration from the Alumni Association President Clint Costley and Alumni Association Executive Director Nancy Collinwood. The women also receive crowns. Although there have been innovations and new ideas to keep old traditions going, who knows what impact this year, 2020, will have on homecoming traditions in the years to come.

➤ Emeriti

The Emeriti Alumni Council held their first in-person meeting since March on Sept. 8, 2020, in Dumke Hall. The Council presented a Purple Paw Award to Dr. Dave Tensmeyer. At the Oct. 7, 2020, EAC meeting, we introduced the new Emeriti Alumni Lecture Series. Larry Moench Davis was our first guest speaker. We advised the lecture series to all past EAC members and Alumni. Sixteen individuals joined us via Zoom for the lecture.

➤ Regional Alumni Networks

Regional Alumni Network events: Due to the COVID-19 pandemic, all RAN events have been postponed or canceled until further notice. We are collaboratively working towards creating new virtual events and activities to start offering to our Alumni. A RAN interest survey is being sent out to all alumni this month to receive feedback and suggestions concerning their needs and wants.

➤ Student Alumni Association

The Student Alumni Association hosted our first-ever virtual event on Sept. 17, a Traditions Keeper "Share and Tell". We received 20 completed surveys from this event, which asked about future events. Each of the 22 participants shared which WSU tradition they cherished most. Since Sept. 2020, the SAA gained over 60 new Traditions Keeper App users. Since Sept. 2020, over 250 traditions were completed, with 153 completed during Homecoming Week. Students engaged in over 650 app sessions since September. Additionally, the Alumni Association received nearly 40 nominations for Homecoming Student Royalty, and 6 students were named part of the Homecoming Royalty Court on Oct. 5 at the Homecoming Pep Rally. The SAA co-hosted at the WSU Pep Rally, and attended various Homecoming events. Additionally, the Student Alumni participated in the Expedition Vote challenge on Oct. 9, as part of the Utah's Campus Cup Challenge/program. This program is designed to get students civically engaged on Utah campuses. The SAA Team completed 32 Expedition Vote challenges, earning 550+ points for WSU. Along with other WSU team efforts, WSU is now in the lead for Utah's Campus Cup!

➢ Young Alumni Council

WSU Young Alumni initiated a campaign to drive more alumni to follow the Young Alumni Facebook page. Since July 2020, we've gained over 70 new followers. The most recent post documented the Young Alumni's summer service project, reaching 86 individuals, and receiving 24 engagements.

➢ Membership:
New Data Process for Membership:
Working with Advancement Data Services, the membership updating process has been restructured to create a faster and more consistent method for the membership program. Previously, memberships needed to be entered manually into two data systems, Banner and iModules. Both systems serve an important role in collecting and maintaining valid constituent data. The new membership process allows for information to be entered into Banner only. Once memberships are updated in Banner, a report with all active memberships is generated by ADS, which can then be uploaded into the iModules system.

Total Membership: 1,915
Lifetime: 625
Phone: 340
General: 856
Grad: 93

Save the date: **The WSU Alumni Golf Classic will be held on June 4, 2021**.

Staff Advisory Council Report
October 2020

1. Staff Advisory Council continues to be involved in discussions, and many decisions, regarding the campus response to the COVID-19 crisis. SAC has a representative on the COVID-19 Task Force. The SAC Chair has also been invited to discuss COVID-19 items with the senior university leadership as they come up.

2. In our October SAC meetings we had 10 members of the campus community attend, some providing feedback.

3. In a joint effort with Faculty Senate, SAC wrote and approved a statement encouraging virtual meetings unless a strong business need exists.

4. SAC has requested that HR explore options for short-term disability insurance.

Dear Faculty and Staff of Weber State University,

While campus is open, many staff and faculty are still working primarily from home. This presents challenges for much of the normal work of the University, including meetings. While the pandemic has greatly disrupted us and will continue to do so, it also has helped us realize new opportunities for working remotely that could increase access to service opportunities for faculty and staff working in different locations or experiencing issues with health, family, or other challenges. We would like therefore to propose the following guidelines for staff and faculty meetings as long as COVID is a threat to our health:

- Faculty and staff should strive to be role models for social distancing practices. That means that we should always meet or exceed guidelines in order to create a better safety culture on campus. It also means that we need to do what we can to enforce best practices for social distancing on campus, both inside and outside of classrooms, as well as staying home when sick, and avoiding close contact with those who are sick.

- Current minimum guidelines are listed below (please follow additional guidelines from the administration as the situation changes):

    o Masks must be worn at all times while in any Weber State building

    o 6 foot social distancing must be maintained at all times.

    o When outside, it is only OK to remove your mask if you are able to maintain at least 6 feet of social distancing and you are not in a congested area.

    o There are a few exceptions to this including when you are alone in a private office.

- Unless there is a strong business case for a face to face meeting AND all guidelines above can be followed, we should run meetings virtually using Zoom or other platforms that have proven effective.

- We should have digital versions of all materials available to all participants well before the meeting takes place so that staff and faculty may view them on a different screen or print them in advance.

- If there is a compelling reason to host the meeting in person, we should plan to run the meeting in a space that allows for a high quality virtual experience for anyone who is not able to be present. After the COVID-19 crisis, this practice could be continued in order to accommodate members who have child care challenges, who are traveling, or who work at different campuses. For example, folks who work at Davis campus are often disadvantaged due to the extra travel required to attend meetings on the Ogden campus.

- Any face-to-face meeting should require those present to properly wear face coverings in addition to a minimum of 6 feet of social distancing.

Approved by The Weber State University Staff Advisory Council. October 6, 2020
Approved by The Weber State University Faculty Senate. October 8, 2020

WSU Monthly Media Relations Calendar of Events: October 2020

Monday (Oct. 19): WSU's Outdoor Program hosts the weekly climbing night, 5-8 p.m., 9th Street Crag (far east end of 9th Street, Ogden), free, youth under 18 must be accompanied by an adult, early registration required, weber.edu/outdoor/ogden-weeklyclimbingnight.html, 801-626-6373.

Wednesday & Thursday (Oct. 21 & 22): WSU's Telitha E. Lindquist College of Arts & Humanities presents selections from H.M.S. Pinafore, a musical about love and high jinx on the open sea, 7:30 p.m., online event, link given upon registration, weber.edu/artscalendar, free, cassiesmith1@weber.edu.

Wednesday (Oct. 21): WSU's Women's Center hosts "Lunafest," film festival that features films by, for and about women, noon, online event, register at eventbrite.com/e/lunafest-tickets-117808720053, womenscenter@weber.edu.

Thursday (Oct. 22): WSU's Goddard School of Business & Economics hosts the Nye Lecture Series: Diana George, Bank of America senior vice president, noon, weber.zoom.us/j/92391592357?pwd=UEw5R0xoVnk0ODhleEFkOVVCOVhKZz09, free, mboles@weber.edu.

Friday (Oct. 23): WSU's College of Social & Behavioral Sciences hosts the Neuroscience Program Lecture Series: The Craving Mind, Judson Brewer, Brown University, associate professor and director of Research and Innovation, Mindfulness Center, 2 p.m., online event, free register at weber.zoom.us/webinar/register/WN_bMf-clg0SJSY4jtnmKsnbw, weber.edu/neuroscience/NSLectureSeries.html.

Saturday (Oct. 24): WSU's Outdoor Program hosts the Summit Series: Ben Lomond Peak, 7 a.m., meet at Outdoor Program, pre-registration required, weber.edu/outdoor/summit-series.html.

Tuesday (Oct. 27): WSU's Telitha E. Lindquist College of Arts & Humanities presents the WSU Jazz Ensemble concert, 7:30 p.m., online event, link given upon registration, weber.edu/artscalendar, free, cassiesmith1@weber.edu.

Tuesday (Oct. 27): *Wildcat Conversations: Racism* is a video podcast series for all WSU students, staff, and faculty to learn and explore racism in ourselves, our society, and at WSU. Event Url: https://www.weber.edu/wildcatconversations/
Link: http://calendar.weber.edu/MasterCalendar/EventDetails.aspx?EventDetailId=67701

Tuesday (Oct. 27): Virtual: Tuesdays of Zapateo and Faldeo with WSU Ballet Folklorico, Learn how to Zapater and Faldear, the authentic Mexican Folk/ Disfrute y aprenda cómo Zapatear y Falderar, el Auténtico Folklore Mexicano, 4:00 – 6:00 pm, https://weber.zoom.us/j/8332236639

Thursday (Oct. 29): WSU's Goddard School of Business & Economics hosts the Nye Lecture Series: Amy Nuttall, UMB Fund Services managing director, noon, weber.zoom.us/j/92391592357?pwd=UEw5R0xoVnk0ODhleEFkOVVCOVhKZz09, free, mboles@weber.edu.

Thursday (Oct. 29): Haunted HalloWEBER, 7:00 – 9:00pm, Student Affairs

Calendar of Events: November 2020

Sunday (Nov. 1): 16th Annual Turkey Tri Begins. This reverse sprint triathlon starts with a 5K run and 10K bike around campus and ends with at 300-yard swim. You can compete as an individual or on a team, or you can register for just the 5K run!
Participants can submit results from November 1-6 through Race Entry's Virtual Results Upload and the Award Ceremony will be held via Zoom on November 7th at 10 a.m. Find the course and cost information and register: https://www.weber.edu/races/race-series.html

Tuesday (Nov. 3): *Wildcat Conversations: Racism* is a video podcast series for all WSU students, staff, and faculty to learn and explore racism in ourselves, our society, and at WSU.
Event Url: https://www.weber.edu/wildcatconversations/
Link: http://calendar.weber.edu/MasterCalendar/EventDetails.aspx?EventDetailId=67702

Tuesday (Nov. 3): Virtual: Tuesdays of Zapateo and Faldeo with WSU Ballet Folklorico, Learn how to Zapater and Faldear, the authentic Mexican Folk/ Disfrute y aprenda cómo Zapatear y Falderar, el Auténtico Folklore Mexicano, 4:00 – 6:00 pm,
https://weber.zoom.us/j/8332236639

Wednesday (Nov. 4): Government & Natural Resources Career Fair, 10:00 am – 2:00 pm

Thursday (Nov. 5): WSU Ballet Foklorico invites you to: PP through the Pandemia, Join The WSU Ballet Folklórico Leaders and members with Peer to Peer through the pandemia, participate in academic subjects for first generation college students. Know resources available and study together! 4:00-5:30 pm, https://weber.zoom.us/j/8332236639

Friday (Nov. 6): High Roller Bingo Night. Join the WSUSA Activities Team in another Virtual Bingo Night! Register for your space, then that day keep an eye on your email for your bingo card and the zoom link to play along! 6:00-8:00pm. Register through SIL

Sunday (Nov. 8): Community Cleanup with the WSU Outdoor Program, 1:00 – 3:00 pm Register Here.

Tuesday (Nov. 10): *Wildcat Conversations: Racism* is a video podcast series for all WSU students, staff, and faculty to learn and explore racism in ourselves, our society, and at WSU.
Event Url: https://www.weber.edu/wildcatconversations/
Link: http://calendar.weber.edu/MasterCalendar/EventDetails.aspx?EventDetailId=67703

Tuesday (Nov. 10): Virtual: Tuesdays of Zapateo and Faldeo with WSU Ballet Folklorico, Learn how to Zapater and Faldear, the authentic Mexican Folk/ Disfrute y aprenda cómo Zapatear y Falderar, el Auténtico Folklore Mexicano, 4:00 – 6:00 pm, https://weber.zoom.us/j/8332236639

Tuesday (Nov. 17): *Wildcat Conversations: Racism* is a video podcast series for all WSU students, staff, and faculty to learn and explore racism in ourselves, our society, and at WSU. Event Url: https://www.weber.edu/wildcatconversations/
Link: http://calendar.weber.edu/MasterCalendar/EventDetails.aspx?EventDetailId=67704

Tuesday (Nov. 17): Virtual: Tuesdays of Zapateo and Faldeo with WSU Ballet Folklorico, Learn how to Zapater and Faldear, the authentic Mexican Folk/ Disfrute y aprenda cómo Zapatear y Falderar, el Auténtico Folklore Mexicano, 4:00 – 6:00 pm, https://weber.zoom.us/j/8332236639

Wednesday (Nov. 18): Cookie Decorating with Chef Trek. Join Weber Dining's Head Chef, Trek Kryger in a Zoom Cookie Decorating class! You'll pick up your cookie kits from SU 326 and be able to learn some top tips on decorating before all your holiday events! 5:30 – 8:00 pm, Register through SIL

Thursday (Nov. 19): WSU Ballet Foklorico invites you to: PP through the Pandemia, Join The WSU Ballet Folklórico Leaders and members with Peer to Peer through the pandemia, participate in academic subjects for first generation college students. Know resources available and study together! 4:00-5:30 pm, https://weber.zoom.us/j/8332236639

Tuesday (Nov. 24): *Wildcat Conversations: Racism* is a video podcast series for all WSU students, staff, and faculty to learn and explore racism in ourselves, our society, and at WSU. Event Url: https://www.weber.edu/wildcatconversations/
Link: http://calendar.weber.edu/MasterCalendar/EventDetails.aspx?EventDetailId=67705

Tuesday (Nov. 24): Virtual: Tuesdays of Zapateo and Faldeo with WSU Ballet Folklorico, Learn how to Zapater and Faldear, the authentic Mexican Folk/ Disfrute y aprenda cómo Zapatear y Falderar, el Auténtico Folklore Mexicano, 4:00 – 6:00 pm, https://weber.zoom.us/j/8332236639

Thursday and Friday (Nov. 26-27): Thanksgiving Break

Weber State University Board of Trustees
Personnel and Academic Policy Committee
October 21, 2020
8:00 AM • via Zoom
Meeting ID: 998 4408 0293
Passcode: 370745

1. September 2020 Meeting Minutes Approval		Committee Action Only
2. Academic Calendars		Recommend to Full Board
	Academic Year 2024-2025	
	Academic Year 2025-2026	
3. Program Reviews		Recommend to Full Board
	Communication	
	Earth & Environmental Studies	
	Foreign Languages	
	Medical Laboratory Sciences	
	Women & Gender Studies	
4. Consent Calendar		Recommend to Full Board
	Personnel Report: September 2020	
	Early Retirement Requests: • Edward J. Hahn, Stewart Library, Full Retirement, 6/30/21 • David Imig, Developmental Math, Full Retirement, 6/30/21 • Hilda Faye Medd, Criminal Justice, Full Retirement, 1/16/21 • Galynn R. Mook, Online & Continuing Education, Full Retirement, 7/1/21 • Craig Oreshnick, Counseling & Psychological Services Center, Full Retirement, 6/31/21 • Valerie Stegman, Budget & Institutional Research, Full Retirement, 6/30/21 • Sally M. Taylor, Masters of Business Administration, Full Retirement, 10/30/20 • David L. West, FM Landscape, Full Retirement, 8/24/20	
5. WSUSA Policy Issues		Information Only

Cover/Signature Page – Program Review

Institution Submitting Request: Weber State University
Program Title: Communication
School or Division or Location: Lindquist College of Arts & Humanities
Department(s) or Area(s) Location: Department of Communication
Institutional Board of Trustees' Approval Date: MM/DD/2020

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		**ITEM**
4.4	☐	Programs with Specialized Accreditation
5.1	☐	Seven-Year Program Review
5.2	☒	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.

Ravindra Krovi
Ravindra Krovi (Oct 5, 2020 19:25 MDT)

Signature   **Date:** *MM/DD/YEAR*

Printed Name: *Dr. Ravindra Krovi, Provost*

Five-Year Program Review
Weber State University
Undergraduate - Communication
02/21/2020

Reviewers:
- *External Reviewer(s):*
  - *Dr. Todd Norton, Associate Professor and Department Head, Communication and Media, Boise State University, Boise, ID*
  - *Dr. Lawrence J. Mullen, Professor, Public Policy & Leadership, University of Nevada – Las Vegas, Las Vegas, NV*
- *Internal Reviewer:*
  - *Dr. Louise Moulding, Professor, Teacher Education, Weber State University*

Program Description:

Small classes, innovative curriculum and hands-on learning environments facilitated by outstanding faculty make working toward a Communication degree at Weber State University a personalized experience.Whether students aspire to develop and manage social media communication strategies, report for a news outlet, work in public relations, create entertaining videos, be on TV or the radio, run for political office or improve family communication, a Communication degree from Weber State will prepare students for a meaningful and successful career.

Students can choose from among seven emphases within the program. These include Civic Advocacy, Digital Media, Interpersonal & Family Communication, Multimedia Journalism, Ogranizational Communication, Public Relations & Advertising, and Communication Teaching. The departments offers a wide variety of student organizations which support high impact practices and hand-on application of skills and knowledge developed in the program. These include Ogden Peak Communications, PRSSA, The Signpost, Studio 76, Wildcat One, WSU Debate Team, KWCR Wildcat Radio and others.

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

R411 Data Table					
Department or Unit--Communication					
	Year	Year	Year	Year	Year
	2015	2016	2017	2018	2019
Faculty					
Headcount	45	55	54		
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	7	7	6	6	6
Full-time Non-Tenured	13	14	15	7	9
Part-time	2	2	0	0	0
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	6	6	9	7	5
Part-time	15	26	24		
With Bachelor's Degrees					
Full-time Tenured	0	0	0		
Full-time Non-Tenured	0	0	0		
Part-time	2	1	1		
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	7	7	6		
Full-time Non-Tenured	19	20	24		
Part-time	19	29	25		
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	21.92	21.29	22.17	21.61	18.55
Teaching Assistants					
Part-time (May include TAs)	11.9	11.46	13.13	14.95	14.60
Total Faculty FTE	33.82	32.75	35.30	36.56	33.15

Number of Graduates					
Certificates					
Associate Degrees	1	6	7	9	13
Bachelor's Degrees	41	82	92	83	102
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	425	414	389	393	458
Total Department FTE*	637.78	627.83	621.38	660.48	698.18
Total Department SCH*	18,046	17,953	17,521	18,433	19,519
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	18.86	19.17	17.60	18.07	21.06
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	$1,526,861	$1,633,597	$1,873,403	$1,850,737	$1,848,959
Cost Per Student FTE	$2,538	$2,730	$3,208	$3,012	$2,842
Funding					
Appropriated Fund	1,519,144	1,623,816	1,839,796	1,793,957	1,839,507
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	7,717	9,781	33,607	56,780	9,452
Total	$1,526,861	$1,633,597	$1,873,403	$1,850,737	$1,848,959

Program Assessment:

Standard A: Mission Statement
Strengths:
- Well-defined and relevant mission statement. Encompasses critical ideas of inclusion, diversity, and equity while promoting high-levels of knowledge, proficiency, and talent in research and practice.

Potential areas of improvement:
- Dated technology, both productivity and production equipment.
- Good diversity of faculty, but diversity within the student population could be improved.

Recommendations:

- Funding to update hardware in faculty offices, labs, and media production facilities, as well as an on-site broadcast engineer for regular maintenance and repair of the various technologies used in the Department.
- Replace some of the many adjunct faculty needed with tenure-track faculty lines.
- Consider some form of outreach to improve the diversity of the students in the program.

Faculty response:
The faculty agree with the need of full-time faculty to teach General Education courses and a broadcast engineer. Between 50 and 75% of GE courses are taught by adjunct instructors, so additional faculty are critical. The Department is not likely to get the engineering position, but are grateful to have assistance from a college IT employee. Outreach into the local Latinx community may be done by faculty as part of the service requirement.

Action Plan:
- *Present an argument to the dean and provost for an additional instructor line to specialize in General Education*
- *Encourage interested faculty members to make outreach into the local Latinx community to recruit students as part of service.*

Dean response:
The Dean agrees with the Department that an increase in faculty service to Ogden's Latinx community would benefit student diversity. Additionally, a tenure-line specializing in the General Education curriculum offered by COMM is necessary due to a large number of adjunct instructors teaching those courses.

Standard B: Curriculum
Strengths:
- Broad and diverse curriculum, covering a broad range of emphases.
- The curriculum provides students with the skills needed to pursue careers in a wide variety of fields.
- The mix of theory and practice is evident in the curriculum which supports the department's mission, and provides a rich set of experiential learning opportunities.
- Emphasis on writing and other core skills that support lifelong learning
- Small class sizes that meet student needs
- Growth as well as evidence of thoughtful planning for growth
- Students are exposed to real world experiences via a mix of alumni and adjunct faculty.
- Courses are not 'owned' by a single faculty member which suggests a variety of instructors will teach each course

Potential Areas of Improvement:
- Potential for students to have the same instructor for many courses, thus limiting academic experience.
- Probably a good time to undergo a systemic assessment of the curriculum for currency.
- Course scheduling of required courses that may make it difficult for students to complete the program efficiently.

Recommendations:
- Consider incorporating mini-internships, or micro experiences to help students make informed career decisions.
- Replace the Visual Communication course for Ogranizational Communication students with something more relevant.
- Improve course scheduling to reduce conflicts between required courses. Ensure required courses are offered every semester.

- Continue to stay on top of industry needs and update course content as needed.

Faculty response:
The Department faculty are open to a discussion about 'mini-internships' or 'micro-experiences' and have already begun this discussion. While there is wide-spread agreement that the curriculum can always be updated (and constantly is), the faculty have different opinions about the content in various emphasis area. Many faculty members enjoy the opportunity to teach a wide variety of classes, but some believe that having too many preps can be a burden. Letting faculty regularly teach classes they are especially adept at is worth a discussion.

Action Plan:
- *Organize discussions with small groups of professional to update curriculum and determine the appropriate designation of required and elective courses before making changes.*
- *Discuss integrating 'micro-internships' and 'micro-experiences' into the curriculum.*
- *Discuss course rotation at an upcoming faculty meeting.*

Dean response:
The faculty are encouraged to design and deliver micro-internships. Student feedback indicates a desire for additional and diverse professionalizing experiences.

Standard C: Student Learning Outcomes and Assessment

Strengths:
- Communication students are assessed via their internship; internship supervisors are required to assess an intern's performance using a survey that includes many of the program's learning outcomes. Graduating students complete a Senior Seminar through which they create an ePortfolio and complete an exit survey.

Potential areas of Improvement:
- Though the program's graduation rate has improved since the last review, there is still room for improvement.
- Students should be better tracked after graduation.

Recommendations:
- If time and resources allow, a systematic method to track students after they graduate would be a nice addition to the department's effort to assess the outcome of each student's experience.

(Note: additional strengths and recommendations were made that were not relevant to this standard)

Faculty response:
The Department revised student learning outcomes during the program review process and works hard to ensure assessment data is collected from internship providers and graduating seniors. The next step the department will undertake is to get the Advisory Board and other professionals more involved in actively reviewing ePortfolios.

Action plan:
- *Continue working on assignments that connect to real-life experiences.*
- *Get professionals to review ePortfolios in Senior Seminar class.*
- *Work on improving graduation rate by exploring what resources are currently used on campus for retention.*
- *Continue fighting for resources for co-curricular organizations.*
- *Come up with a way to track students after graduating by working with the Alumni Center.*

Dean response:
The Dean agrees that the Department would benefit from an increase in tracking graduates after completion. The Dean also recommends that the Department invite alumni to work with and mentor current

students, enhancing their acquisition of industry skills.

Standard D: Academic Advising
Strengths:
- The department has a clearly defined advising strategy. All majors and minors are assigned to a faculty member based upon their area of emphasis or minor. All faculty have advising responsibilities.
- The department has a designated and dedicated internship coordinator who brings cohesiveness to the internship program.
- Advising is systematic and well-established. Faculty receive appropriate training and advising options are plentiful.

Potential Areas of Improvement:
- While having faculty advise students enhances the relationship between faculty and students, it is time consuming, especially around registration and graduation seasons.

Recommendations:
- Consider establishing a dedicated advisor for the department. A department advisor will help to take some of the advising load off faculty.
- Consider giving course release time to faculty for their advising duties, similar to what the internship coordinator receives.

Faculty response:
The Department faculty agree that it would be nice to have an academic advisor for majors and minors in the Department, but are not willing to give up a faculty position to get it. They also do not want to lose the ability to have a specialized advisor in each of the Department's seven emphasis areas. The Department faculty agree that the opportunity to receive release time on a rotating basis would be nice.
Action plan:
- *Work with Chair and Dean to determine whether a faculty member could earn a course release every three years or so as acknowledgement of time spent advising.*
- *Consider a dedicated advisor for the department if the funding becomes available.*

Dean response:
Maintaining the high level of advising excellence is time-consuming for faculty and the Dean supports the establishment of a dedicated department advisor position should funding allow.

Standard E: Faculty
Strengths:
- The faculty is of adequate size, but could use more tenure-track lines to replace the many adjunct positions.
- The faculty are collegial and cohesive. They express appreciation for one another's disciplinary expertise and its contribution to the student experience.
- The faculty are student-centric and care about the student experience. Students report that the faculty teach more than academics, they teach 'life skills'.
- The faculty is diverse, which helps in attracting diverse students.
- The faculty are productive in their research endeavors.
- The faculty are reviewed regularly, and there are clear tenure and promotion guidelines.
- New faculty are mentored by senior faculty. The Dean's Office also has an active role in mentoring new faculty.

Potential Areas of Improvement

- Too much rotation among faculty leads (for courses) leads to too many preps for faculty. This, along with advising and other responsibilities, take away from research and creative output.

Recommendations:
- Growth should be kept to a slow pace so that faculty cohesivenss is not fractured.
- Consider a deliberate rotaion to balance the number of new preps for faculty. Consider ways to prevent students from having the same instructor over and over.
- Be mindful of the racial diversity of the faculty when hiring opportunities come along.
- Research on the pedagogical aspects of the profession might be a way to enhance research production for the faculty.

Faculty response:
The Department faculty strongly agree that additional tenure-track lines in General Education areas are needed.

Action Plan:
- *Continue to encourage excellence in teaching and student success.*
- *Make argument for additional tenure-track lines in General Education specialty areas*
- *Have a faculty discussion about how to improve course rotation and decrease course preps and repetition for students.*
- *Do research on pedagogy to combine teaching and research expectations.*

Dean response:
The Dean supports the faculty action plan, to focus on the research of pedagogy in order to combine teaching and research expectations, as a path forward and recommends this be articulated in the department's tenure document.

Standard F: Support

Strengths:
- Support staff for the Department of Communication is adequate. The staff are regularly reviewed via WSU's Performance Review and Enrichment Program (PREP).
- The Dean's Office has been supportive and responsive to the needs of the Department. The Provost's Office is also supportive by providing additional instructional wage monies to help meet the increase in enrollment.
- There is good support for faculty to travel for research presentations.
- Elizabeth Hall is modern, well-designed, and comfortable for faculty and staff. It also provides a very good space for student learning. Most of the co-curricular organizations have adequate facilities (currently renovating space fot he Ogden Peak Communication/PRSSA).

Potential Areas of Improvement
- The addition of one more part-time adminstrative staff position to help with advising, recruitment, and other tasks would help to better serve students, faculty, and community.
- Consider increasing the modest course fees charged to a number of courses in order to keep in step with the rising cost of digital and other electronic equipment. Allow the department to accumulate these fees over several years and stop pressuring the department to spend these monies annually.
- Scholarships for students are limited; more privately funded scholarships would support and attract more out-of-state students.
- Support staff feel under-valued and would like to be more 'in-the-loop' about what is going on in the department.
- The department is somewhat challenged by space and by being spread in three different buildings on campus.

- Funding for set design and building for the digital media, film, and multimedia journalism students is inadequate.

Recommendations

- Hire a part-time (20-hours per week) office administrative staff person.
- Make scholarships available for out-of-state students, perhaps through private scholarships. Partner with local industry to create more scholarships.
- The university should allow the Department to accumulate monies collected from differential course technology fees for several years.
- Make administrative staff feel more empowered and valued for their expertise. Keep this important part of the department in the loop.
- Better technology support is necessary including upgrades to faculty office and student computer labs. The Department also needs a dedicated broadcast engineering position – someone who can maintain and fix equipment and serve as an expert on technology and software needs of the Department.

Faculty response:

The faculty realize the incredible impact of the two extraordinary administrative assistants who basically whold the department together. Going forward the Admins will be more involved in decisions and be given responsbilities commensurate to their capabilities. The Department would like to go on record that it would be nice if the College of Arts & Humanities, and especially the Communications Department, to have all the space on the third floor of Elizabeth Hall. Finally, the faculty acknowledge the lack of scholarship support and requests assistance from Development and the Dean's office in this regard.

Action plan:

- *Empower administrative staff, give them more important tasks, and loop them into more administrative decisions.*
- *Evaluate administrative staff using the PREP system.*
- *Ask staff to take the lead on updating the showcase cabinet on the main floor of Elizabeth Hall.*
- *Continue working with Development and the Dean's Office to secure scholarships.*
- *Work with the University to try to secure out-of-state scholarships for co-curricular students.*
- *Follow through on renovation of identified spaces.*
- *Make an argument for space on third floor of Elizabeth Hall.*
- *Seek avenues of funding for set design and technology needed by the digital media/film and multimedia journalism students.*
- *Explore the possibility of additional staff such as a part-time staff for recruiting and marketing, and a broadcast engineer.*

Dean response:

The Dean acknowledges space and staff issues.

Standard G: Relationships with External Communities

Strengths:

- Formal external relationships exist and the internship program is a key aspect of these relationships. The Department has several co-curriculars that engage the surrounding community.
- The Deaprtment is involved with area high schools via the Concurrent Enrollment Program.
- There is a strong element of service; service learning and community advocacy are important elements of the Department's programs.
- The Department has an advisory board, made up of alumni who have gone on to have successful careers.

Potential Areas of Improvement:

- More private scholarships might be garnered if the Department engages local industry more.
- Keeping in contact with alumni is a challenge; the Department does not have the personnel to successfully accomplish this task.

Recommendations:
- Talk with corporate leaders in the community. Begin discuission of possible avenues of giving to support more student scholarships. Local television and radio stations might also be tapped to donate older, but useable broadcast equipment.

Faculty response:
The Department desparately needs support to turn external relationships into scholarships or donations and better tracking of alumni.

Action plan:
- *Work with Development and Dean's Office to secure scholarships or donations from external partners and alums.*
- *Contact the Alumni Office and get ideas for techniques to use to track alumni; ask other departments on campus for strategies as well.*

Dean response:
The Department is encouraged to work with the Development Office and the Dean's Office to secure scholarships and/or donations from established external partners and alumni.

Standard H: Results of previous reviews
Strengths:
- Since the last review, the Department has hired four additional faculty, graduated many more students, updated facilities, published many articles, won many awards, and placed many graduates in communication-related jobs.
- The curriculum grid has been reworked, as well as the learning objectives on all classes.
- The Dean regards the Department as a 'strong department' with 'strong outcomes' and 'strong leadership'. The Department Chair, Sheree Josephson, is an internationally recognized scholar and role model for faculty, staff, and students.
- There is a distinct enthusiasm for the department from the students.

Potential Areas of Improvement:
- More faculty lines are needed. Almost every section fo the General Education classes are taught by adjunct faculty.
- Students would like to see more updated course material and technology for the contemporary communication and media environment.

Recommendations:
- Consider the potential of out-of-state waivers for students coming from other states and countries.
- Explore a global/international communication concentration.

Faculty response:
Thank you!

Institution's Response:

Faculty and Dean response: both Dean and faculty responses to recommendations are embedded with the recommendations above. In addition, the Dean shared the following:

To conclude, the Department of Communication is committed to the success of their students. This commitment is evidenced by the dedication of the chair, faculty, and staff who wholly commit their time to proivde innovative education to Communication students, supporting them to excel in a complex world and providing them the ability to graduate in a timely manner.

Amanda Sowerby, Associate/Interim Dean
Lindquist College of Arts and Humanities

Institutional Program Review Committee Response

Date: September 17, 2020
Present: Ravi Krovi, Provost; Eric Amsel, Associate Provost; Tim Herzog, Faculty Senate Chair; Casey Nevcille, Faculty Senate Vice-Chair; Program Review Committee – Sheryl Ruston, Hugo Valle, Marjukka Ollilainen, Wendy FoxKirk, Ed Hahn, Barb Wachocki, Christy Call
Gail Niklason, Office of Institutional Effectiveness

Guests: Sheree Josephson, Chair, Department of Communication; Amanda Sowerby, interim Dean, College of Arts & Humanities; Sarah Steimel, Director, Master of Public Communication

As part of the program review process, the Program Review Committee makes a recommendation to the Provost based upon a review of all program review materials and the discussion with the chair and dean. The Program Review Committee's goal is to help programs move to an optimal review cycle.

The Committee recommends the Provost accept the program faculty's response to the site visit recommendations and asks that you return for your next formal review in 7 years, during the 26/27 academic year.

The program is commended for its growth in enrollment over recent years as well as the diversity of its faculty. The Program Review Committee suggests that the department identify strategies to increase the diversity of the students in the program and ask that you report your plan and progress in the next strategic planning report.

The Provost concurred with these recommendations.

AA-Program Review- COMM

Final Audit Report   2020-10-06

Created:	2020-10-06
By:	Aubrey Lord (aubreylord@weber.edu)
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Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Earth & Environmental Sciences*
School or Division or Location: *College of Science*
Department(s) or Area(s) Location: *Department of Earth & Environmental Sciences*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		**ITEM**
4.4	☐	Programs with Specialized Accreditation
5.1	☐	Seven-Year Program Review
5.2	☒	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.

Ravindra Krovi
Ravindra Krovi (Oct 5, 2020 19:16 MDT)

Signature   **Date:** *10/05/2020*

Printed Name: *Ravindra Krovi, Provost*

Reviewers:

- External Reviewer(s):
  - ○ Lisa Collins, Professor, Department of Earth Science, Santa Monica College, Santa Monica, California
  - ○ Wing Cheung, Professor, Department of Earth, Space, and Environmental Sciences, Palomar College, San Marcos, California
  - ○ Michael Bunds, Professor, Departmen tof Earth Science, Utah Valley University, Orem, UT
- Internal Reviewer:
  - ○ Sue Harley, Professor and Chair, Department of Botany, Weber State University

Program Description:

The Department of Earth and Environmental Sciences is one of seven departments within the College of Science (CoS) at Weber State University. It provides undergraduate education in geology, hydrology, environmental science, and geospatial technologies (remote sensing and geographic information science) for students wishing to complete the following degrees: Bachelor of Science in geology; Bachelor of Arts in geology; Bachelor of Science in applied environmental geoscience; and Bachelor of Science in Earth science teaching. The department supports other degree programs on campus by providing minor programs of study in geology, Earth science teaching, and geospatial studies, as well as geoscience emphasis areas for students pursuing a Bachelor of Integrated Studies (BIS). An institutional certificate of proficiency in geospatial analysis is also offered. The department also provides service courses for other majors and minors, including the Bachelor of Science in botany (Botany Department, College of Science), Bachelor of Science in zoology (Zoology Department, College of Science), Bachelor of Science in geography (Geography Department, College of Social and Behavioral Sciences), Environmental Studies Minor (interdisciplinary), and the Urban and Regional Planning Emphasis (College of Social and Behavioral Sciences). EES also offers an introductory Earth science course (GEO 1350 PS) designed for Elementary Education majors (College of Education). Lastly, the Department of Earth and Environmental Sciences supports the broader mission of the University by providing physical-science (PS) general-education courses for all students and by engaging the local community through Earth science-related-outreach activities and responses to public inquiries. Appendix G provides a brief history of the Department.

Unique features of the department's programs include the integration of a traditional geoscience curriculum with course work in the growing field of geospatial technologies at the undergraduate level, an emphasis on field-based learning, robust support for undergraduate research, well equipped analytical labs, and a cost-effective summer field camp for geology majors.

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

R411 Data Table					
Department or Unit--					
	Year	Year	Year	Year	Year
	2015	2016	2017	2018	2019
Faculty					
Headcount	9	9	11	11	14
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	4	4	5
Full-time Non-Tenured (incl tenure track)	0	0	2	2	4
Part-time	1	1	1	1	1
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	1	1	0	0	0
Part-time	2	2	4	4	4
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Other					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Total Headcount Faculty	9	9	11	11	14
Full-time Tenured	5	5	4	4	5
Full-time Non-Tenured	1	1	2	2	4
Part-time	3	3	5	5	5
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	6.08	6.27	5.85	6.03	5.52
Teaching Assistants					
Part-time (May include TAs)	2.13	2.35	2.42	2.09	2.44
Total Faculty FTE	8.21	8.62	8.27	8.12	7.96
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	18	19	17	12	13
Master's Degrees					

Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	95	107	104	104	110
Total Department FTE*	191.0	209.9	195.1	194.1	213.0
Total Department SCH*	5,729	6,297	5,854	5,824	6,390
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	23.26	24.35	23.60	23.91	26.76
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	$669,341	$662,519	$904,035	$734,646	$831,226
Cost Per Student FTE	$3,305	$3,156	$4,633	$3,784	$3,902
Funding					
Appropriated Fund	$664,757	$642,374	$898,424	$729,873	$823,739
Other:					
Special Legislative Appropriation					
Grants of Contracts		$10,654	$3,570		
Special Fees/Differential Tuition	$4,584	$9,491	$2,041	$4,773	$7,487
Total	$669,341	$662,519	$904,035	$734,646	$831,226

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

Standard A: Mission Statement
Strengths:
- Program outcomes are well defined
- There is a strong emphasis on hands-on and experiential learning achieved through high impact educational experiences (HIEEs) such as field trips, course-based research experiences, and a robust undergraduate research program
- High impact practices clearly align with the University's mission to "provide excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom"

Areas for improvement:
- It is unclear how program learning outcomes (PLOs)are being assessed
- Junior faculty are showing signs of burnout due to high teaching load and high expectations to conduct and produce research with students

Recommendations:
- The program should have a unified way to assess program learning outcomes; it is recommended that all PLOs be assessed twice within the curriculum.
- The review team recommends that the Department develop a comprehensive assessment of the impact of undergraduate research experiences; the current lack of assessment is a lost opportunity.
- The review team recommends that the Department review their mission statement as it may be to ambitious given the required teaching load of the faculty.

- The Department Chair may want to review the University's and the College's faculty evaluation policies with junior faculty to ensure there is a common understanding of expectations.
Faculty response: the faculty revised the mission statement to read: To be a (replacing the) premier undergraduate Earth and environmental science program in Utah and the Intermountain West, focusing on student success, access, community engagement, and the training of the next generation of geoscientists, environmental scientists, geospatial professionals, and Earth science educators.
Dean's response: the Dean agrees with the Department's response to assessment of HIEEs and supports expanding this recommendation to all consistent HIEE experiences. Assessments of HIEEs should be occurring regularly and with some standardization across the college and the university. Data-driven documentation of the positive impact of HIEEs on recruitment, retention, and time to graduation would justify the additional costs that these practices demand.

Standard B: Curriculum
Strengths:
- The EES Department curriculum for majors is robust and teaches the students the skills needed to succeed in their careers.
- WSU students are successful in passing the Fundamentals of Geology exam.
- The EES faculty will be key participant in offering courses, advising, and facilitating HIEEs for the newly passed interdisciplinary Environmental Science degree.
- A curriculum initiative that included a requirement for all Geology and Applied Environmental Geoscience majors to complete a course that requires course-based undergraduate research was adopted.
- The Department Chair and faculty have been active participants in GE course revitalization and were early adopters of the "Big Question" and "Signature Assignment" components of the GE courses.

Areas for Improvement:
- Students expressed a need for calculus in the curriculum, largely in support of attending graduate school. At the same time the Advisory Board maintained that it is important to keep a degree option that does not require calculus.
- Students reported challenges with the sequencing and timing of required courses. Major courses have time conflicts with required support classes in Chemistry and Physics.

Recommendations:
- The review team recommends the department explore adding calculus to the BS degree for students targeting graduate school, and keep the BA degree as a non-calculus option for workforce-oriented students.
Faculty response: the faculty feel that adding the first semester of calculus (Math 1210) to the requirements fo the BS I geology would be detrimental to recruiting students to the major, given the large number of WSU students who must begin ther mathematics preparation with developmental courses.The Department will continue to use robust advising to encourage students to push themselves beyond the basic math requirements of the degree, particularly if students aspire to graduate school.
- Continue work on developing the Associates of Applied Science in physical science (in conjunction with other departments in the College of Science). Also consider exploring the feasibility of developing a Certificate or an Associate Degree in Geotechnical Careers.
Faculty response: Preliminary cross-departmental discussions were completed during Fall 2019, and will be continued when conditions and priorities permit. Difference in the required supporting

mathematics courses make it difficult for the three departments to collaborate on an associate degree.

- Explore a curriculum track within the existing BA/BS fro students interested in industry, which would include classes in soils, geotechnical tests, and engineering technology.
  Faculty response: students can use electives to complete a concentration in applied geoscience. The development of a certificate in applied geosciences is intriguing and will be considered along with other possible certificates that would develop specific workforce skills.
- Consider informing students that they can complete some of their course requirements (chemistry, math, physics) at neighboring institutions such as Salt Lake Community College in order to remain on track for graduation.
  Faculty response: students will continue to be advised to complete their required support courses early in the degree program and will be advised of the options available to do so.
- HIEEs are very successful at teaching and engaging students, but come at a high cost to faculty, especially when there is no additional staff or institutional support for the time and money they require. The review team recommends that the EES Department and the University measure the time and effort required for the HIEEs that faculty are adopting.
- It is recommended that the Department and the broader University to reexamine the Signature Assignments for the GE classes. The standardized rubric developed for assessment of signature assignments heavily favors an essay assignment. These contribute to faculty burnout and it is not entirely clear how these assignments are positively impacting student learning.
  Faculty response: while this issue is not actionable at the Department level, individual faculty are encouraged to discuss concerns about the Big Question and Signature Assignment issues with the College of Science representative on the General Education Improvement and Assessment Committee.
  Dean's response: the Dean concurs with the review team recommendation of adding calculus to the required curriculum, for the following reasons: 1) This seems to be a natural and rational separation of the BS and BA degrees. 2) An EES BS degree which requires calculus may allow the interdisciplinary Associates of Applied Science (AAS) degree to move forward. The Dean also concurs with the recommendation to create an AAS degree with the Physics and Chemistry Departments. This degree could be a game-changer in terms of recruitment, enrollment and retention of students in the physical sciences, as well as first-generation and under-represented minority students. The Dean shares the Department's interest in developing a certificate or associate degree in geotechnical careers. The Dean is also supportive of continuing discussions around Signature Assignments.

Standard C: Student Learning Outcomes and Assessment
Strengths:
- The Department is commended for their effort in revising learning outcomes for the program and creating a new curriculum map demonstrating alignment to the revised outcomes. The Department supports assessment of student learning in a variety of ways; participation in biennial assessment reporting, monitoring of pass rates on a licensing exam, as well as student exit interviews and assessment of General Education.

Areas for Improvement:
- Depending upon a student's program of study, they may or may not be assessed on all program level outcomes.
- There is no indication of how learning outcomes are assessed.
- The Department might consider consistency of assessment across program areas.

- The Department is seeking a tool to assess HIEEs.

Recommendations:
- Develop or adopt a tool to assess HIEEs.
- Develop a means of tracking student participation in the various forms of undergraduate research
  Faculty response: Several members of the review team shared assessment instruments that their institutions are using for high-impact educational experiences. We will evaluate them during Fall semester 2020, with the goal of having a fully developed documentation and assessment plan in place by January 2021.
- Review the current assessment grid and make appropriate adjustments to ensure sufficient and comprehensive data on learning are gathered.
  Faculty response: The current assessment plan and curriculum grid is used for all of our degrees: Geology; Applied Environmental Geoscience; and Earth Science Teaching. The curricular changes that took effect in Fall 2019 may warrant a separate curriculum grid for each degree. We will study this issue during Fall semester 2020 with the goal of having a revised curriculum grid(s) in place by January 2021.
- Encourage university-level discussion of Big Questions and Signature Assignments.
  see above (curriculum)
  Dean's response: the Dean concurs with the recommendations to develop an assessment instrument for HIEEs, to identify how learning outcomes are assessed, and to ensure that assessment of learning outcomes is consistent across the degree programs. This department and others across the college are interested in measuring impact of student participation in undergraduate research on grad school attendance.

Standard D: Academic Advising

Strengths:
- Advising has moved from a decentralized to a centralized system for formal advising that provides students with consistent messaging.
- Department advising is proactice and includes a weekly newsletter to keep students up to date on events and opportunities. A yearly Town Hall delivers critical information and advising to freshmen and sophomores collectively.
- Informal advising is robust and students expressed appreciation for faculty willingness to provide advice on careers, internships, and projects.

Areas for Improvement:
- The Department might consider providing reassigned time to the one faculty on whom advising will be centered.

Recommendations:
- As the Department moves to an even more centralized approach to advising, they are advised to keep an eye on student and faculty feedback and adjust the system if necessary.
- Devise a plan to bring junior faculty into the formal aspects of advising in the future.
  Faculty response: interpreting this recommendation as a concern about the plan, the plan has been modified such that: (i.) the department chair will provide initial advising for all majors and advise the Applied Environmental Geoscience majors; (ii.) another senior faculty member will advise the Geology, Earth Science Teaching, and Environmental Science (new interdisciplinary degree) majors; and (iii.) a third senior faculty member will advise students enrolled in the Geospatial Studies minor and the Geospatial Analysis Certificate. We will incrementally bring the department's junior faculty into formal advising roles.
  Dean's response: the Dean appreciates the flexibility the Department has shown in the immediate

recognition, discussion, and response to the concern raised by the review team.

Standard E: Faculty
Strengths:
- The faculty are extremely dedicated to their educational mission.
- Th Department's current level of external funding is outstanding.
- Efforts to improve their programs through better assessment, curriculum, and pedagogy are commendable.
- Gender diversity of the faculty may be positively affecting diversity of program majors.

Areas for Improvement:
- Current productivity levels may be difficult to maintain; this is of particular concern for new faculty.
- The set up, management, and maintenance of new laboratory and computing facilities requires significant time investment by faculty.
- While assessment of regular faculty is robust, review of adjuncts is not as strong.

Recommendations:
- Current initiatives to modify faculty workload should be pushed forward.
- Continue to improve support for junior faculty and clearly communicate evaluation guidelines, in particular expectations for successfully obtaining tenure.
  Faculty response: the College of Science has been proactive with respect to discussing workload concerns and mentoring junior faculty. The Dean has designated a liaison for tenure-track faculty and this person facilitates open and frank conversations between the junior faculty and administration about expectations and concerns.
- Seek better assessment of and offer teaching feedback to adjunct faculty.
  Faculty response: the faculty are aware of this issue. The Department has a number of highly qualifie and long-serving adjunct instructors. They will continue to be invited to a department-wide meeting at the beginning of the academic year. The Department Chair may be able to hold Zoom conferences with each adjunct to review student evaluations. Classroom visits will be planned as time permits.
  Dean's rsponse: the Dean concurs with the faculty responses to these recommendations.

Standard F: Support
Strengths:
- The administrative specialist and the lab manager are an integral part of the EES Department.

Areas for Improment:
- The administrative specialist's 0.75 FTE level will become insufficient as the diversity and volume of the workload increase.
- The limited resources and time allocated to the Lab Manager position are insufficient to fulfill the department's instructional and lab maintenance needs simultaneously.
- The lack of access to specialized equipment is potentially a missed opportunity and can hinder advancement in student and faculty research.
- The Department's operating budget has not increased for several years despite the recent addition of majors, faculty hires, incorporation of HIEEs, and inflation.

Recommendations:
- Administrative and material support allocated to the Department should keep pace with the growth in the many initiatives being pursued.
- Consider funding some student positions to support the Administrative Specialist and the Lab Manager.

Faculty response: this is being done to some extent. The Administrative Specialist has access to the services of a pooled/rotating group of 'admin assistants' supported by the Dean's office. The Department is looking to hire several student teaching/lab assistants for Fall 2020.

- The College and Departments should hire a dedicated college-wide instrument specialist responsible not only for maintaining, but also training and assisting students and faculty in the use of the equipment.
- Work with other Science departments and colleges to explore the feasibility of other interdisciplinary support personnel to support the program.
   Faculty response: the Department strongly agrees with this recommendation. At a college meeting in May 2020, it was agreed that this college-wide position would be the top priority, with respect to new positions, for the college.
- The Department is encouraged to seek an increase in their operational budget to offset increased costs.
   Faculty response: this is a persistent and ongoing issue. The Department does a remarkable job with a very modest annual budget that partially meets program needs. While course feeds is one way to cover additional costs associated with HIEEs, the Department has been reluctant to impose them out of concern for students' financial limitations. The Department will continue to advocate for the resources necessary to support the goals of engaging students in HIEEs and having productive scholars sharing disciplinary research and collaborating with colleagues at the regional and national levels.
   Dean's response: the Dean concurs that departmental budgets need a long overdue increase. The Dean is supportive of the Department's – and College's prioritization of a dedicated instrument specialist; this became the College's #1 staff-line need.

Standard G: Relationships with External Communities
Strengths:
- The Department has an active advisory council that meets twice a year.
- The council provides feedback on the quality of graduates, offers recommendations regarding proposed curriculum and program changes, offers career advice to students and supports students' professional networking opportunities.

Areas for Improvement:
- Develop ways for internship supervisors to provide quantitative feedback on the quality fo the Department's students.

Recommendations:
- Develop a systematic polan for HIEEs such as internships.
- Consider additional opportunitites for students to interact with employers through events such as the planned Earth Science Career Day.
   Faculty response: in Spring 2020 the department offere a new course titled "Geoscience and Society Seminar". Students met with 12 different professionals from the Intermountain regions, each representing a different aspect of applied Earth science work. Additional ideas have been generated by the faculty including bringing in representatives from local/regional graduate programs.
   Dean's response: the Dean is supportive of these recommendations and the faculty responses which are addressed elsewhere in this report.

Standard H: Results of previous reviews
Strengths:

- The Department has responded well to the ten recommendations for improvement made at the previous program review.

Areas for Improvement:
- Despite being an outstanding department and making many substantive improvements in recent years, the review committee noted that some faculty still struggle with workload demands. The highly productive faculty would benefit from additional support in the way of reassigned time and assistance with laboratories, computing facilities, and analytical equipment.
- The ability of majors to complete math, chemistry, and physics requirements in a timely fashion is an ongoing problem that deserves continued attention by both the Department and the College.

Recommendations:
- It is recommended that the Department hire an instrumentation specialist, perhaps in collaboaration with other departments in the College or with other Colleges at WSU.
  addressed above+
- Alternatively, consider restructuring the lab manager's workload to allow more time for laboratory support.
- Pursue modification of the credit-hour-equivalent calculator so that it more accurately reflects the time the faculty spend teaching and implementing high-impact practices.
  Faculty response: it must be recognized that these important impact strategies require faculty to spend more time in developing, teaching, assessing, and/or mentoring a HIEE course compared to a non-HIEE course. The university's present model of calculating and assigning faculty workload simply does not reflect this reality. The Department will continue to work with the Dean and faculty colleagues across campus to address this issue.
- Continue to seek options to help students complete math, physics, and chemistry requirements quickly.
  addressed above

Institution's Response: Responses to review committee findings and recommendations.

Department/Faculty Response: for ease of reading, faculty responses are included with recommendations above.

Dean Response: for ease of reading, the Dean's responses are included with the standards above. The Dean also included:

I would like to thank the program evaluation team (Dr. Sue Harley, Dr. Lisa Collins, Dr. Wing Cheung, and Dr. Michael Bunds) for their critical assessment of the College of Science (COS), Department of Earth and Environmental Sciences (EES) at Weber State University. I would also like to recognize Dr. Rick Ford (Department Chair) and the faculty members in EES for their comprehensive self-study and their thoughtful response to the review team's detailed report.

Dr. Andrea L. Easter-Pilcher
Dean, College of Science

Institutional Program Review Committee Response

Date: September 24, 2020
Present: Ravi Krovi, Provost; Eric Amsel, Associate Provost; Tim Herzog, Faculty Senate Chair; Casey

Nevcille, Faculty Senate Vice-Chair; Program Review Committee – Barb Wachocki, Christy Call, Wendy Fox-Kirk, Sheryl Rushton, Ed Hahn, Hugo Valle, Marjukka Ollilainen
Gail Niklason, Office of Institutional Effectiveness

Guests: Marek Matyjasik, Chair, Department of Earth and Environmental Sciences; Andrea Easter-Pilcher, Dean, College of Science

As part of the program review process, the Program Review Committee makes a recommendation to the Provost based upon a review of all program review materials and the discussion with the chair and dean. The Program Review Committee's goal is to help programs move to an optimal review cycle.

Given this, the Committee recommends the Provost accept the Earth & Environmental Science program faculty's response to the site visit recommendations and asks that the program conduct the next formal review in 7 years, during the 26/27 academic year.

The Committee had many commendations for the program. The department is lauded for supporting high levels of student engagement, for the total overhaul of the curriculum, as well as work with the national organization and a general culture of innovative thinking.

The Program Review Committee does recommend that expectations of junior faculty be made very clear and suggests that consideration and reflection be made around the department's culture, ensuring that overwork and the potential for burn-out are not encouraged. It is anticipated that the need for an instrument specialist supporting the program and the entire college will be addressed in the upcoming strategic planning reports.

The Provost concurred with these recommendations.

AA-Program Review- EES

Final Audit Report   2020-10-06

Created:	2020-10-06
By:	Aubrey Lord (aubreylord@weber.edu)
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"AA-Program Review- EES" History

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Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Foreign Languages*
School or Division or Location: *Lindquist College of Arts & Humanities*
Department(s) or Area(s) Location: *Department of Foreign Language*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	☐	Programs with Specialized Accreditation
5.1	☐	Seven-Year Program Review
5.2	☒	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.

Ravindra Krovi
Ravindra Krovi (Oct 5, 2020 19:16 MDT)

Signature   **Date:** *10/05/2020*

Printed Name: *Ravindra Krovi, Provost*

Five-Year Program Review
Weber State University
Department of Foreign Language
02/26/2020

<u>**Reviewers**</u>:
- External Reviewer:
    - Dr. Ray Clifford, Director of Language Programs, Brigham Young University, Provo, UT
- Internal Reviewer(s):
    - Dr. Sally Shigley, Professor of English, Weber State University
    - Dr. Jeff Steagall, Professor of Economics, Weber State University

<u>**Program Description**</u>:

The Department of Foreign Languages is housed in the Telitha E. Lindquist College of Arts and Humanities and its primary objectives are to prepare students to function effectively in a foreign language and to provide students with opportunities that satisfy their desire for academic excellence, while establishing career pathways related to their study of languages and cultures.

In order to achieve these objectives, the department offers Certificates of Proficiency in ASL, Chinese, French, German, Japanese, and Spanish; Associate of Arts degrees in ASL, Chinese, French, German, Japanese, Spanish, and Localization; and Bachelor of Arts degrees in French, German, Spanish, and Spanish Translation. Students can also minor in French, German, Japanese, Localization, Spanish, and interdisciplinary fields such European Studies and Latin American Studies. The coursework that makes up these degrees is varied and proficiency–based, meaning that all courses in the Department of Foreign Languages have as one of their objectives the development of proficiency in the target language. Exceptions apply to certain courses in the Localization, European Studies, and Latin American Studies programs.

The courses are taught by a diverse and well–qualified faculty—11 full–time and 15 to 20 part–time. Eight faculty members are tenured or tenure–track, two fewer than at the time of our last review, in 2014. We currently have one faculty member who runs all the major, minor, and AA programs in German. The department regularly assesses its graduating seniors using five Student Learning Outcomes, and, since our last review, it has also begun a regular assessment of its general education courses, FL 2020 HU and FL 2600 HU.

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

R411 Data Table					
Department or Unit—Foreign Languages					
	Year	Year	Year	Year	Year
	2015	2016	2017	2018	2019
Faculty					
Headcount	19	19	25	30	33
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	7	7	6	7	6
Full-time Non-Tenured (tenure-track)	4	4	5	4	3
Part-time*	2	2	2	2	3
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	1	2	2
Part-time*	5	5	9	12	16
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time*	1	1	2	3	3
Other					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
*does not include part-time who have left WSU					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	11.21	10.6	13.11	11.56	
Teaching Assistants					
Part-time (May include TAs)	7.45	7.26	7.95	7.1	
Total Faculty FTE	18.66	17.86	21.06	18.66	
Number of Graduates					
Certificates					
Associate Degrees	24	40	83	79	60
Bachelor's Degrees	45	37	40	35	35

Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors (BA/other**)	135(75)	117(80)	122(118)	109(100)	93(98)
Total Department FTE*	305.0	358.1	393.4	409.4	456.3
Total Department SCH*	9,150	10,742	11,803	12,282	13,689
*Per Department Designator Prefix					
** other includes 2nd/3rd majors and assoc-only students					
Student FTE per Total Faculty FTE	16.35	20.05	18.68	21.94	
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	$1,088,731	$1,161,458	$1,214,584	$1,189,831	$1,085,381
Cost Per Student FTE	$3,750	$3,244	$3,087	$2,906	$2,379
Funding					
Appropriated Fund	1,088,731	1,124,732	1,213,869	1,188,981	1,085,149
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	0	36,726	715	850	232
Total	$1,088,731	$1,161,458	$1,214,584	$1,189,831	$1,085,381

Program Assessment:

Standard A: Mission Statement
Strengths:
- The Bridge Program for Advanced Language Learning, along with the DLI and concurrent enrollment work are vigorous and popular programs. This kind of innovation and outreach is consanant with the department's goals for growth.

Challenges:
- Enrollment is the Department's main challenge; Department faculty understand this and exhibit a willingess to work hard to achieve growth.

Recommendations:
- The Department is encouraged to mend the mission statement to identify explicitly the kinds of scholarship that the departments excels in and values, and how that scholarship supports the mission within the context of WSU's mission as a teaching university.
- The Department is encouraged to implement a long-range strategic plan listing goals, metrics, thresholds for success, timelines, required resources, and responsible parties for accomplishing the goals.
- The Department website is outdated and could be better organized. It is recommended that the Department work closely with the College of Arts & Humanities marketing director and the dean to prioritize rennovation of the site.

Faculty response:
The faculty agree that scholarship is not mentioned in the current version of the mission statement and that there is room for improvement.
The faculty also agree that a strategic plan is necessary to identify the department's strengths and inform the Department's priorities and goals.
Action plan:
By the end of AY21, the Department will revise the mission statement so that is specifically addresses 1) the types of degrees offered and 2) the SoTL (Scholarship of Teaching and Learning) which is the kind of scholarship that the department excels in and values.
The current strategic plan will be revisited to ensure that it contains goals, metrics and thresholds for success, a reasonable timeline, required resources, and responsible parties for accomplishing the goals. The plan will address the challenges identified by the review team such as enrollments, study abroad, and small program support (Chinese, French, German, and Japanese).
Dean's response:
There has been a trend upward of late due to improved recruitment and retention efforts, curricular updates with a career focus, improved internship possibilities and, in general, heightened focus on strategic planning around enrollment.The department is on an upward swing overall and positioned to grow in the future once the university gets past the current Covid-19 uncertainties. The new Senior International Officer, Yimin Wang, has found good, low-cost solutions for Mandarin instructors. Given that the pipelines of dual-language immersion (DLI) students in Mandarin, Spanish, and French who will be arriving to campuses soon, enrollment should pick up, especially if the program designs interdisciplinary career paths with other colleges.
Current strategic plans were generated quickly, two years agop, in response to a provost's initiative. The Department now has a better sense of the direction it wants to go and the resources needed to achieve the strategic goals. It is perhaps a good time to add KPIs and think more carefully about a strategic deployment of existing resources to reach those indicators. One of the key challenges going forward is to figure out if the department wants to keep all of the language offerings or to allocate resources to key growth areas.

Standard B: Curriculum
Strengths:
- Faculty respect each others' work and support creativity and flexibility in curriculum design.
- Faculty and students appreciate the flexibility to offer new electives that match student and faculty interest.
- Curriculum is designed to make the language learnining experience relevant and successful for students during their studies and after they leave the university. Efforts to provide students with credentials at various levels allow them to demonstrate competency in the job market.
- Students appreciate the inclusivity of all regional variants or accents within the Spanish program.

Challenges:
- Some frustration with the Mandarin program was expressed. Issues around faculty turnover, lack of articulation between classes, and lack of knowledge of student proficiency were indicated.

Recommendations
- Think carefully about the role that Mandarin migh play as the department grows. Consider it in conjunction with possible minors or certificates that would be attractive to the Goddard School of Business and the wider Northern Utah community.
- Study Abroad is stated as a major department initiative, but study abroad numbers seem relatively low. The Department is encourage to specify goals, metrics/thresholds, timelines, financial resources required and responsible persons in the strategic plan to maximize the impact of its study abroad programs.

Faculty response:
The Department faculty agree that even though study abroad is an important department initiative, the numbers seem relatively low. This is an important high-impact practice, that can be a competitive recruiting tool. Financial support is a challenge as typical Department Study Abroad scholarships, in the range of $500 - $1000, are not enough for WSU students to defray the cost of Study Abroad programs.
Action Plan:
The Department will study best practices and successful strategies for increasing study abroad participation and will make a conscious effort to strengthen ties with the Office of Study Abroad as well as to establish collaborations with other WSU departments to integrate our discipline into their international programs. Study Abroad will be one of the priorities in the Department Strategic Plan and the Department will focus on increasing accessibility, increasing scholarships, pursuing more flexible funding, and combating misperceptions about Study Abroad (too expensive, not for me, etc.).
Dean's response:
Study abroad is a challenge at Weber State due to cost and the inability of many students to leave their families and jobs. Given the value of study abroad as a transformative experience not only for language learning but global competency, it would be worthwhile to devote time to thinking through fundraising or other creative solutions to this challenge.

Standard C: Student Learning Outcomes and Assessment
Strengths:
- The Department should be lauded for the success in achieving thresholds of the learning outcome 1-3: speaking and listening proficiency, writing ability, and writing in different styles.

Challenges:
- None indicated

Recommendations:

- Learning outcomes 4 and 5 - literary/cultural analysis and cultural awareness – show lower assessment scores. The Department is encouraged to develop a rubric that allows faculty and students to see what constitutes an appropriate artifact for these learning outcomes. Faculty should be trained on how to ensure their students know how to select appropriate artifacts of each type. In addition, the faculty might investigate using WSU's new Portfolium platform to help students collect artifacts as they produce them, rather than having to find them in their files during their final terms at WSU.

Faculty response:
Agree.
Action plan:
The current rubric will be modified to allow faculty and students to understand what constitutes an appropriate artifact in support of these learning outcomes. Department guidelines will be developed to train faculty on how to ensure their students know how to select appropriate artifacts of each type. Additionally, the Department Assessment Committee will be tasked to work on the development of an ePortfolio with the purpose of having students use it throughout their academic career to ensure they collect artifacts as they produce them.
Dean's response:
This challenge was adequately responded to by the Department. This is an area that needs constant attention and revision as the program faculty close the loop on student learning and reflect on missing elements in the curriculum, in pedagogical approaches or in technical resources.

Standard D: Academic Advising
Strengths:
- Students feel supported by the faculty in advising situations. They find the faculty accessible, knowledgeable, and fair in their advice and assessment.

Challenges:
- None indicated

Recommendations:
- The process to buy credits is not intuitive and needs to be streamlined.The Department is encourage to revisit this process and try to make it easier for students and staff.

Faculty response:
The Department will revisit the process to buy credits and reach out to the Office of the Registrar to discuss online payment options to make buying credits easier for students and staff.

Standard E: Faculty
Strengths:
- The faculty are dedicated to making the language learning experience relevant and successful students both during their studies and after they leave the university for jobs or graduate schools.
- Adjunct faculty feel supported in their teaching and appreciate the willingness of full-time faculty to share ideas and curriculum. The adjunct faculty appreciate being included in department meetings.

Challenges:
- Faculty turnover in the Mandarin program.
- Faculty are frustrated with the tension between publishing in order to meet promotion, tenure, and post-tenure publishing requirements, and the need in the smaller language programs to do an extraordinary amount of service and advising in addition to full teaching loads (4/4).
- Faculty expressed concern about the lack of adequate funding to support a full-fledged scholarly program (e.g., conference fees and travel). Concern was also expressed regarding a new

requirement from the dean that repeated conference presentations without a resulting publication might lead to the withdrawal of even the meager funding available.
- Some of the scholarship specified in the self-study are not normally considered scholarship (teaching presentations and teaching awards).

Recommendations:
- The Department is encouraged to amend its mission statement to identify explicitly the kinds of scholarship that the department values.
- Adjunct faculty suggested that observations of their teaching might be done on a more regular, rotating basis and that the feedback be provided in writing. Ideally this would occur once per semester or once per year for more seasoned adjuncts.

Faculty response:
The Department agrees with adjunct faculty and acknowledge the value of conducting teaching observations on a more regular, rotating basis and that the feedback will be provided in writing. An Adjunct Coordinator position was created two years ago with support from the Dean's Office. This is a three-year term position held by a full-time faculty who is permitted to have one course release in their teaching load.
Action plan:
The Department will make a conscious effort to continue conducting teaching observations routinely and in a timely manner to provide guidance and mentoring as much as possible.
Dean's response:
The challenge regarding adjunct faculty was adequately responded to by the Department.
The Dean agrees with reviewers that scholarship should be added to the strategic plan and better emphasized in order to move faculty in a timely manner through the ranks. There appears to be some misunderstanding regarding faculty development funding. The limited resource for development funding was actually increased by 25% from $1000 to $1250, in response to faculty suggestions. The decision to encourage faculty to publish after four years of inactivity was not a unilateral decision, but was taken by the Council of Chairs to encourage faculty advancement through the ranks. The decision supported the funding increase and aligned faculty scholarly activity with the PPM requirement of one publication for every review period.

Standard F: Support

Strengths:
- The Department Chair and the Associate Dean praise the faculty for ingenuity and response to student needs.

Challenges:
- Lack of adequate funding to support a full-fledged scholary program.

Recommendations:
- Additional technology support is needed to update classroom technology and to expand access to the required Trados software, which is currently licensed only in the language lab.
- Look to the Marketing Director support in updating the Department website.

Faculty response:
The Department faculty agree that classroom technology needs to be updated as often as possible and that additional software titles, in addition to SDL Trados need to be secured to support the Localization and Translation program. The Department recently complete a $90,000 renovation of the language lab and converted it into a Collaborative Learning Classroom – one of only a few on campus. The Department has also upgraded/replaced classroom computers and other technology as needed.
A new website was launched shortly after the site visit; it has a cleaner design and aligns with WSU branding guidelines.

Action plan:
Classroom computers and other technology will continue to be upgraded/replaced as needed. Course fees and capital improvement funds will be used to install the latest Trados update. The Department faculty also plan to work closely with the advisory board and ask for recommendations for more affordable or open source software.
Dean's response:
Technology needs are likely to increase with the new translation studies and localization programs and these costs should be budgeted. The Department and College should also not be shy about asking for donations from members of the advisory board.

Standard G: Relationships with External Communities
Strengths:
- The Department has formed an advisory board, many of whose members are pominent in local industry and the community.

Challenges
- None indicated

Recommendations:
- In future reports, the Department is encourage to list board members and their affiliations and relationships with the Department.
- The Department is encouraged to make full use of the talents on the board, using them to advise on curriculum and program design.

Faculty response:
Not addressed

Standard H: Results of previous reviews
- Not addressed

Institution's Response:

Faculty and Dean response: both Dean and faculty responses to recommendations are embedded with the recommendations above. In addition, the Dean shared the following:

The Foreign Language Department has a creative and proactive chair; the department is actively seeking to improve the curriculum and student experience; the faculty have found interesting ways in recent years to maintain the department's literary and liberal arts traditions while building career pathways for students. The department has taken many of the necessary steps to position its program for long-term vibrancy and sustainability.

I agree with the overall assessment of the Program Review, both in the review team's observations of strengths and weaknesses, and in their recommendations for improvement.

Sincerely,
Scott Sprenger

Institutional Program Review Committee Response

Date: September 17, 2020
Present: Ravi Krovi, Provost; Eric Amsel, Associate Provost; Tim Herzog, Faculty Senate Chair; Casey Nevcille, Faculty Senate Vice-Chair; Program Review Committee – Sheryl Ruston, Marjukka Ollilainen, Wendy FoxKirk, Ed Hahn, Barb Wachocki, Christy Call
Gail Niklason, Office of Institutional Effectiveness

Guests: Isabel Asensio, Chair, Department of Foreign Languages; Amanda Sowerby, interim Dean, College of Arts & Humanities

As part of the program review process, the Program Review Committee makes a recommendation to the Provost based upon a review of all program review materials and the discussion with the chair and dean. The Program Review Committee's goal is to help programs move to an optimal review cycle.

Given this, the Committee recommends the Provost accept the Foreign Language program faculty's response to the site visit recommendations and asks that the program conduct the next formal review in 7 years, during the 26/27 academic year.

The program is commended for an innovative approach to curriculum while keeping up with changing demands in the field. The development of stackable credentials, evidenced by active support of the Bridge Program, development of certificates of proficiency, the minor and associate in localization, in addition to traditional minors and majors, is lauded.

The Program Review Committee would like to better understand the strategies the department intends to employ to manage both the demand created by dual language immersion students entering WSU and the ongoing support of the localization program

The Provost concurred with these recommendations.

AA-Program Review-FLang

Final Audit Report   2020-10-06

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Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Medical Lab Sciences*
School or Division or Location: *Dumke College of Health Professions*
Department(s) or Area(s) Location: *Department of Medical Lab Sciences*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
R411 Cyclical Institutional Program Reviews	
SECTION NO.	**ITEM**
4.4 ☒	Programs with Specialized Accreditation
5.1 ☐	Seven-Year Program Review
5.2 ☐	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.

Ravindra Krovi
Ravindra Krovi (Oct 5, 2020 19:17 MDT)
_____
Signature   **Date:** *10/05/2020*

Printed Name: *Ravindra Krovi, Provost*

Five-Year Program Review
Weber State University
Medical Laboratory Sciences
NAACLS Year-5 Interim Report
02/07/2020

<u>Reviewers</u>:

- NAACLS, Review Committee for Accredited Programs

<u>Program Description</u>:

Medical Laboratory Scientists (MLS), sometimes referred to as medical technologists (MT) or medical laboratory technicians (MLT), are vital members of the healthcare team who play a central role in the detection, diagnosis and treatment of disease. Laboratory Scientists appreciate investigative work and problem solving and are counted on to provide physicians with information critical to the successful diagnosis and treatment of patients. Medical laboratory scientists and technicians are employed by hospitals, clinics, research facilities, universities and in lab-related commercial industry.

The program offers certificates, associate, and bachelor's degrees, all of which can be earned fully online or on campus. Students are generally accepted into the program in their junior year. Many on-campus students are involved in a wide variety of undergraduate research projects. The program demonstrates high pass rates for students sitting for MLT and/or MLS certifications.

The Medical Lab Sciences program at Weber State University is accredited through the National Accrediting Agdency for Clinical Laboratory Sciences (NAACLS). The program received affirmation of accreditation in 2014, for a period of 10 years. NAACLS requires a Year-5 Interim Report (no site visit) which coincides nicely with WSU's standard of reporting at least every 7 years.

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

R411 Data Table					
Department or Unit—Medical Lab Sciences					
	Year	Year	Year	Year	Year
	2016	2017	2018	2019	2020
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	4		1	1	1
Full-time Non-Tenured (tenure-trk)	1	2	1	1	1
Part-time/adjunct	0				
With Master's Degrees					
Full-time Tenured	4	1	1	1	1
Full-time Non-Tenured (tenure-trk)	0	3	3	3	3
Part-time/adjunct	0		3	2	
With Bachelor's Degrees					
Full-time Tenured	0				
Full-time Non-Tenured	0		4	4	
Part-time/adjunct	7	7	5	3	
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	1	1	1	2	
Full-time Non-Tenured	4	5		4	
Part-time	7	7		4	
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	5.22	60.3	6.67	5.67	
Teaching Assistants					
Part-time (May include TAs)	8.39	10.36	9.88	10.32	
Total Faculty FTE	13.61	16.39	16.55	15.99	
Number of Graduates					
Certificates					

Associate Degrees	73	65	78	77	98
Bachelor's Degrees	66	73	88	103	101
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors (bach/assoc)	216/219	278/241	282/278	296/278	298/257
Total Department FTE*	196.43	232.27	267.57	295.77	292.63
Total Department SCH*	5,893	6,968	8,027	8,873	8,779
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	14.43	14.17	16.17	18.50	
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	994,922	1,065,405	1,075,556	1,262,069	1,327,313
Cost Per Student FTE	$5,065	$4,587	$4,020	$4,267	$4,536
Funding					
Appropriated Fund	763,352	806,609	866,602	886,579	919,569
Other:	136,215	172,655	97,375	249,313	277,133
Special Legislative Appropriation					
Grants of Contracts	5,686	3,354	0	4,515	11,122
Special Fees/Differential Tuition	89,669	82,787	111,579	121,662	119,489
Total	994,922	1,065,405	1,075,556	1,262,069	1,327,313

Program Assessment:

Both the Associate of Applied Science and the Bachelor of Science programs in Medical Laboratory Sciences completed a five-year interim review as required by their national accrediting agency, the NAACLS (National Accrediting Agency for Clinical Laboratory Sciences). This review of programs that were granted accreditation for 10 years in 2014, was an interim review that did not require a site visit. These are well-established, strong programs which was supported by the review that found no deficiencies and had no recommendations.

NAACLS

National Accrediting Agency
for Clinical Laboratory Sciences

May 29th, 2020

Charles A. Wight, Ph.D.
President
Weber State University
3850 Dixon Pkwy. Dept. 1001
Ogden, UT 84408-

Dear President Wight:

Enclosed is the NAACLS Board of Directors' official accreditation award for your Medical Laboratory Science program from the April 23rd, 2020 meeting.

This letter represents formal action by NAACLS.

Sincerely,

Peter Hu, PhD, MLS (ASCP), CG^{cm}, MB^{cm}, FACSc
President, NAACLS Board of Directors

cc: Janice Thomas, MEd, MT(ASCP), Program Director

Enclosure: NAACLS Board of Directors' Accreditation Award

NAACLS BOARD OF DIRECTORS' ACCREDITATION AWARD

The Year-5 Interim Report from the Medical Laboratory Scientist Program of **Weber State University** in Ogden, Utah, is accepted as satisfactory.

This report is recommended as satisfactory but this does not predetermine an acceptable finding on these same issues at the next review.

Janice Thomas, MEd, MT(ASCP) is recognized as Program Director.

_____
Peter Hu, PhD, MLS(ASCP), CGcm, MBcm, FACSc
President, NAACLS Board of Directors

Dianne M. Cearlock
_____
Dianne M. Cearlock, PhD
Chief Executive Officer

April 23rd, 2020

<u>**Institution's Response**</u>:

Faculty response:

The Department of Medical Laboratory Sciences (MLS) recently completed a five-year interim review of the Associate of Applied Science and Bachelor of Science programs in Medical Laboratory Sciences. Both programs passed their review with no deficiencies or recommendations. Questions from the previous ten-year accreditation review were answered and the programs are in complete compliance with all NAACLS standards.

The faculty in the MLS Department agree with the recommendations and this letter is to inform you of our continued accreditation status.

Matthew Nicholaou, DrPH, MT (ASCP)
Associate Professor and Chair
Department of Medical Laboratory Sciences
Dumke College of Health Professions

Dean response:

It is commendable to confirm that this five-year accreditation review is with no reporting requirements. I concur also with the report and the response to this review.

The Medical Laboratory Sciences programs demonstrate 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 MLS and MLT programs are prepared to enter the profession and to advance in their careers, as desired.

I would like to extend my gratitude to the NAACLS, MLS chair, 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 and very sincerely, Yas Simonian

Institutional Program Review Committee Response

Date: September 17, 2020
Present: Ravi Krovi, Provost; Tim Herzog, Faculty Senate Chair; Casey Nevcille, Faculty Senate Vice-Chair; Program Review Committee – Christy Call, Wendy Fox-Kirk, Ed Hahn, Marjukka Ollilainen, Sheryl Rushton, Hugo Valle, Barb Wachocki, Christy Call
Gail Niklason, Office of Institutional Effectiveness

Guests: Matt Nicholaou, Chair, Department of Medical Lab Sciences; Janice Thomas, Program Director; Yas Simonian, Dean, Dumke College of Health Professions

As part of the program review process, the Program Review Committee makes a recommendation to the Provost based upon a review of all program review materials and the discussion with the chair and dean. The Program Review Committee's goal is to help programs move to an optimal review cycle.

The Committee recommends the Provost accept the results of the NAACLS 5-year interim review that culminated in continued accreditation status for both the associate and bachelor-level programs. The Committee looks forward to the results of the full accreditation visit in 2025 and anticipate getting a better understanding of the department's mission, faculty, support, and external advisory board.

The Provost concurred with these recommendations.

AA-Program Review-MLS

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Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Minor in Women & Gender Studies*
School or Division or Location: *College of Social & Behavioral Sciences*
Department(s) or Area(s) Location: *Women & Gender Studies*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	☐	Programs with Specialized Accreditation
5.1	☒	Seven-Year Program Review
5.2	☐	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.

Ravindra Krovi
Ravindra Krovi (Oct 5, 2020 19:17 MDT)

Signature   **Date:** *10/05/2020*

Printed Name: *Ravindra Krovi, Provost*

Seven-Year Program Review
Weber State University
Minor in Women & Gender Studies
02/04/2020

<u>**Reviewers**</u>:
- External Reviewer:
    - Valerie Hegstrom, Professor of Spanish Literature and Coordinator of Global Women's Studies, Brigham Young University, Provo, UT
- Internal Reviewer:
    - Jason Barrett-Fox, Assistant Professor of English and Director of Composition, Weber State University

<u>**Program Description**</u>:
Women and Gender Studies (WGS) is an interdisciplinary program dedicated to exploring women's experience through their roles, contributions, and scholarship. As such, the program focuses on the diverse representations of women within the contexts of ethnicity, class, sexual orientation, and gender. The program director and board are comprised of individuals from each college on campus and the women's center. The interdisciplinary nature of WGS supports a high-quality faculty from a variety of academic fields. Three of the program faculty received university and college teaching awards during the 2018-2019 academic year. Due to the expertise of the faculty, the minor attract diverse students from a variety of disciplines, including arts and humanities, science, business, and social and behavioral science. The faculty expertise, student diversity, and interdisciplinary lens are a unique strength, as the faculty work together to facilitate a program grounded in collaboration.

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

R411 Data Table					
Department or Unit--					
	Year	Year	Year	Year	Year
	2015	2016	2017	2018	2019
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	6	9	6	3	3
Full-time Non-Tenured (or tenure-track)	0	0	1	2	2
Part-time	2	2	2	2	1
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	1	4	3	2	2
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	0	0	0	0	0
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	9	15	12	9	8
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	.43	.67	0	.85	.76
Teaching Assistants					
Part-time (May include TAs)	1.28	1.4	1.36	1.24	1.11
Total Faculty FTE	1.71	2.07	1.36	2.09	1.87
Number of Graduates					
Minors awarded	2	4	1	3	2
Associate Degrees					
Bachelor's Degrees					

Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	25	27	28	28	32
Total Department FTE*	24.97	25.9	21.7	27.9	27.0
Total Department SCH*	749	776	651	837	810
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	14.6	12.5	15.96	13.35	14.44
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	$51,540	$63,043	$60,164	$45,756	$32,187
Cost Per Student FTE	$2,064	$2,437	$2,773	$1,640	$1,192
Funding					
Appropriated Fund	40,215	40,423	32,974	20,601	14,367
Other: CE Instructional Wage	11,325	22,620	27,190	25,155	17,820
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total	$51,540	$63,043	$60,164	$45,756	$32,187

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

Standard A: Mission Statement
Challenges:
- There are three published versions of the program's mission statement, which can lead to confusion about desired outcomes for the program. The program director has identified this challenge and will work with the WGS Advisory Board to review these statements and create one clear mission statement that includes student outcomes.

Recommendations:
- Ensure that the new mission statement aligns with and supports the mission's of the college and the university. Specifically, the WGS program might consider the college's aim to enhance "the quality of life in northern Utah and beyond" and the university's stated goal to serve as an "educational [and] cultural… leader for the region."

Faculty response: the faculty representing the WGS program (the faculty) agree with the review findings.
Actions: the WGS advisory board will write a new mission statement as suggested in the recommendation.
Dean's response: the Dean supports the creation of a single, focused mission statement that will help guide the WGS program as well as the incorporation of the identified language from the college's mission.

Standard B: Curriculum
Strengths:
- Curriculum is clearly laid out and articulated.

- Curriculum is consistent with WGS's mission and demonstrates thoughtful planning incorporating community and high-impact practices.

Challenges and weaknesses:
- Offering courses on a regular basis has placed a heavy teaching burden on the program director.
- The vast majority of professors teaching in the program teach WGS courses out of load, which means the tenure-line professors are teaching these courses at the adjunct rate. This has caused some frustration and suggests the program may not be monetarily supported appropriately.
- The program cannot demonstrate that there is an appropriate allocation of resources for curriclum delivery that is consistent with the mission of the program. Stretching administrators and faculty this thin is unsustainable and sets a dangerous tone for a program in women and gender studies about the value of women's labor. This was identified as a weakness.

Recommendations:
- It is recommended that the WGS program director have an additional course reduction in order to help sustain the load of administering the program.
- Ideally the WGS program director will teach at least on WSG course per semester in order to work closely with WGS minors and BIS students, but this course should be taught in load.
- Consider creating memos of understanding (MOUs) that would allow faculty members to regularly offer a WGS course in load. The Dean of Social and Behavioral Sciences could support this initiative by reaching out to deans from other colleges to lay the groundwork for obtaining these MOUs.
- The program director should reach out to other departments on campus to invite more faculty members to affiliate with WGS and consider teaching within the WGS program.
- The WGS program director could work with department chairs in other departments to develop courses that could be cross-listed in a given department and in WGS.

Faculty response: the faculty agree with the recommendations for Standard B, realizing, however, that some of the suggestions will be impossible to facilitate with current budgetary constraints.

Actions:
- *The program director will request an additional course reduction in the strategic report due at the end of May 2020, but expect that request to be denied.*
- *The program faculty will explore a mechanism for teaching courses in load for the director and all current WGS faculty who are also faculty in other departments.*
- *In collaboration with the Dean or Associate Dean of the College of Social and Behavioral Science, the program director will work with the department chairs of core WGS afilliated faculty to obtain MOUs allowing those faculty to offer a core WGS course in load.*
- *The program director will reach out to faculty who have taught in WGS previously to see if they would still be interested in teaching for the program.*
- *With the support of the Dean and Associate Dean of the College, the program director will work with department chairs in other departments to develop courses that could be cross-listed in a given department and WGS*

Dean response: the Dean agrees that the directive to establish MOUs with department chairs, allowing faculty to regularly off a WGS course 'in load' is important. The Dean is committed to helping craft the MOUs both within the college and with other colleges. The Dean also supports the development of cross-listed courses between other departments and WGS, noting that this action will solidify and strengthen the overall program.

Standard C: Student Learning Outcomes and Assessment
Strengths:

- The program has carefully articulated learning outcomes

Challenges and weaknesses:
- Program learning outcomes are generally well-defined, but could be make more specific and measurable.
- Each learning outcome should be assessed by at least one direct measure.
- The program's curriculum grid illustrating course and outcome alignment is not online. This was identified as a weakness. (Note: the Office of Institutional Effectiveness, which manages the publication of the curriculum grid, has not received a report from the program since November of 2014).

Recommendations:
- WGS program outcomes should relate directly to the new mission statement. Outcomes should be specific and measurable and should be assessed by at least one direct measure.
- Consider developing a diagnostic exam as a comprehensive direct-measure of program outcomes.
- Publish the learning outcomes and the curricular alignment grid on the program's website.

Faculty response: the faculty concur with the recommendation regarding program outcomes (align to mission, specific and measurable, and assessed by at least one direct measure). The faculty do not agree with the suggestion of a comprehensive exam. They will, however, implement an exit interview for their minors and are considering implementing a portfolio system.

Dean's response: the Dean encourages the program to refine the program learning outcomes so that theya re more specific and measurable.

Standard D: Academic Advising

Strengths:
- Despite not having a dedicated advisor, the program provides excellent advising and students feel supported.

Challenges and weaknesses:
- A stronger, more explicitly defined strategy for advising students is needed. Most of this is handled by the already over-extended program director.
- There is no structure in place to check in with students in mid-career or at the end of their program of study. This was identified as a weakness.

Recommendations:
- The WGS program needs a stronger, more explicitly defined strategy for advising their students with a structure in place to periodically check in with students. This will only be possible if the program director is not expected to handle a full teaching load and all of the advising of students.

Faculty response: the faculty concur with the recommendation to create a stronger explicitly defined strategy for advising students. The program director is working on strengthening connections with program alums and will use those connections to advise current students. The faculty have identified a number of strategies they will employ.

Dean's response: regarding advising, the Dean indicates there are three academic advisors in the college, one of whom has presently been assigned to the minor programs in the College. The Dean recommends that the WGS program director and the administrative assistant reach out to the advisor to explore how to best guide the WGS students.

Standard E: Faculty

Strengths:
- Core faculty are well-trained, skilled, and innovative instructors.

Challenges and weaknesses:

- As indicated, most of the core faculty teach WGS course out of load; the review team is concerned that this places an undue burden on these faculty and worries that the faculty are overextended and underpaid for the WGS work.
- The program director needs more time and resources to manage the myriad of tasks and responsibilities that are demanded in the role.
- Most adjunct faculty in the program hold advanced degress, but because the program does not have firm commitments from other university programs and departments, the program recently had to depend upon a bachelor-level adjunct to cover a course. The director assured this was a unique situation and will not happen again.
- The program does not currently have appropriate and codified procedures for the orientation of contract and adjunct faculty, nor does it have a periodic review process for all faculty. This was identified as a weakness.
- While the members of the WGS Advisory Board are diverse in terms of race, ethnic background, and gender, but the majority of core classes in the WGS program are taught by white women. This was identified as a weakness.

Recommendations:
- Put into place a procedure to orient and support faculty who teach in the program.
- Consider organizing teaching partnerships to help instructors learn from each other by reviewing course materials and attending each other's classes periodically.
- Ensure that faculty who teach within the WGS program hold appropriate advanced degrees.

Faculty response: the faculty concur with the recommendations made. The WGS advisory board will implement regular faculty meetings for development and, as suggested, will include director announcements and faculty sharing.

Dean's response: the Dean agrees that the program faces a serious challenge in the amount of overload faculty must do. There is a need for greater support from the upper administration and budgeting more program funds. The Dean will try to rectify this issue, realizing there are challenges due to budget cuts in response to Covid-19. The Dean supports the idea of codified procedures for the orientation of contract and adjunct faculty as well as a review process for all faculty.

Standard F: Support

Strengths:
- The current administrative assistant is skilled, informed, and committed to the sustenance of the program. The position is currently filled at ten hours each week.
- Newly renovated facilities are top-notch and provides the needed space for the administrative assistant and the program director.

Challenges:
- The program has lost some of its operating budget in recent years. (Please note, however, that instructional wage support from the Division of Online and Continuing Education was not included in the original report).

Recommendations:
- The program director is encouraged to reach out to access more information about budget training and available instructional wage money with the goal of being able to compensate adjunct faculty and part-time support staff who work within the WGS program, as well as support the program budget in other ways.
- If possible, the administrative assistant (or other support staff) should be contracted to work for WGS for more than ten hours per week.

Faculty response: the program director will reach out to the appropriate personnel for budget training and information about available instructional wage money, with the goal of being able to compensate adjunct faculty and part-time support staff who work within the WGS program.
Dean's response: the Dean concurs that the budget shortfall is concerning and supports the recommendation that the director and administrative assistant reach out to the appropriate staff to review the department's account. The Dean agrees that there need to be more hours for the administrative assistant and will strategize with the director to try and increase the funding for additional hours, as well as explore providing additional release time and stipend for the director.

Standard G: Relationships with External Communities
Strengths:
- The WGS program has stong and robust connections to community partners through its affiliation with the Center for Community Engaged Learning (CCEL). These relationships are both clearly defined and help provide students with high-impact learning experiences.

Standard H: Results of previous reviews
Strengths:
- Multiple recommendations from the previous program review were implemented.
Recommendations:
- Carry out a time-to-degree study to better understand why higher numbers of minors are not graduating each year.
- Create a line in the budget that allows the Coordinator and faculty to attend national and regional WGSS meetings and conferences (SIROW and NWSA).
- Plan for a future major in Women and Gender Studies.
- Increase the teaching-release-time for the coordinator of the program to fify percent.

Faculty response: the program director will carry out a time-to-degree study, to help determine why higher numbers of minors are not graduating each year. Efforts to create a line in the budget that allows the program coordinator and faculty to attend national and regional conferences are under way. While the program would like to plan for a future major in WGS, at this time it is not feasible to do so. Finally, while the program would like to increase the release time for the coordinator to fifty percent, that too is not feasible at this time.

Additional recommendations:
- Help to create a stronger network and connections between WGS students. Consider sponsoring a once-a-semester open house or mixer for WGS faculty and students. Can also consider strengthening the program's Social Advocacy Club and make sure all WGS minors and students are invited to join.
- Establish a protocol that clarifies the relationships between the WGS program and Vice Provost Kowalewski (curriculum), Dean Rich (budget), and Assistant Vice President fo Diversity Andrews (support, activities). A more clearly defind sense of these relationships could be useful for alleviating some of the strain on the program's director and freeing up resources.
- Consider an Advisory Board discussion and exploration of feminist pedagogies, including team teaching possibilities and community-based experiential learning opportunities.

Faculty response: the faculty concur with all three of these recommendations and are developing strategies to implement them.
Dean's response: the Dean would like to emphasize the outstanding progress that has been made since the previous WGS program review in 2011/12.

<u>**Institution's Response**</u>: Responses to review committee findings and recommendations.

Faculty response: for ease of reading, the faculty responses are included with recommendations above.

Dean's response: for ease of reading, the dean's responses are included with the recommendations above. As well, the Dean added:

I would like to thank the review team for their comprehensive report that will help strengthen our WGS program. I especially would like to share my appreciation for Dr. Melina Alexander, the WGS advisory board and the WGS faculty. Their tireless efforts have helped to build a stronger WGS program over the last few years. The College of Social & Behavioral Science is strongly committed to the ongoing support of the Women and Gender studies program and to the faculty, staff, and students. If there are any concerns or comments regarding this response to the WGS program review, please do not hesitate to contact me.

Julie Rich, D.Phil, Interim Dean
College of Social and Behavioral Sciences

Institutional Program Review Committee Response

Date: September 24, 2020
Present: Ravi Krovi, Provost; Eric Amsel, Associate Provost; Tim Herzog, Faculty Senate Chair; Casey Nevcille, Faculty Senate Vice-Chair; Program Review Committee – Hugo Valle, Christy Call, Marjukka Ollilainen, Barb Wachocki, Ed Hahn, Wendy Fox-Kirk, Sheryl Rushton
Gail Niklason, Office of Institutional Effectiveness

Guests: Melina Alexander, Director, Women and Gender Studies Program; Julie Rich, Dean, College of Social and Behavioral Science

As part of the program review process, the Program Review Committee makes a recommendation to the Provost based upon a review of all program review materials and the discussion with the director and dean. The Program Review Committee's goal is to help programs move to an optimal review cycle.

Given this, the Committee was actually challenged by trying to develop meaningful recommendations for the program and instead would like to hear from the program director. The Committee would like to see a proposal for an ongoing Women & Gender Studies program.

The Committee commends the director and the faculty involved in the WGS program. While the minor has some concerning issues, it is clear the issues are not with the people involved. Several members of the Program Review Committee feel very passionately that a '21st century institution needs a Women & Gender Studies program.' The Committee would like to see a proposal that includes the needs and resources to support a robust, ongoing program.

The Provost concurred with this course of action.

AA-Program Review-WGS

Final Audit Report   2020-10-06

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Weber State University
2024-2025 Academic Calendar

Proposed

Last Update: 23 SEP 2020

May-24

S	M	T	W	T	F	S
			1	GP	3	4
5	S	7	8	9	A	SO
12	13	14	15	16	17	18
19	20	21	22	23	CL	25
26	H	28	29	30	31	

Jun-24

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	W^1	18	19	20	L^1	22
23	S^2	25	26	27	A^2	29
30						

Jul-24

S	M	T	W	T	F	S
	1	2	3	H	5	6
7	8	9	10	11	12	13
14	CL^2	W	17	18	19	20
21	22	23	H	25	26	27
28	29	30	31			

Aug-24

S	M	T	W	T	F	S
				1	2	3
4	5	W^2	7	8	L	10
11	F	F	F	15	16	17
18	19	GD	21	GP	23	24
25	S	27	28	29	A	SO

Sep-24

S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	CL	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct-24

S	M	T	W	T	F	S
		1	2	3	4	5
6	W^1	8	9	10	11	12
13	14	15	16	L^1	NC	19
20	S^2	22	23	24	A^2	26
27	28	29	30	31		

Nov-24

S	M	T	W	T	F	S
					1	2
3	4	W	6	7	CL^2	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	H	H	30

Dec-24

S	M	T	W	T	F	S
1	2	W^2	4	5	L	7
8	F	F	F	F	G	14
15	16	GD	18	GP	20	21
22	23	H	H	26	27	28
29	30	31				

Jan-25

S	M	T	W	T	F	S
			H	2	3	4
5	S	7	8	9	A	SO
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	CL	28	29	30	31	

Feb-25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	W^1	19	20	21	22
23	24	25	26	27	L^1	

Mar-25

S	M	T	W	T	F	S
						1
2	NC	NC	NC	NC	NC	8
9	S^2	11	12	13	A^2	15
16	17	18	19	20	21	22
23	24	W	26	27	CL^2	29
30	31					

Apr-25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	W^2	19
20	L	F	F	F	G	26
27	28	GD	30			

May-25

S	M	T	W	T	F	S
			GP	2	3	
4	S	6	7	8	A	SO
11	12	13	14	15	16	17
18	19	20	21	22	CL	24
25	H	27	28	29	30	31

Letter Key

A	Last day to Add online
CL	Cancellation Deadline
F	Final Exams
G	Graduation
GD	Grades Due
GP	Grades Posted Online
H	Holiday
L	Last Day of Class
NC	No Class
S	First Day of Class
SO	1st day of Saturday-Only Classes
W	Withdraw Deadline

Block Key

^{1}	1st Block
^{2}	2nd Block

Summer Semester 2024
May 6 - August 14

10-May	Add Deadline (Last day to Add online)	
24-May	Cancellation Deadline	
16-Jul	Withdraw Deadline	

Appointment Registration Begins: Apr 1, 2024

Fall Semester 2024
August 26 - December 13

30-Aug	Add Deadline (Last day to Add online)
16-Sep	Cancellation Deadline
5-Nov	Withdraw Deadline

Appointment Registration Begins: Apr 8, 2024

Spring Semester 2025
January 6 - April 25

10-Jan	Add Deadline (Last day to Add online)
27-Jan	Cancellation Deadline
25-Mar	Withdraw Deadline

Appointment Registration Begins: Nov 11, 2024

Weber State University
2025-2026 Academic Calendar

May-25

S	M	T	W	T	F	S
				GP	2	3
4	**S**	6	7	8	**A**	**SO**
11	12	13	14	15	16	17
18	19	20	21	22	**CL**	24
25	**H**	27	28	29	30	31

Jun-25

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	**W**[1]	17	18	19	**L**[1]	21
22	**S**[2]	24	25	26	**A**[2]	28
29	30					

Jul-25

S	M	T	W	T	F	S
		1	2	3	**H**	5
6	7	8	9	10	11	12
13	**CL**[2]	**W**	16	17	18	19
20	21	22	23	**H**	25	26
27	28	29	30	31		

Aug-25

S	M	T	W	T	F	S
					1	2
3	4	**W**[2]	6	7	**L**	9
10	**F**	**F**	**F**	14	15	16
17	18	**GD**	20	**GP**	22	23
24	**S**	26	27	28	**A**	**SO**
31						

Sep-25

S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	**CL**	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct-25

S	M	T	W	T	F	S
			1	2	3	4
5	**W**[1]	7	8	9	10	11
12	13	14	15	**L**[1]	**NC**	18
19	**S**[2]	21	22	23	**A**[2]	25
26	27	28	29	30	31	

Nov-25

S	M	T	W	T	F	S
						1
2	3	**W**	5	6	**CL**[2]	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	**H**	**H**	29
30						

Dec-25

S	M	T	W	T	F	S
	1	**W**[2]	3	4	**L**	6
7	**F**	**F**	**F**	**F**	**G**	13
14	15	**GD**	17	**GP**	19	20
21	22	23	**H**	**H**	26	27
28	29	30	31			

Jan-26

S	M	T	W	T	F	S
				H	2	3
4	**S**	6	7	8	**A**	**SO**
11	12	13	14	15	16	17
18	**H**	20	21	22	23	24
25	**CL**	27	28	29	30	31

Feb-26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	**H**	**W**[1]	18	19	20	21
22	23	24	25	26	**L**[1]	28

Mar-26

S	M	T	W	T	F	S
1	**NC**	**NC**	**NC**	**NC**	**NC**	7
8	**S**[2]	10	11	12	**A**[2]	14
15	16	17	18	19	20	21
22	23	**W**	25	26	**CL**[2]	28
29	30	31				

Apr-26

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	**W**[2]	18
19	**L**	**F**	**F**	**F**	**G**	25
26	27	**GD**	29	**GP**		

May-26

S	M	T	W	T	F	S
					1	2
3	**S**	5	6	7	**A**	**SO**
10	11	12	13	14	15	16
17	18	19	20	21	**CL**	23
24	**H**	26	27	28	29	30
31						

Letter Key

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NC	No Class
S	First Day of Class
SO	1st day of Saturday-Only Classes
W	Withdraw Deadline

Block Key

[1]	1st Block
[2]	2nd Block

Summer Semester 2025
May 5 - August 13

9-May	Add Deadline (Last day to Add online)
23-May	Cancellation Deadline
15-Jul	Withdraw Deadline

Appointment Registration Begins: Mar 31, 2025

Fall Semester 2025
August 25 - December 12

29-Aug	Add Deadline (Last day to Add online)
15-Sep	Cancellation Deadline
4-Nov	Withdraw Deadline

Appointment Registration Begins: Apr 7, 2025

Spring Semester 2026
January 5 - April 24

9-Jan	Add Deadline (Last day to Add online)
26-Jan	Cancellation Deadline
24-Mar	Withdraw Deadline

Appointment Registration Begins: Nov 10, 2025

WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application: September 10, 2020

Name of Employee: Edward J. Hahn

Employee's Department: Stewart Library

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: June 30, 2021

Type of Early Retirement:　　Total Retirement ☑　　　　Phased Retirement ☐

If phased, explain details:

Comments:

Signature of applicant: *Edward J. Hahn*

APPROVALS:

Applicant's eligibility verified by: *Bethany Rasmussen*

　　　Date of Birth: 04/01/1962　　　Employment Date: 08/22/2005

Assoc. V.P. of Human Resources: _Joyler_

Department Chair/Supervisor: _Holly_

Dean or Equivalent: _Holly_

Vice President: *Ravindra Krovi*
Ravindra Krovi (Sep 16, 2020 12:40 MDT)

Board of Trustees:

WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application: Aug 17, 2020

Name of Employee: David Imig

Employee's Department: Developmental Mathematics

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: June 30, 2021

Type of Early Retirement: Total Retirement ☒   Phased Retirement ☐

If phased, explain details:

Comments:

Signature of applicant: *David Imig*

> **APPROVALS:**
> Applicant's eligibility verified by: *Bethany Rasmussen*
>
>   Date of Birth: 04/01/1959   Employment Date: 07/01/2003
>
> Assoc. V.P. of Human Resources: *[signature]*
>
> Department Chair/Supervisor: *K. Van Wagoner*
>
> Dean or Equivalent: *[signature]*
>
> Vice President: *Ravindra Krovi*
> Ravindra Krovi (Sep 9, 2020 16:10 MDT)
>
> Board of Trustees:

David Imig 5

Final Audit Report   2020-09-09

Created:	2020-09-09
By:	Aubrey Lord (aubreylord@weber.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAARneK2URnvCshWIc-qgw-sr0_Jr-YPVMf

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✒️ Document e-signed by Ravindra Krovi (rkrovi@weber.edu)
Signature Date: 2020-09-09 - 10:10:39 PM GMT - Time Source: server- IP address: 137.190.131.129

✅ Signed document emailed to Ravindra Krovi (rkrovi@weber.edu) and Aubrey Lord (aubreylord@weber.edu)
2020-09-09 - 10:10:39 PM GMT

Adobe Sign

WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application: 9-10-20

Name of Employee: Hilda Faye Medd

Employee's Department: Criminal Justice Department

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: 4/16/21

Type of Early Retirement: Total Retirement ☒   Phased Retirement ☐

If phased, explain details: _____

_____

_____

Comments: _____

_____

_____

Signature of applicant: *Hilda Faye Medd*

> **APPROVALS:**
> Applicant's eligibility verified by: *Bethany Rasmussen*
>
> Date of Birth: 04/26/1955   Employment Date: 09/17/2002
>
> Assoc. V.P. of Human Resources: _____
>
> Department Chair/Supervisor: _____
>
> Dean or Equivalent: _____
>
> Vice President: Ravindra Krovi
> Ravindra Krovi (Sep 16, 2020 12:36 MDT)
>
> Board of Trustees: _____

ApplicationEarlyRetirement

Human Resources

WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application: Sept. 28, 2020

Name of Employee: Sally M. Taylor

Employee's Department: Master's of Business Admin, Davis Campus

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: Oct 30, 2020 (tenative)

Type of Early Retirement: Total Retirement ☑   Phased Retirement ☐

If phased, explain details: _____

_____

_____

Comments: I put Oct 30 because I need to move forward w/ my breast cancer diagnosis, but I want to have time to train a replacement. Holly Hirst is helping fascilitate a quick hire.

Signature of applicant: Sally M. Taylor

APPROVALS:

Applicant's eligibility verified by: Bethany Rasmussen

Date of Birth: 09/23/1960   **Employment Date:** 10/16/2000

Assoc. V.P. of Human Resources: _____

Department Chair/Supervisor: _____ 9/31/2020

Dean or Equivalent: _____ 10/5/20

Vice President: Ravindra Krovi
Ravindra Krovi (Oct 6, 2020 13:59 MDT)

Board of Trustees: _____

ApplicationEarlyRetirement   Human Resources

WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application: 8/24/2020

Name of Employee: David L. West

Employee's Department: FM Landscape

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: 8/24/2020

Type of Early Retirement: Total Retirement ☒   Phased Retirement ☐

If phased, explain details: _____

_____

_____

Comments: _____

_____

_____

Signature of applicant: *David L West*

APPROVALS:
Applicant's eligibility verified by: *Bethany Rasmussen*
Date of Birth: 07/07/1962   Employment Date: 07/01/1986
Assoc. V.P. of Human Resources: *[signature]*
Department Chair/Supervisor: *[signature]*
Dean or Equivalent: *[signature]*
Vice President: *[signature]*
Board of Trustees: _____

WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application: 09-15-2020

Name of Employee: Galynn R Mook

Employee's Department: Online & Continuing Education

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: July 1, 2021

Type of Early Retirement: Total Retirement ☒x   Phased Retirement ☐

If phased, explain details:

Comments:

Signature of applicant: *Galynn Mook*

APPROVALS:
Applicant's eligibility verified by: *Bethany Rasmussen*

Date of Birth: 08/02/1963   Employment Date: 06/18/1984

Assoc. V.P. of Human Resources: *[signature]*

Department Chair/Supervisor: *Lynette Jensen*

Dean or Equivalent: *Brian Stecklein*

Vice President: *Ravindra Krovi*
Ravindra Krovi (Oct 9, 2020 14:11 MDT)

Board of Trustees:

ApplicationEarlyRetirement

Human Resources

WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application: 09-25-2020

Name of Employee: Craig A. Oreshnick

Employee's Department: Counseling & Psychological Services Center

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: 06-30-2021

Type of Early Retirement: Total Retirement ☑   Phased Retirement ☐

If phased, explain details: _____

_____

_____

Comments: Health issues have prompted this application for early retirement.

_____

_____

Signature of applicant: *Craig A. Oreshnick*

APPROVALS:

Applicant's eligibility verified by: *Bethany Rasmussen*

Date of Birth: 01/26/1960   Employment Date: 09/01/1992

Assoc. V.P. of Human Resources: *Joyler*

Department Chair/Supervisor: *Aaron Jeffrey Dianna K Abel*

Dean or Equivalent: *Jeff Hurst*

Vice President: *Brett Perozzi*

Board of Trustees: _____

WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application: _9·28·2020_

Name of Employee: _Valerie Stegeman_

Employee's Department: _Budget and Institutional Research_

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: _June 30th, 2021_

Type of Early Retirement: Total Retirement ☒   Phased Retirement ☐

If phased, explain details: _____

_____

_____

Comments: _I would like to take Early Retirement in_
conjunction with the USIP. Thank you for
your consideration.

Signature of applicant: _V. J. Stegeman_

```
APPROVALS:
Applicant's eligibility verified by: Bethany Rasmussen
    Date of Birth: 06/29/1961    Employment Date: 06/28/1999

Assoc. V.P. of Human Resources: _____

Department Chair/Supervisor: _____

Dean or Equivalent: _____

Vice President: _____  on behalf of Norm Tarbox

Board of Trustees: _____
```

ApplicationEarlyRetirement

Human Resources

Weber State University
Human Resources Agenda Report
from 9/1/2020 thru 9/30/2020

Action	Comment	Position	Department	Date
Executive				
Transfer e-par	Julie Snowball	Assistant Vice President	AVP Regional Partnerships	01-Sep-2020
Exempt				
HIRE	Cecilia Dockery	New Position	Director	Dean of Students	01-Sep-2020
HIRE	Amy Knight	Replaces Kayla Anne Goldberg	Coordinator	Campus Recreation	28-Sep-2020
HIRE	James Moore	New Position	Advisor	College of Science	01-Sep-2020
HIRE	Kathryn Paulson	New Position	Analyst/IT Architects	Std Aff Strategic Initiatives	28-Sep-2020
HIRE	Lowell Whitley	Replaces Paden Lance Moss	Professional/Administrative	College of Eng Appld Sci and Tech	14-Sep-2020
Separation	Kitekeiaho Afeaki		Assistant Coach	Athletics Admin and Support	15-Sep-2020
Separation	Carey Anson		Coordinator	Academic Support Centers - Programs	27-Sep-2020
Separation	Derek Dawes		Director	Athletics Admin and Support	14-Sep-2020
Separation	Patomchai Patitas		Specialist/Professional	Environmental Health and Safety	30-Sep-2020
Separation	Camilla Rees		Coordinator	College of Education	30-Sep-2020
Separation	Tani Sherwood		Specialist/Professional	Environmental Health and Safety	30-Sep-2020
ePAR Promotion	Sean Cummings		Instructional Designer	Digital Learning and Prof Education	01-Sep-2020
ePAR Promotion	Jenny Frame		Coordinator	Center for Community Engaged Learng	16-Sep-2020
ePAR Promotion	Sarah Webber		Accountant	Bursar and Collection Services	01-Sep-2020
Faculty				
HIRE	Samuel Allen	Replaces Ryan Wash	Instructor	Communication	01-Sep-2020
Non-Exempt				
HIRE	Rylie Ferry	Replaces Bridget Marie Perkins	Custodian II	Facilities Management	21-Sep-2020
HIRE	Mackenzie Glover	New Position	Specialist/ Non-exempt	Davis Student Services	29-Sep-2020
HIRE	Sam Jeffery	Replaces Aaron Chad Blaylock	Custodian II	Facilities Management	21-Sep-2020
Separation	Paul Ashton		Graphic Artist/Non-Exempt	Bookstore-Wildcat Stores	30-Sep-2020
Separation	Carly Bentley		Administrative Specialist II	Political Science and Philosophy	30-Sep-2020
Separation	Ryan Hirschi		Enrollment Specialist I	Financial Aid Office	18-Sep-2020
Separation	Heather O'Donnell		Administrative Specialist I	Botany	04-Sep-2020
Separation	Veronica Zaher		Administrative Specialist II	Radiologic Sciences	18-Sep-2020

Weber State University

Human Resources Agenda Report
from 9/1/2020 thru 9/30/2020

Action	Comment	Position	Department	Date
Non-Exempt				
Transfer e-par	Corie Holmes	Enrollment Specialist I	Financial Aid Office	30-Sep-2020
ePAR Promotion	Erich Goeckeritz	Enrollment Specialist I	Admissions Office	16-Sep-2020
ePAR Promotion	Bart Hancock	Bldg Ctrl Tech	Facilities Management	16-Sep-2020
ePAR Promotion	Gene Hill	Operator	Facilities Management	16-Sep-2020
ePAR Promotion	Nicholas Meldrum	Technician/Enrollment Speclst	Academic Technology Services	08-Sep-2020
ePAR Promotion	Kaden Reed	Commissioning Tech	Facilities Management	16-Sep-2020

Personnel and Academic Policy Committee
of the
Weber State University Board of Trustees
September 15, 2020

A virtual meeting of the Personnel and Academic Policy Committee of the WSU Board of Trustees was held from 8:01 AM until 9:12 AM on Tuesday, September 15, 2020, via Zoom video conferencing software.

Board Members Present:
Karla Bergeson, chair
Kearston Cutrubus
Louenda Downs
Ben Ferney
Don Salazar

WSU Representatives Present:
President Brad Mortensen
Provost & VP of Academic Affairs Ravi Krovi
University Legal Counsel Stephanie Hollist
Associate Provost Eric Amsel
Assistant VP of Human Resources Jessica Oyler

Guests:
n/a

Excused:
n/a

Ms. Bergeson thanked the faculty and staff at WSU for their efforts preparing for the meeting while facing the hurricane force winds and cleanup.

Minutes: Minutes from the May 20, 2020 meeting were unanimously approved on a motion by Ms. Downs and a second by Ms. Cutrubus.

PPM Changes: The committee reviewed and discussed the proposed changes. Dr. Oyler and Ms. Hollist offered background and additional information surrounding the PPM change, including how the policy complies with and exceeds the requirements of the recently updated Utah state law. The Alternative Arrangement form was presented for committee information and input. The following PPM change was unanimously approved upon a motion by Ms. Downs and a second by Ms. Cutrubus:
- PPM 3-6: Employment of Relatives

New Programs: The committee discussed the proposal and Dr. Krovi and Dr. Amsel offered background about the proposed program including the associated clinical experience

requirements and accreditation process. The committee commended those working on this program for their work. The following new program was unanimously approved upon a motion by Ms. Downs and a second by Mr. Ferney:

- Master of Physician Assistant Studies.

Consent Calendar: The following consent calendar items were unanimously approved upon a motion by Ms. Downs and a second by Mr. Salazar:

- Early Retirement Request:
  - Pat Shaw, Health Administrative Services, Full Retirement, 6/30/21
- Personnel Reports:
  - May 2020
  - June 2020
  - July 2020
  - August 2020.

Committee Charter: The committee reviewed and discussed the proposed changes to the Personnel & Academic Policy Charter. Ms. Hollist offered background and answered questions about the proposed changes. The proposed changes were unanimously approved for recommendation to the main board upon a motion by Ms. Cutrubus and a second by Ms. Downs.

WSUSA Policy Issues: Mr. Ferney offered information about WSUSA's involvement in Faculty Senate. He also spoke about recently passed WSUSA bills that change the titles of two WSUSA senators from American Indian to Native American senator, and from African American to African Diaspora senator in an effort to use more inclusive language and to better represent their constituent populations.

Brainstorming Session for Future PAP Committee Discussion Topics: The committee decided on the following topics for future discussion:

- Possibility of Trustee Attendance of Faculty Senate
- Increasing Trustee Liaison Interactions with Academic Colleges
- Enhancing Interdisciplinary Programing
- Retention & Completion
- Inviting Guests to Present, including Deans, Students, Community Members

BOARD OF TRUSTEES

BUSINESS COMMITTEE AGENDA

October 21, 2020

ACTION ITEMS:

1. Meeting Minutes (Sept. 2020)
2. Audit Committee Report
3. Proposed Property Sale
4. Proposed Sale of WSU Net-Zero Home
5. Stewart Stadium East-Side Bleacher Replacement

INFORMATION ITEMS:

6. All Funds Budget Overview

CONSENT ITEMS:

7. Financial Report (August 2020)
8. Monthly Investment Report (August 2020)
9. WSU Institutional Residence Annual Report
10. WSU Institutional Discretionary Funds Report
11. FY22 Budget Development Status

WEBER STATE UNIVERSITY

AUDIT COMMITTEE REPORT

Attached is a copy of the minutes from the September 15, 2020 Board of Trustees Audit Committee Meeting.

MEMAUDCOMRPTSEPT2020

Working Together To Create A Quality Environment Where Students Are Served

Report (Draft)
Weber State University
Board of Trustees Audit Committee
September 15, 2020

Members: **Excused**
Mr. Don Salazar
Mr. Nolan Karras
Ms. Louenda Downs
Mr. Steve Avis
Mr. David Skidmore

Weber State University Representatives:
Dr. Brad Mortensen, President
Dr. Ravi Krovi, Provost
Dr. Norm Tarbox, Vice President for Administrative Services
Dr. Bret Ellis, Vice President for Information Technology
Dr. Brett Perozzi, Vice President for Student Affairs
Mr. G. Richard Hill, General Counsel
Mr. Bryce Barker, Director of Internal Audit
Ms. Stephanie Jaramillo, Assistant Director of Internal Audit
Mr. Florian Stellet, Information Security Manager

Welcome	1. Don Salazar welcomed those present.
Minutes	2. Upon a motion from Steve Avis, seconded by David Skidmore, the committee approved the minutes for May 20, 2020.
Information Security Report	3. Information Security Manager Florian Stellet provided a report on cybersecurity risks including an assessment of how the university is addressing these risks and areas where improvements are needed. A major contributing factor to the university's ability to address some of these risks was the CARES act funding received, which allowed for the purchase of software applications to help mitigate risk. A challenge in the Information Security Office is staffing to adequately address current and emerging issues and the increasing number of tools and technologies staff are responsible to operate.
Legal Briefing	4. Richard Hill, General Counsel, provided updates on university legal matters
Audit Schedule: FY21	5. Bryce Barker, presented the proposed audit schedule for FY21.
ACTION	Upon a motion from Steve Avis seconded by Nolan Karras, the committee approved the proposed audit schedule.
Follow-Up Audits	6. Bryce Barker recommended the Office of Application Development Services, Continuing Education – Marketing, Counseling & Psychological Services Center and Disability Services follow-up audits be closed.
ACTION	Upon a motion by David Skidmore, seconded by Louenda Downs, the committee approved the recommendations as noted.
Scheduled Audits	7. Bryce Barker reported on the College of Social & Behavioral Sciences and Office of IT Business Services, and recommended they be left open for a follow-up review.
ACTION	Upon a motion by Louenda Downs, seconded by Steve Avis, the committee approved the recommendations as noted.

	Bryce Barker recommended the NCAA Compliance audit be closed.
ACTION	Upon a motion by Nolan Karras, seconded by David Skidmore, the committee approved the recommendations as noted.
P-Card Report	8. Bryce Barker provided a summary of the P-Card Annual Report and noted the main concern found in p-card audits is for statements not being reconciled within 30 days of the statement date.
Red Flag Reporting / Other Complaints	9. Bryce Barker reported on the Red Flag Reporting / other complaints received since the last audit committee meeting. All but one of the complaints received have been reviewed and addressed by the appropriate university personnel. The remaining complaint is in the process of being reviewed.
Meeting Adjourned	10. With no further business the meeting adjourned.

FINANCIAL REPORT

AUGUST 2020

This report includes three months of activity since the close of the 2019-2020 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2020-2021 fiscal year

It is recommended that the financial report be approved.

MEMFINRPTSAUG2020

Working Together To Create A Quality Environment Where Students Are Served

Weber State University
Cash Basis Summary of Operations
For the Month Ended August 31, 2020
16.67 Percent of the Year Completed

	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)	$ 180,853,477	13.90 %	$12,532,157	$25,145,212	$24,599,017	2.22 %	$168,376,742
Athletics	5,127,367	14.69 %	299,758	753,398	640,405	17.64 %	5,095,335
Educationally Disadvantaged	782,870	8.73 %	34,304	68,377	70,857	(3.50) %	454,404
Total State Appropriated Funds	186,763,714	13.90 %	12,866,219	25,966,987	25,310,279	2.59 %	173,926,481
Net Funds Available for Expenditure	$186,763,714	13.90 %					
Other Unrestricted Funds							
Institutional Discretionary			244,659	277,274	321,229	(13.68) %	1,200,807
Continuing Education Programs			498,506	1,405,158	1,343,232	4.61 %	8,603,899
Shop Funds			715,006	1,194,182	842,850	41.68 %	7,640,949
Service Enterprises			341,416	683,282	879,913	(22.35) %	4,419,566
Auxiliary Enterprises			1,218,885	2,292,302	2,950,100	(22.30) %	16,751,314
Athletics			843,553	1,445,603	1,680,433	(13.97) %	6,125,810
Self Supporting/Miscellaneous			170,463	539,466	972,039	(44.50) %	7,362,258
Total Other Unrestricted Funds			4,032,488	7,837,267	8,989,796	(12.82) %	52,104,603
Restricted Funds							
Grants and Contracts			18,869,255	20,527,969	12,035,978	70.56 %	41,456,300
Gifts			1,539,099	2,127,791	2,184,424	(2.59) %	23,067,702
Total Restricted Funds			20,408,354	22,655,760	14,220,402	59.32 %	64,524,002
Other Funds							
Agency Funds			10,489,197	10,643,353	11,371,794	(6.41) %	36,377,266
Associated Students			559,566	973,691	1,007,512	(3.36) %	7,649,097
Plant Funds			5,028,052	8,542,076	8,606,689	(0.75) %	59,082,945
Total Other Funds			16,076,815	20,159,120	20,985,995	(3.94) %	103,109,308
Total All Funds			$53,383,876	$76,619,134	$69,506,472	10.23 %	$393,664,394

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 August 2020. Approval of this report is sought from the Business Committee.

MEMMONTHLYINVRPTAUG2020

Working Together To Create A Quality Environment Where Students Are Served

Weber State University
Monthly Investment Activity Report
August 31, 2020

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance July 31, 2020						$256,402,958
Purchases:						
Wells Fargo	Checking	31-Aug-20	1-Sep-30	0.2500%	13,390,585	
PTIF	PTIF	Various	Various	0.5458%	22,318,748	
Common Fund Gain					86,396	
Common Fund Earnings					57	
						35,795,786
Withdrawals:						
Wells Fargo	Checking	31-Jul-20	1-Aug-20	0.2500%	14,216,660	
Global Distressed Investors						
Total Withdrawals						14,216,660
Balance August 31, 2020						$277,982,084

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
August 31, 2020

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Jul-20	1-Aug-20	0.2500%	$13,390,585	$13,390,585
PTIF						
Endowment Pool	PTIF	Various	Various	0.5458%	11,778,706	11,778,707
Cash Pool	PTIF	Various	Various	0.5458%	104,586,205	104,586,205
Common Fund						
Global Private Equity	Alternatives	Various	Various		2,689,034	3,661,413
Global Private Equity II	Alternatives	Various	Various		1,142,343	1,492,514
Global Private Equity III	Alternatives	Various	Various		68,858	135,990
Strategic Solutions Global Equity	Equity	Various	Various		67,281,317	96,169,727
CF Real Estate Opp	Alternatives	Various	Various		592,166	714,312
Global Distressed Investors	Alternatives	Various	Various		68,516	32,172
High Quality Bond	Fixed	Various	Various		26,778,092	29,328,339
Natural Resources	Alternatives	Various	Various		893,317	873,125
Natural Resources Partners	Alternatives	Various	Various		481,214	424,232
Secondary Partners II	Alternatives	Various	Various		449,476	704,560
Venture Partners XIII	Alternatives	Various	Various		286,298	348,395
Glbal Larege MidCap Natural Resources	Alternatives	Various	Various		2,669,496	3,005,739
State Street US Govt	Fixed	Various	Various		1,122,347	1,122,347
Venture Partners XII	Alternatives	Various	Various		890,051	1,038,504
Venture Partners XI	Alternatives	Various	Various		1,912,760	3,510,069
SSGA REIT	Alternatives	Various	Various		2,901,303	3,105,823
SS Core Real Estate	Fixed	Various	Various		3,000,000	3,000,000
Government Bonds						
Federal Farm Credit	Bond	27-Jan-20	27-Jan-26	1.9800%	5,000,000	5,083,900
Federal Farm Credit	Bond	13-Jan-20	13-Jan-28	2.3700%	5,000,000	5,027,245
Corporate Bonds						
Goldman Sachs	Bond	15-Nov-18	15-Nov-21	1.4500%	5,000,000	5,010,410
Citigroup	Bond	4-Feb-19	8-Dec-21	1.3880%	5,000,000	5,053,920
HSBC Holdings	Bond	13-Sep-19	5-Jan-22	1.8040%	5,000,000	5,077,822
Mizuho Financial Group	Bond	7-Jun-19	28-Feb-22	1.1960%	5,000,000	5,047,311
Morgan Stanley	Bond	9-Sep-19	10-Jun-22	2.7820%	5,000,000	5,016,017
Total Investments					**$277,982,084**	**$313,739,383**

Weber State University Foundation
Monthly Investment Activity Report
August 31, 2020

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance July 31, 2020					$10,645,319
Revenues:					
Dividends				21,485	
Interest				15	
Realized Gains				0	
Partnership Distribution				4,361	
Other Income				0	
					25,861
Expenses:					
Investing Fees				0	
Annuity Payments				3,758	
Misc Expense				0	
Transfers to University				31,850	
Total Withdrawals					35,608
Balance August 31, 2020					$10,635,572

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
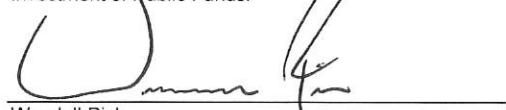Monthly Investment Report
August 31, 2020

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		32,121	32,121
PTIF	PTIF	Various	Various	0.5456%	22,645	22,645
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		921,962	2,498,624
Multi-Strategy Bond	Bond	Various	Various		1,172,006	1,294,479
Multi-Strategy Bond (Annuity)	Bond	Various	Various		385,463	413,136
Multi-Strategy Equity (Annuity)	Equity	Various	Various		315,658	687,464
Stock and Money Markets						
Abbvie Inc Com	Stock				235,161	311,253
Altria Group-Philip Morris	Stock				93,214	437,400
Apple	Stock				180,198	541,968
AT&T Corp	Stock				221,178	178,860
BP PLC ADS	Stock				268,066	104,650
CenturyLink Inc	Stock				699,480	244,025
Citygroup Inc	Stock				141,586	127,800
Comcast Corp (NEW) Class A	Stock				314,078	371,923
Dow Inc	Stock				106,835	75,170
DuPont de Nemours Inc	Stock				145,430	92,896
Enbridge Inc	Stock				205,347	156,898
Enterprise Prod Prtnrs L.P.	Stock				256,747	172,088
Intl Business Machines Corp	Stock				154,616	135,641
Ishares	Stock				1,249,303	1,218,440
Ishares MSCI Euro Financial	Stock				200,875	127,176
JP Morgan Chase & Co.	Stock				73,435	130,247
Merck & Co	Stock				103,732	157,750
Microsoft	Stock				174,684	360,848
Morgan Stanley Fund	Money Market			0.0200%	183,023	183,023
PBF Energy Inc	Stock				426,742	130,112
Pepsico	Stock				251,998	378,162
Pfizer Inc	Stock				216,239	215,403
Royal Dutch Shell PLC	Stock				312,802	163,240
Simon Ppty Group Inc	Stock				124,005	54,280
Tanger Factory Outlet Centers	Stock				185,515	42,106
Teva Pharmaceuticals Adr	Stock				252,152	54,285
Valero Energy Cp Dela New	Stock				154,232	105,180
Vanguard Index FDS S&P 500 ETF	Stock				119,596	154,090
Viacomcbs Inc CL B	Stock				103,575	80,765
Vodafone GP	Stock				211,981	172,809
Wells Fargo & Co New	Stock				294,957	130,410
Welltower Inc	Stock				124,936	86,280
Total Investments					**$10,635,572**	**$11,843,646**

Weber State University
Monthly Investment Activity Report
Funds Separately Invested
August 31, 2020

		Type	Shares	Transaction Amount	Amount
Balance July 31, 2020					$5,468,791
Gifts:					
	Intel Corp	Stock	100	4,857	
	Cost	Stock	337	49,934	
	Low	Stock	154	50,053	
					104,844
Sold:					
	Intel Corp	Stock	100	4,857	
	Cost	Stock	337	49,934	
	Low	Stock	154	50,053	
	Total Withdrawals				104,844
Balance August 31, 2020					$5,468,791

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
August 31, 2020

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			$49,434	$655,120
Knight Swift	Stock	13-Dec-17			1,683,605	$1,750,210
Life Insurance Policy					3,735,752	3,744,671
Total Investments					$5,468,791	$6,150,001

WSU INSTITUTIONAL RESIDENCE ANNUAL REPORT

Utah Board of Higher Education Policy R-207, Institutional Residences, assigns to the Board of Trustees the responsibility of reviewing and approving the operating budget for WSU's institutional residence annually. Once approved, the budget is forwarded to the Regents for review. The attached material shows actual expenditures for the previous year (2019-2020) and planned expenditures for the current year (2020-2021).

Utah Board of Higher Education Policy R-207 also identifies certain expenditures related to a residence that are not allowed to be paid from institutional funds. These expenditures include: personal long-distance telephone service, cable television, other personal telecommunications service, and insurance costs on personal belongings. The attached actual expenditures and budgeted expenditures are in compliance with these guidelines.

Trustee approval is sought for the WSU Institutional Residence Annual Report.

MEMINSTITRESANNUALRPT

Working Together To Create A Quality Environment Where Students Are Served

Utah System of Higher Education

FORM H-2: INSTITUTIONAL RESIDENCE

OPERATION AND MAINTENANCE OF PRESIDENT'S HOME

Institution:	Weber State University
Prepared by:	Clayton Anderson
Due Date:	August 29, 2020
Submission Date:	

2019-20   Budget and Actual
2020-21   Budget

Expenditures

	2019-20 Initial Budget	2019-20 Actual	2020-21 Budget
I. Maintenance Costs			
A. Utilities			
1. Fuel, Power, Water, Sewer, and Garbage			
2. Telephone Service			
3. Housing allowance	21,300	22,145	22,150
4. Other			
B. Routine Care			
1. Residence			
2. Grounds			
3. Other			
C. Remodeling, Major Repairs			
1. Roofing repairs			
2. Siding			
3. Other			
D. Repairs and Maintenance of Structure			
1. Painting			
2. Property survey			
3. General Repairs and Maintenance		635	
4. Other			
E. Repairs, Maintenance, and Replacement of Furniture, Furnishings and Equipment			
1. *Describe Here*			
2. *Describe Here*			
3. *Describe Here*			
F. New Furniture, Furnishings, and Equipment			
1. *Describe Here*			
2. *Describe Here*			
3. *Describe Here*			
Subtotal - Maintenance Costs	$21,300	$22,780	$22,150
II. Custodial and Domestic Assistance			
A. General			
B. Institutional Functions	7,000		7,000
Subtotal - Custodial and Domestic Assistance	$7,000		$7,000
III. Insurance			
IV. Contingency			
V. Total Expenditures	$28,300	$22,780	$29,150
VI. Gross Square Footage			
VII. Source of Funds (E&G, Discretionary, Donor, etc.)	E&G		

Notes:

WEBER STATE UNIVERSITY

INSTITUTIONAL DISCRETIONARY FUNDS

ANNUAL REPORT FOR YEAR ENDED 6/30/20

Utah Board of Higher Education Policy R548, Institutional Discretionary Funds Administration and Accountability, defines and governs the use of discretionary funds at each USHE institution. Generally, the institutional discretionary funds of an institution include undesignated investment income and unrestricted gifts and grants. Categories of appropriate use for such funds include: student financial aid, faculty development, campus development, fund-raising activities, library support, academic and support equipment, etc. Reporting requirements included in R548 require an institution's Board of Trustees to review and approve its Institutional Discretionary Funds report before it is submitted to the Utah Board of Higher Education. The reports are audited annually. The attached report has been prepared in compliance with Utah Board of Higher Education Policy R548.

Trustee approval is sought for WSU's 2019-2020 Institutional Discretionary Funds Report.

MEMINSTITDISCFUNDSRPT2020

Working Together To Create A Quality Environment Where Students Are Served

Utah System of Higher Education

FORM S-6: INSTITUTIONAL DISCRETIONARY FUNDS

Institution: Weber State University

Prepared by: Clayton Anderson

Due Date: October 17, 2020

Submission Date:

2020

			Actual 2019-20	Budget 2020-21	Estimate 2021-22		Period of Obligation
I. SOURCES OF INSTITUTIONAL DISCRETIONARY FUNDS							
	A.	Carryforward	$5,434,768	$6,442,257	$6,609,057		
	B.	Current Funds Interest	$2,392,290	$1,750,000	$1,750,000		
	C.	Unrestricted Gifts and Gran	$243,374	$200,000	$200,000		
	D.	TOTAL AVAILABLE *(A+B+*	$8,070,432	$8,392,257	$8,559,057		
II. EXPENDITURES BY CATEGORY AND PROJECT							
	A.	Academic Program Enrichm					
	(1)						
	(2)						
	(3)						
	(4)						
	(5)						
	(6)						
	(7)						
	(8)						
	(9)						
	(10)	SUBTOTAL	$0	$0	$0		
	B.	Cultural Enrichment					
	(1)	Downtown Support	$250,000	$125,000	$125,000		Indefinite
	(2)	Cultural Activities	$167,202	$100,000	$100,000		Indefinite
	(3)						
	(4)						
	(5)						
	(6)						
	(7)						
	(8)						
	(9)						
	(10)	SUBTOTAL	$417,202	$225,000	$225,000		
	C.	Scholarships, Fellowships, and Student Aid					

	(1)	Student Scholarships	$476,921	$750,000	$750,000	Indefinite
	(2)					
	(3)					
	(4)					
	(5)					
	(6)					
	(7)					
	(8)					
	(9)					
	(10)	SUBTOTAL	$476,921	$750,000	$750,000	
D.		Faculty Development and Recognition				
	(1)	Faculty & Staff Developmer	$57,800	$58,000	$58,000	Indefinite
	(2)					
	(3)					
	(4)					
	(5)					
	(6)					
	(7)					
	(8)					
	(9)					
	(10)	SUBTOTAL	$57,800	$58,000	$58,000	
E.		Campus Development				
	(1)	Campus Infrastructure	$91,732	$120,000	$120,000	Indefinite
	(2)					
	(3)					
	(4)	SUBTOTAL	$91,732	$120,000	$120,000	
F.		Seed Money for Program Grants and Con				
	(1)					
	(2)					
	(3)					
	(4)	SUBTOTAL	$0	$0	$0	
G.		Fund Raising and Institutional Development				
	(1)	Fundraising Support	$217,200	$217,200	$217,200	Indefinite
	(2)					
	(3)					
	(4)	SUBTOTAL	$217,200	$217,200	$217,200	
H.		Supplemental Library Support				
	(1)					
	(2)					
	(3)					
	(4)	SUBTOTAL	$0	$0	$0	

I.		Equipment Acquisitions				
	(1)					
	(2)					
	(3)					
	(4)	SUBTOTAL	$0	$0	$0	
J.		Other Education and General Current Operating Support*				
	(1)	Title IX Support	$256,000	$256,000	$256,000	Indefinite
	(2)	Other Athletic Support	$82,000	$82,000	$82,000	Indefinite
	(3)	Presidential Projects (FY17	$29,320	$75,000	$75,000	Indefinite
	(4)					
	(5)					
	(6)					
	(7)					
	(8)					
	(9)					
	(10)	SUBTOTAL	$367,320	$413,000	$413,000	

*Other Category should not include single listings of over $50,000 in value.

III. TRANSFERS TO OTHER FUNDS BY PROGRAM AND PURPOSE

A.	Loan Funds				
B.	Plant Funds				
C.	Intercollegiate Athletics				
D.	Other Auxiliary Enterprises				
E.	Quasi-Endowment Funds				
F.	Other Funds				
G.	SUBTOTAL OF ALL TRAN	$0	$0	$0	

IV. GRAND TOTAL	$1,628,175	$1,783,200	$1,783,200
V. CARRYFORWARD (I-D minus IV)	$6,442,257	$6,609,057	$6,775,857

FY22 BUDGET DEVELOPMENT STATUS

As introduced in the September 2020 Business Committee to the Board of Trustees, WSU has been asked to complete FY22 Budget Request forms and submit them to the new State Board of Higher Education for consideration. The full packet of forms is included here for Trustee review and consent.

MEMFY22BUDGETDEVSTATUS

Working Together To Create A Quality Environment Where Students Are Served

Utah System of Higher Education

Form B-4: Institution Budget Needs Identification Form

FY2022 Operating Budget Request

Institution:	Weber State University
Prepared by:	Clayton Anderson
Due Date:	October 1, 2020
Submission Date:	

Institution Budget Priorities

Please list your institution's budget needs for FY2022 including category, title and amount

Category	Priority Descriptive Title	Amount Requested
Performance	Salary Catch-up	$950,100
Performance	IT Security	$100,000
Performance	Retention & Recruitment Software	$200,000
Performance	Student Affairs/Academic Affairs Retention & Student Success	$620,000
Performance	Student Affairs/Academic Affairs - Next Gen Workforce	$450,000
Faculty Tenure & Promotion	Faculty Promotion and Tenure Request	$445,532
	Total	**$2,765,632**

Utah System of Higher Education

Form B-4: FY2022 Institutional Operating Budget Request Detail

Institution:	Weber State University
Prepared by:	Clayton Anderson

Title: Salary Catch-up

Due Date:	October 1, 2020
Submission Date:	

Requested Amount: $ 950,100

1) Briefly describe the priority and what the institution intends to do with the requested funding.

Funding is sought to address acute salary market, retention, and equity issues at WSU. Salaries at WSU, for both faculty and staff, lag by more than 10% compared to peers and comparison groups. Over the past several years these gaps have gotten larger. Traditionally, WSU has benefitted from a stable workforce. People tend to come and stay. However, due to salary considerations, our turnover rates have increased dramatically in recent years. For FY20, our staff turn-over rate averages approximately 15% per year. Non-exempt staff turnover has averaged 20.5% over the past 3 years, which did improve by 2.5% because of recent non-exempt salary increases. Even with these adjustments, we still have significant room for growth. Faculty turnover remains in the 5-8% range. However, many faculty searches fail due to low starting salaries. The need to address salary increases beyond the base-package provided by the state

2) How does the priority align with the institution's mission, and how will the funding enhance the ability to accomplish its mission?

As a regional comprehensive institution within the USHE system, WSU's mission is to provide students with access to high-quality learning opportunities that will enrich their lives and improve their communities. Our ability to do this is dependent on attracting and retaining talented, high-quality employees.

3) Justification:

a. How will this budget priority improve student outcomes? Be specific.

WSU remains a people driven endeavor. Nothing can replace a caring and talented faculty member in the life of a student. This is at the core of what we do. WSU helps students become more than they think they can be. Only personal interaction with quality mentors can ensure that this transformation takes place. Staff play a key role as well, through advising, counseling, and creating a premier learning environment.

b. Explain how this request will meet unmet demand within your institution or service region (provide data documentation).

By preserving the capacity of the institution and enabling WSU to operate in an efficient and effective manner.

c. If funded, when will this program/department begin enrolling/expanding programming for students?

NA

d. Describe career pathways created or enhanced if funding is received. Identify industry/community partners.

NA

4) What goals/objectives is the institution planning to achieve with this funding and how will it track success?

To maintain a high-quality learning environment that operates efficiently and is compliant with applicable laws and regulations.

5) Performance Measures/Outcomes:

    a.   What increases in production and outcomes does the institution anticipate?

i.	Capacity (i.e. additional students, credit hours)	NA
ii.	Completions (i.e. degrees and certificates)	NA
iii.	Workforce (i.e. job placements, economic impact)	NA

    b.   Describe the economic impact to your service region if this funding is received.

Graduates of WSU earn more in the year following graduation than comparable graduates of other USHE institutions. Most of these students are from the region and will stay in the region. Given that a majority of WSU's student population is comprised of non-traditional students (often married, with children, over 25 years of age), it is highly likely that most will stay in the Weber/Davis/Morgan area. They will enhance the local community not only through tax dollars, but also through their informed participation in local issues.

6) Performance Baseline (for existing program expansion)

    a.   What are the most recent outcome measures?

	Metric	Outcome
i.	NA	
ii.		
iii.		

7) Budget:

    a.   Detail of projected expenditures

		Compensation	FTE
i.	Faculty	500,000	0
ii.	Staff	450,100	0
iii.	Operating Expenses		
Total:		950,100	-

    b.   Current budget (existing programs or departments only)

    c.   Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

During FY19, WSU Divisions reallocated $4.5 million (one-time and ongoing) to meet institutional needs.

8) Describe any previous improvement strategies implemented within this department or program.

WSU has numerous faculty and staff retention programs, but all require additional funding over time to be maintained.

9) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

WSU is a cornerstone in the economic vitality of the region. The strength of the institution is directly reflected in the vibrancy of the local economy and culture.

Utah System of Higher Education

Form B-4: FY2022 Institutional Operating Budget Request Detail		Institution:	Weber State University
		Prepared by:	Jared Van Orden
Title:	IT Security	Due Date:	October 1, 2020
		Submission Date:	

Requested Amount: $ 100,000

1) Briefly describe the priority and what the institution intends to do with the requested funding.

Weber State intends to use additional funding to increase Cyber Security for faculty, staff, and students. The money is intended for various critical security tools, to increase threat detection, visiblity into network activity, and to reduce risk to the organization. The money might also be used for additional staffing.

2) How does the priority align with the institution's mission, and how will the funding enhance the ability to accomplish its mission?

A secure network and IT environment is a critical building block for successful education. Being unable to protect Weber State against data breaches might incure fees and penalties that would negatively impact resources available for student success. Loss of student information might negatively impact students' lives for a prolonged time, jeopardizing educational outcomes and the mission of Weber State. Reputation loss following a data breach has the potential to substantially impact Weber State, limiting our ability to positivly impact the community.

3) Justification:

a. How will this budget priority improve student outcomes? Be specific.

The Mission Statement of the Weber State IT Division is RISE - Respond, Inovate, Secure, Empower. Increasing Cyber Security will empower students by protecting their personal information and allowing for a better focus on education-related matters. Loss of personal information and data breaches can have a long-term, detrimental impact on affected users. Increasing Weber State Cyber Security and our ability to protect student information will allow us to better facilitate the desired outcome of higher education.

b. Explain how this request will meet unmet demand within your institution or service region (provide data documentation).

Currently Weber State is operating an Information Security Office with 2 team members. The existing staffing is below the average found in similar organizations. Critical security systems that are standard throughout the industry (e.g. SIEM, Logging, Ransomware Protection) are missing or underdeveloped. Additionally, new and emerging threats require a more modern and proactive security response. Advanced technologies that are able to handle the increased risk of modern threats are currently outside of the Operating Budget of the Information Security Office.

c. If funded, when will this program/department begin enrolling/expanding programming for students?

N/A

d. Describe career pathways created or enhanced if funding is received. Identify industry/community partners.

The Information Security Office offers a specialized career path. Additional staff funding would allow for additional positions that could be filled by part-time and entry level employees allowing them a chance to further develop their career.

4) What goals/objectives is the institution planning to achieve with this funding and how will it track success?

Increased staffing will allow Weber State to better utilize existing resources which is difficult with existing employee levels. Also, funding for additional technology would have a direct impact on security. Weber State is hoping to better combat the threat of ransomware, and increase performance during third party security assessments. Progress and implementation will be tracked through project management.

5) Performance Measures/Outcomes:

    a. What increases in production and outcomes does the institution anticipate?

i.	Capacity (i.e. additional students, credit hours)	N/A
ii.	Completions (i.e. degrees and certificates)	N/A
iii.	Workforce (i.e. job placements, economic impact)	N/A

    b. Describe the economic impact to your service region if this funding is received.

N/A

6) Performance Baseline (for existing program expansion)

    a. What are the most recent outcome measures?

	Metric	Outcome
i.	N/A	N/A
ii.	N/A	N/A
iii.	N/A	N/A

7) Budget:

    a. Detail of projected expenditures

		Compensation	FTE
i.	Faculty		
ii.	Staff	100,000	1
III.	Operating Expenses		
	Total:	100,000	1

    b. Current budget (existing programs or departments only)   482,390

    c. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

The Information Security Office has improved its workflow and process to better utilize existing resources.

8) Describe any previous improvement strategies implemented within this department or program.

The Information Security Office has improved it's policy and processes to better meet the demands of a developing education environment. Usage of existing tools has been streamlined for a better, more efficient workflow, and existing technologies have been leveraged to increase overall Cyber Security.

9) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

The request is scalable to some extend. Receiving an allocation of $100,000 would enable the Information Security Office to hire an additional staff member or, alternativly, impelement new technology to improve Cyber Security.

Utah System of Higher Education

Form B-4: FY2022 Institutional Operating Budget Request Detail	Institution: **Weber State University**
	Prepared by: **Betty Kusnierz**
Title: Retention & Recruitment Software	Due Date: October 1, 2020
	Submission Date:

Requested Amount: $ 200,000

1) Briefly describe the priority and what the institution intends to do with the requested funding.

Annual maintenance and upgrades for software for early warning/student tracking (Starfish), financial aid, and student recruiting. These programs were previously purchased and the annual costs paid through one-time funding. Since all three programs have demonstrated a positive impact on student success, retention, and completion, this request is to base fund the annual costs.

2) How does the priority align with the institution's mission, and how will the funding enhance the ability to accomplish its mission?

In pursuit of WSU's mission to provide access and learning to our community (and beyond), the institution has embarked on a Strategic Enrollment plan to recruit and retain more students. The plan involves multiple initiatives, which include maintaining and ugrading software associated with the institution's enhanced student recruiting, retention and financial aid efforts.

3) Justification:

a. How will this budget priority improve student outcomes? Be specific.

WSU recognizes that potential students require several "touches" prior to matriculation to ensure they connect with the institution, get the best possible advising, and fully understand financial aid options. In the past, the institution engaged in limited outreach to certain populations. To improve student outcomes, more contact and sustained contact is required. The student recruiting and financial aid software improve the matriculation process, which then contributes to student success and retention. Starfish is a technology tool that supports student success by facilitating communication and connection between faculty, students, advisors and various support services.

b.
Explain how this request will meet unmet demand within your institution or service region.

These three software programs allow WSU to enhance the number of students served and to serve them more successfully as data collection and analysis improve.

c. If funded, when will this program/department begin enrolling/expanding programming for students?

WSU has been investing in and employing recruiting, retention, and financial aid software products with positive results. In addition to improving the matriculation and financial aid process, WSU uses Progress Surveys through Starfish Early Alert to allow faculty to raise concerns (flags) or send compliments (kudos) related to a student's academic performance at specific points during the semester. Students with a flag persist at rates higher than the WSU overall persistence rate from one fall semester to the next fall semester and from fall semester to spring semester.

d. Describe career pathways created or enhanced if funding is received. Identify industry/community partners.

All career pathways that follow successful graduation are enhanced through the use of these software products.

4) What goals/objectives is the institution planning to achieve with this funding and how will it track success?

Increase the number of students who file FAFSAs. Decrease the time needed by the Financial Aid Office to process students who have been selected for verification. Increase the number of first-time students enrolling in college. Increase retention of students from fall to spring semester and from fall and from fall. Success is tracked by the Student Success Steering Committee through Key Performance Indicators.

5) Performance Measures/Outcomes:

    a.   What increases in production and outcomes does the institution anticipate?

        i.   Capacity (i.e. additional students, credit hours)   FTE increase of .5 to 1% over prior year

        ii.   Completions (i.e. degrees and certificates)   Between .5 and 1% increase in students earning degrees in 8 years

        iii.   Workforce (i.e. job placements, economic impact)

    b.   Describe the economic impact to your service region if this funding is received.

Economic impacts include a more highly-educated work force prepared to enter the labor market immediately after graduation.

6) Performance Baseline (for existing program expansion)

    a.   What are the most recent outcome measures?

	Metric	Outcome
i.	Fall Semester FTE	.6% increase 2019 to 2020 budget related (12,526 to 13,291)
ii.	Students earning degress in 8 years	Percent of entering students completing degrees = 42.1%
iii.		

7) Budget:

    a.   Detail of projected expenditures

		Compensation	FTE
i.	Faculty		
ii.	Staff		
iii.	Operating Expenses	200,000	
Total:		200,000	-

    b.   Current budget (existing programs or departments only)

    c.   Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

n/a

8) Describe any previous improvement strategies implemented within this department or program.

n/a

9) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

If this initiative is not funded and we are unable to maintain these software programs, it is likely a number of students will not enroll and will not persist to graduation.

Utah System of Higher Education

Form B-4: FY2022 Institutional Operating Budget Request Detail	Institution:	Weber State University
	Prepared by:	Brett Perozzi

Title:	Student Affairs/Academic Affairs Initiatives	Due Date:	October 1, 2020
	Retention and Student Success	Submission Date:	

Requested Amount: $ 620,000

1) Briefly describe the priority and what the institution intends to do with the requested funding.

Weber State University is committed to working closely with the Regents' college advisors and expanding resources and support for access, particularly to traditionally underserved populations. Once students matriculate we will retain them through expanded mental health services, making students aware of resources (such as evening childcare for working parents), clearly defined math pathways for concurrently enrolled students, and adding faculty resouces to increase graduates whose talents, skills and knowledge are in demand by employers. Understanding student desires and behaviors is critical in this era of big data and analytics, so WSU will expand capacity by upgrading essential analytical infrastructure, as well as hiring and retaining those who maintain it and interpret results.

2) How does the priority align with the institution's mission, and how will the funding enhance the ability to accomplish its mission?

In pursuit of WSU's mission to provide access and learning to our community (and beyond), the university has embarked on a Strategic Enrollment Plan to recruit and retain more students. The plan involves multiple initiatives from both Student Affairs and Academic Affairs, and includes 1) an entry level access coordinator to to connect with college & high school (Regents') advisors, provide underserved students with pathways to college, and support bridge, transition, and other support programs. 2) One additional mental health counselor. 3) Sufficient salary dollars to retain WSU's Concurrent Enrollment Math Quantitative Literacy coordinator (initially funded by USHE's "Improving the Odds" program) to increase QL coursework available in the high schools. 4) Marketing staff to serve primarily online students. 5) Hourly staff and infrastructure to support evening childcare at the Davis Campus. 6) Faculty to provide increased access to high demand courses and programs. 7) Data analyst to assist with data mining, arraying, and interpretation. 8) Annual licensing costs associated with Ellucian's Intelligent Learning Platform (ILP), a product that allows Banner and CANVAS accurately to capture student registration, grades, and other information.

3) Justification:

a. How will this budget priority improve student outcomes? Be specific.

1) Helping high school students understand the benefits and opportunities available through higher education, particularly for local, underrepresented populations is critical to students transitioning and enrolling at WSU. Having staff to personally reach out and connect with prospective students and others assisting them in the high schools, and then getting students connected at the institutions are several major steps toward students' ultimate success and degree attainment. 2) Once students matriculate, providing robust and timely services, such as mental health counseling is critical to their retention. 3) Concurrent Enrollment Math QL Coordinator: data in support of maintaining this position are compelling. In year one of the project (2016/17), 19 high schools teachers taught only ten CE QL sections to a total of 238 students. In year two (2017/18), these numbers increased to 41 teachers, 39 CE QL sections, and 1,995 students. By year three (2018/19), 46 teachers taught 41 sections of CE QL math and enrolled 1,998 students. Striking too, is that prior to "Improving the Odds," all QL courses in WSU's cachement area were Math 1050, a course designed primarily for students who will be STEM or business majors. Since "Improving the Odds," CE teachers are offering MATH 1030 as well, a much better option for non-STEM majors. WSU now sees many first-year students who already have completed their QL requirement and, hence, already are on their way to successful graduation. 4) With the increase in online students, keeping web-based resources updated and interactive is a constant responsibility. Social media is a primary venue where students gather information about essential programs, services, and other high impact educational experiences. Having a person dedicated primarily to the needs of the increasing number of online students is essential so they are aware of all they can leverage for their success. 5) We know through surveys and course enrollment trends that childcare is a critical aspect of many working adults' ability to pursure higher education. Extending hours and expanding capacity at our Davis campus is necessary to support the primarily evening courses at that campus. 6) Adding faculty in high demand areas will have a measurable impact on student access and persistence. 7) Implementing, monitoring, and interpreting results of these analytic tools is essential for staff across the institution to provide coordinated support for students. Research has long informed that the way in which programs and services are aligned and thoughfully delivered is far more important than the programs and services themselves; therefore, data analysts and the decision making data they are able to provide, are key components of students' success. 8) Our current LMB service (LMS-Banner event manager) requires a custom drop script to remove students from CANVAS courses, a custom 'input final grades' integration with Banner, and a custom script to create user accounts in Canvas. Replacing Luminis Message Broker with Ellucian's Intelligent Leraning Platform (ILP) will allow real-time and bulk provisioning to and from Banner/CANVAS, thereby improving students' overall experience with registration and grades.

b. Explain how this request will meet unmet demand within your institution or service region (provide data documentation).

1) Access advising is a primary strategy of the Board of Regents, and additional resources in this area will allow WSU to leverage existing programs and services as well as gain additional exposure to pre-college students to help them enroll in higher education and WSU. 2) Mental health support, particularly for 18-24 year olds (at the time when most mental health disorders emerge) is essential for students to stay focused on academics and remain in school. 3) See above for information about the need (and desire for) concurrent enrollment QL coursework. 4) Over decades of experience, we have heard students frequently lament "if I had only known we had X service..." We need to provide our students with information in ways in which they want to consume it (increasingly web-based and social media outlets); student success is significantly stunted when they are unaware of programs and services available to them. 5) We know through surveying and qualitative data that lack of child care can inhibit potential students from enrolling in our courses and/or continuing through to completion of a degree. 6) High-quality faculty are key to student retention and success, and adding faculty in high demand areas will increase the number of degree seeking students and completions. 7) Data analysis is key for WSU to target appropriate students and segments of the community to act on information in ways that will increase access and knowledge to enroll. 8) We know that our current Banner interface is not providing a robust enough platform to support WSU at the point to which we have evolved. This departure from past practice demonstrates our willingness to change, be innovative, and provide far greater support for faculty and students.

c. If funded, when will this program/department begin enrolling/expanding programming for students?

1) An access advisor would be hired as soon as funding is available. 2) A mental health counselor would be hired as soon as funding is available. 3) "Improving the Odds" began three years ago and continues. Despite the success of the program, USHE has determined that it cannot engage in ongoing support for this intiative. In good conscience, WSU has determined it cannot discontinue the initiative that has helped so many students complete MATH QL prior to enrollment. WSU has funded the current coordinator on soft money for this year (to keep the program in place) and hopes for state funds to allow the program to continue its success into the future. 4) Marketing personnel would be hired as soon as funding is available. 5) Child care at the Davis campus would be expanded after funding is confirmed, and key constituencies are able to gather to plan together the next phase of expansion. 6) A data analyst would be hired as soon as funding is available. 7) Faculty will be hired in high performing and intersciplinary programs where expansion would address student demand and regional workforce needs. 8) Purchasing licenses for even better tracking products will allow the institution to continue these efforts.

d. Describe career pathways created or enhanced if funding is received. Identify industry/community partners.

All career pathways that follow successful graduation will be enhanced. Examples of programs that would benefit from increased faculty, and the career pathways, are: 1) Marketing-->pathway to digital marketing; market research analysts; advertising and marketing managers. 2) Math--> pathways to careers in Math, Physics, Chemistry, Engineering (especially Electronic Engineering, Mechanical Engineering), Computer Science, Computational Statistics and Data Science. 3) Art Design/Tech--> pathways to careers in film, animation, coding and design. 4) Radiology --> pathways to medical imaging professions including cardiovascular technologists, cardiac electrophysiologist, cardiovascular invasive specialists (American Society of Radiologic Technologists predicts significant shortages in all medical imaging professions). 5) Nutrition & Exercise Science --> pathways to physiologist, fitness professional (strength and conditioning), biomechanics, cardiac rehabilitation, integrative and sports nutritionist. 6) MSW-->pathway to much-needed MSWs to provide mental health and social services expertise.

4) What goals/objectives is the institution planning to achieve with this funding and how will it track success?

1) WSU strives to reflect the demographics of the greater Ogden community in our student body. One significant metric is that Ogden city has a 33% Latinx population, yet WSU enrolls just 12% Latinx students. We are planning to increase that percentage to 15% over the next two years. 2) The WSU Counseling and Psychological Services Center will hire one additional counselor to decrease wait times for students and maintain additional opportunities for critical walk-in cases. 3) Goals for Concurrent Enrollment Math QL: increase by 10% each year the number of students who enter WSU having completed their QL math via concurrent enrollment. Maintain or increase the number of LEA instructors qualified to teach MATH 1030 and MATH 1050 concurrently. Continue to build good communication and trust between WSU Math faculty and LEA instructors. 4) A marketing staff member focused primarily on web-based content and social media will allow all for far greater reach to students, as well as timeliness in updating content. 5) We plan to expand childcare at the Davis campus up to 10 children at a time, during appropriate evening course hours. 6) Goals for programs with added faculty will be to proportionally increase enrollment, retention, completion and successful job placement upon graduation.

5) Performance Measures/Outcomes:

    a. What increases in production and outcomes does the institution anticipate?

i.	Capacity (i.e. additional students, credit hours)	Fall degree seeking student increase = 1% over prior year; fall-to-tall retention rate = 1.5% over prior year.
ii.	Completions (i.e. degrees and certificates)	1.5% increase in students earning degrees in 8 years
iii.	Workforce (i.e. job placements, economic impact)	1.5% increase in employable students

    b. Describe the economic impact to your service region if this funding is received.

Economic impacts include a more highly-educated work force, prepared to enter market immediately after graduation. Graduates of WSU earn more in the year following graduation than comparable graduates of other USHE institutions. Graduates from each of the programs mentioned in this proposal most likely will earn even more than the average WSU graduate, as the skills associated with these degrees are in high demand by employers. Graduates will have their choice to remain in the area or locate elsewhere. Given that a majority of WSU's student population is comprised of non-traditional students (often married, with children, over 25 years of age), it is highly likely that most will stay in the Weber/Davis/Morgan area. They will enhance the local community not only through tax dollars, but also through their informed participation in local issues.

6) Performance Baseline (for existing program expansion)

    a. What are the most recent outcome measures?

	Metric	Outcome
i.	fall degree seeking students	Increase of 1.40% from 2016 to 2017 (18,060 to 18,309), increase of 1.0% from 2017 to 2018 (18,309 to 18,496), and decrease of .9% from 2018 to 2019 (18,496 to 18,337).
ii.	Students earning degrees in 8 years	No change between 2011 and 2012 -- 42.1%
iii.		

7) Budget:

    a. Detail of projected expenditures

		Compensation	FTE
i.	Faculty	290,000	4
ii.	Staff	270,000	4
III.	Operating Expenses	60,000	
	Total:	620,000	8

    b. Current budget (existing programs or departments only)

    c. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

Funding for faculty hires will be added from savings from faculty turnover and not replacing faculty in some areas. The additional staff FTEs will be part of larger teams, so associated/incremental costs are neglegible, as they are absorbed into existing department budgets.

8) Describe any previous improvement strategies implemented within this department or program.

Each one of these areas has seen experimentation, pilot programming, and benchmarking of best practices in Utah, and across the US. The need for increased faculty in target areas is identified using program reviews, advisory committees, student data and strategic planning.

9) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

As mentioned in #8, each of these efforts are part of larger initiatives, making these funds particularly well-suited to scalability. Lower levels of funding would still support these efforts, where hourly staff and adjuncts could be hired in the interim, yet several, such as the Concurrent Enrollment Math Coordinator, would be difficult to sustain, as it is likely WSU would lose the coordinator.

Utah System of Higher Education

Form B-4: FY2022 Institutional Operating Budget Request Detail			Institution:	Weber State University
			Prepared by:	Brett Perozzi
Title:	Student Affairs/Academic Affairs Initiatives		Due Date:	October 1, 2020
	Next Gen Workforce		Submission Date:	
Requested Amount:		$ 450,000		

1) Briefly describe the priority and what the institution intends to do with the requested funding.

Weber State is undertaking an unprecedented and bold move to provide faculty, staff, and especially students the opportunity to support the Next Generation Workforce. This set of new programs and services is designed to support faculty and staff with the latest and most innovative tools that will assist students in gaining professional skills and abilities that make them keenly competitive in the global marketplace. We are helping students think critically, gain resiliance, and continuously learn throughout their lifetimes. We know that their careers will change, technology will advance and our graduates will have the skills to change along with an ever-globalizing society. Digital fluency obtained in and out of the classroom will ease students into meaningful work and internship opportunities. Students will be able to both articulate and demonstrate their learning via artifacts and visual representations of their work and abilities. Closing the "digital divide" that exists for students of various SES backgrounds is paramount for WSU given our open access mission; making digital resources available to all students substantially increases social mobility, and gaining the resiliance to persist and graduate. Our Next Gen Workforce initiative begins at the very first step of matriculation and provides wrap around services for students in their first year. Support continues through to student graduation/ completion with targeted and abundant employment opportunities via relationships and partnerships with local, regional, national, and international employers This initiative will provide students with the skills and abilities to contribute at the highest level in our increasingly global and international workforce.

2) How does the priority align with the institution's mission, and how will the funding enhance the ability to accomplish its mission?

WSU embraces its dual-mission and recognizes the importance of preparing students for full lives and full careers. Considering the skills, knowledge, and experience graduates will need to respond to the demands of changing workplace needs, the following are requested so as to enhance Next Gen Workforce preparation. 1) Employers desire college graduates who have the skills and abilities that allow them to interact successfully with others, continuously change, be innovative, etc. While students are enrolled at WSU they will be able to catalog and accumulate evidence of their learning around these soft/transferable/professional skills. Supporting these systems, both web-based and individualized, is critical for today's students; expectations are high. Concomitantly, students are able to access employment opportunities, be they through "traditional" internships, R.E.A.L. projects, international work, and on-campus employment, where they learn to articulate the knowledge and skills they are developing. 2) The majority of internship development and e-portfolio support discussed above ties directly to students' digital fluency. A pilot project was recently completed where several sections of English 1010 were provided with peer Student Learning Assistants, digitally enhanced content, and other supports, yielding positive results using one-time grant funding. 3) WSU recently completed a Strategic Enrollment Plan; one signficant component is the recruitment of international students. Lacking the tools required for doing this appropriately, a Customer Relationship Management product is necessary. WSU is also committed to exposing students to international concepts and developing global competencies. 4) Paying a share of the cost of the university's Adobe Annual License will provide all students, staff, and faculty with a contemporary suite of software products.

3) Justification:

a. How will this budget priority improve student outcomes? Be specific.

1) A primary function of employment experiences at and through WSU is defining student outcomes. Next Gen Workforce funds would go toward defining key skills and abilities employers seek in college graduates, and providing e-platforms for students to understand, develop, and demonstrate their proficiencies. 2) Many outcomes desired by employers broadly are embedded in digital technology and fluency. Students helping other students understand the learning outcomes and working together to achieve them is central to our embedded SLA program. 3) Exposing students to international concepts and cultural mores, and infusing global topics and scope into the curriculum and co-curriculum allows students to focus on and practice competencies that are desired outcomes of a WSU education. 4) Adobe Annual License: in partnership with the Information Technology division, WSU is committed to providing all students, faculty, and staff full-license access to the Adobe suite of products. Doing so enhances the future productivity of WSU's community; more specifically, it prepares graduates of WSU to enter a workforce that takes knowledge of such products for granted.

b. Explain how this request will meet unmet demand within your institution or service region (provide data documentation).

We desire to both increase the number of employment related experiences at Weber State, and have the ability to effectively track and report on the nature of these experiences. We do not have the technology in place nor the personnel in some areas to increase employment opportunities for students. 2) Our grant is expiring next year and we would like to continue this successful program that intentionally infuses digital innovation into the curriculum, with peer learning support built in. 3) We are not employing appropriate software to meet the demands of the institution nor the expectations of students and family members. This funding will allow us to have a relationship management solution. 4) Adobe software products allow students to design and produce Next Gen documents and artifacts. The majority of our students currently do not have access to these software products.

c. If funded, when will this program/department begin enrolling/expanding programming for students?

1) Funds will be used immediately to establish the on-campus student employment program, expand the REAL projects curriculum, and begin designing the internship tracking and reporting system. 2) Digitally enhanced courses have been offere in English courses, which would continue and expand beyond English starting in Fall 2021. 3) Exploration has already begun informally to explore international CRM options; formal planning will begin as soon as funding is secured. Internationalization efforts are being organized now, and will be expanded over time. 4) Adobe licenses: WSU has purchased the licenses for this academic year and requests that this purchase be base-funded in the future.

d. Describe career pathways created or enhanced if funding is received. Identify industry/community partners.

All of these initiatives will improve students' information literacy, digital capacities, and professional skills, thereby rendering them more successful employees in almost every industry/community. The funding is going directly to increase workforce development outcomes of students, in concert with faculty, staff, students, and employers.

4) What goals/objectives is the institution planning to achieve with this funding and how will it track success?

1) Increasing the number, breadth, and types of internships available to students, have the capacity to accurately capture and report on employment activity and provide students with platforms to learn essential skills, practice, them, and be able to articulate what they've learned. 2) Exend the successful Digital Fluency program embedded in English, and begin expanding it to other disciplines. 3) Implement an effecient CRM for the recruittment of more and diverse international students, and provide increased opportunities for students to acquire cultural competencies. 4) Adobe goals: to teach students to make effective use of contemporary software options. Achievement will be evaluated in courses, especially in senior capstone courses.

5) Performance Measures/Outcomes:

   a. What increases in production and outcomes does the institution anticipate?

i.	Capacity (i.e. additional students, credit hours)	Fall degree seeking student increase = 1% over prior year; fall-to-tall retention rate = 1.5% over prior year.
ii.	Completions (i.e. degrees and certificates)	1.5% increase in students earning degrees in 8 years
iii.	Workforce (i.e. job placements, economic impact)	1.5% increase in employable students

   b. Describe the economic impact to your service region if this funding is received.

Economic impacts include a more highly-educated work force, prepared to enter market immediately after graduation. The very process of engaging employers in the educational process will assist with increased reciprocal learning and understanding, allowing WSU to better and more specifically prepare students for this service region and beyond.

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6) Performance Baseline (for existing program expansion)

   a. What are the most recent outcome measures?

	Metric	Outcome
i.	fall degree seeking students	Increase of 1.40% from 2016 to 2017 (18,060 to 18,309), increase of 1.0% from 2017 to 2018 (18,309 to 18,496), and decrease of .9% from 2018 to 2019 (18,496 to 18,337).
ii.	Students earning degrees in 8 years	No change between 2011 and 2012 -- 42.1%
iii.		

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7) Budget:

   a. Detail of projected expenditures

		Compensation	FTE
i.	Faculty		
ii.	Staff	205,000	3
iii.	Operating Expenses	245,000	
	Total:	450,000	3

   b. Current budget (existing programs or departments only)   85,881

   c. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

Several divisions are partnering to fund the Adobe package license for 2020/21 and will continue this partnership into the future. New staff and programs are being folded under existing infrastructure in areas such as Career Services, and the Office of International programs so that many operational costs are absorbed (e.g., administrative support, copy/ print/ mail, professional development, and/or other one-time or occassional expenses).

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8) Describe any previous improvement strategies implemented within this department or program.

N/A

9) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

All funding requested is for programs and services that are fully scalable. Funding in the Operations category can be funded at lower levels and would still be impactful for student success. The funding for staff salaries can be adjusted, but less flexilble. The Adobe License Fee is not technically scalable, but provides "scale" in lowering overall/ annual pricing.

Utah System of Higher Education

Form B-4: Faculty Promotion and Tenure

FY2022 Operating Budget Request

Institution:	Weber State University
Prepared by:	BettyKusnierz
Due Date:	October 1, 2020
Submission Date:	

Institution Budget Priorities

Please list your current and projected retirements for FY2021, compensation (salary and benefits), estimated compensation for filling the position, and whether this position will not be filled as part of the 2.5% Legislative cut. The total turnover savings will be subtracted from your faculty promotion and tenure budget request. Due to the possibility of individual identification, this information will not be included in the Board agenda item. Add additional rows as needed.

Position Title	Actual Compensation	Estimated Compensation	Turnover Savings	2.5% Cut
Associate Professor	$ 72,331	$ 55,000	$ -	Yes
Full Professor	$ 194,390	$ -	$ -	Yes
Full Professor	$ 85,153	$ 58,000	$ 27,153	Yes
Full Professor	$ 81,446	$ 58,000	$ -	Yes
Full Professor	$ 77,815	$ 57,000	$ 20,815	Yes
Assistant Professor	$ 59,500	$ 58,000	$ 1,500	Yes
Full Professor	$ 114,240	$ 80,000	$ -	Yes
Full Professor	$ 87,361	$ 64,000	$ -	Yes
Full Professor	$ 170,000	$ 130,000	$ -	Yes
Full Professor	$ 84,770	$ 55,000	$ -	Yes
Full Professor	$ 90,189	$ 62,000	$ -	Yes
Assistant Professor	$ 53,000	$ -	$ -	Yes
Associate Professor	$ 68,521	$ 54,000	$ -	Yes
Full Professor	$ 119,611	$ 74,480	$ -	Yes
			$ -	
		Total	$ 49,468	

Utah System of Higher Education

Form B-4: FY2022 Institutional Operating Budget Request Detail	Institution:	Weber State University
	Prepared by:	Betty Kusnierz
Title: Faculty Tenure and Promotion	Due Date:	October 1, 2020
	Submission Date:	

Requested Amount: $ 445,532

1) Briefly describe the priority and what the institution intends to do with the requested funding.

Funding is requested for established faculty tenure and promotion programs.These programs are the minimum that can be done to recruit qualified faculty and retain them. The amounts are conservative and lower than the difference in comparable market salaries between ranks.

2) How does the priority align with the institution's mission, and how will the funding enhance the ability to accomplish its mission?

As a regional comprehensive institution within the USHE system, WSU's mission is to provide students with access to high-quality learning opportunities that will enrich their lives and improve their communities. Our ability to do this is dependent on attracting and retaining talented, high-quality faculty.

3) Justification:

a. How will this budget priority improve student outcomes? Be specific.

Faculty are key to student success. Nothing can replace a caring and talented faculty member in the life of a student. This is at the core of what we do. WSU helps students become more than they think they can be. Only personal interaction with quality faculty mentors can ensure that this transformation takes place.

b. Explain how this request will meet unmet demand within your institution or service region (provide data documentation).

Continued funding of tenure and promotion programs enables WSU to reward competent and deserving members of the faculty. Faculty are evaluated for teaching, scholarship and service. The standards for each require faculty to go beyond simply teaching classes to the benefit of students, the institution, and the region.

c. If funded, when will this program/department begin enrolling/expanding programming for students?

N/A

d. Describe career pathways created or enhanced if funding is received. Identify industry/community partners.

Recruiting and retaining high-qualty faculty enables WSU to continue to provide career pathways that directly benefit industry and community partners.

4) What goals/objectives is the institution planning to achieve with this funding and how will it track success?

The promotion and tenure process ensures the institution retains competent and deserving members of the faculty. An important aspect of the program is communication with each faculty member regarding specific areas in need of improvement related to performance in teaching, scholarship, and service, and enhancing each individual's future productivity.

5) Performance Measures/Outcomes:

    a.   What increases in production and outcomes does the institution anticipate?

        i.   Capacity (i.e. additional students, credit hours)   N/A

        ii.   Completions (i.e. degrees and certificates)   N/A

        iii.   Workforce (i.e. job placements, economic impact)   N/A

    b.   Describe the economic impact to your service region if this funding is received.

WSU is a cornerstone in the economic vitality of the region. Graduates of WSU earn more in the year following graduation than comparable graduates of other USHE institutions. The majority of these students are from the region and stay in the region, especially given that a large portion of the student population is comprised of non-traditional students (often married, with children, over 25 years of age). WSU graduates enhance the local community not only through tax dollars, but also through their informed participation in local issues.

6) Performance Baseline (for existing program expansion)

    a.   What are the most recent outcome measures?

	Metric	Outcome
i.	N/A	
ii.		
iii.		

7) Budget:

    a.   Detail of projected expenditures

		Compensation	FTE
i.	Faculty	445,532	
ii.	Staff		
iii.	Operating Expenses		
Total:		445,532	-

    b.   Current budget (existing programs or departments only)

    c.   Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

When faculty retire, the savings between their salary and the salary of their replacements is used to create faculty positions in high demand areas.

8) Describe any previous improvement strategies implemented within this department or program.

N/A

9) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

A lower amount of funding would mean WSU could not meet its obligations per policy to current faculty members. This would put WSU at risk both from legal action and with regard to accreditation.

BUSINESS COMMITTEE
OF THE
WEBER STATE UNIVERSITY BOARD OF TRUSTEES

A meeting of the Business Committee of the Weber State University Board of Trustees was held at 8:30 a.m., September 15, 2020, via Zoom Conferencing.

Members present:

Mr. Nolan Karras	Mrs. Amanda Covington
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
Mr. Steve Nabor	Sr. Assoc. VP for Financial Services & CFO
Mr. Mark Halverson	Assoc. VP for Facilities and Campus Planning
Mr. Rich Hill	University Legal Counsel
Mr. Bryce Barker	Director, Internal Audit
Mrs. Anita Preece	Secretary

Visitors: None   Excused: Mr. Marty Carpenter   Press: None

BUSINESS COMMITTEE MEETING

Minutes

1.   The minutes of the meeting held on May 20, 2020 were approved on a motion by Mrs. Covington, and a second by Mr. Costley.

Audit Committee Report

2.   Mr. Bryce Barker, Director of Internal Audit, presented the Audit Committee Report. He reported on the following:
- Mr. Abel Mkina presented an update on the university's Enterprise Risk Management program.
- Mr. Barker reported that the following three audits were reviewed and closed:
  - Telitha E. Lindquist College of Arts & Humanities
  - Associate Provost/High Impact Programs/Faculty Development
  - Purchasing Audits
- Mr. Barker reported that four scheduled audits were conducted and remained open for follow-up review, with the exception of the audit of the Office of the President.
  - John B. Goddard School of Business &

Economics
- Campus Recreation
- Office of the Vice President for University Advancement
- Office of the President

Mr. Barker mentioned that seven red flag reporting complaints were received since the last audit committee meeting. All but two of the complaints received have been reviewed and addressed by the appropriate university personnel. The remaining complaints are in the process of being reviewed and a follow-up on these audits will be presented at the next audit committee meeting.

Motion

3. On a motion by Mr. Karras, and a second by Mrs. Covington, the Audit Committee Report was approved.

Quarterly
Construction Report

4. Mr. Mark Halverson, Assoc. Vice President for Facilities and Campus Planning presented the Quarterly Construction Report. He reported on the following:
- Mr. Halverson gave an update on the windstorm damage on campus. We lost a total of 60 trees, 92 trees lost several limbs and there was a lot of debris on campus. FM is trying to save another 10 trees on campus, and there was some roof damage. He reported that this has been a major process to put the campus back together.
- Mr. Halverson mentioned that the Computer and Automotive Engineering Building at Davis is 97% complete. Landscaping and the road to SR193 will be completed by the end of September.
- Noorda Engineering & Applied Science Facility - Mr. Halverson mentioned that Big D construction is scheduled to complete the new building by June 2022. The tunnel and sitework are underway.
- Outdoor Adventure & Welcome Center - Mr. Halverson reported that the building is coming together and it is cool to see the climbing wall. This project is scheduled to be completed by December 2020.
- W10 Solar Covered Parking - This project was completed by the first day of classes and is now producing power for campus.
- Bus Rapid Transit (BRT) Across Campus - Mr.

Halverson reported that construction could begin late this calendar year and be completed by December 2022.

- Hotel Development - The purchase and development of land west of the DEC has been delayed slightly to recent impacts on the hospitality industry. WSU is working with Pillar Investment to get the sale complete, design wrapped up, and construction underway.

- Net Zero Home - Mr. Halverson mentioned that the home is complete and working through the process of selling the home through a lottery process.

Motion	5.	On a motion by Mr. Costley, and a second by Mr. Karras, the Quarterly Construction Report was approved.

Quarterly Athletic Report	6.	Mr. Tim Crompton, Director of Intercollegiate Athletics, presented the Quarterly Athletic Report. He reported on the following:

- Mr. Crompton mentioned that WSU and the Big Sky Conference postponed all fall sports to to the spring of 2021 due to the uncertainty surrounding the COVID-19 pandemic. The fall sports of cross-country, football, soccer, and volleyball will all attempt to compete in the spring. Scheduling models are being worked on.

- Mr. Crompton reported that he will be meeting regarding basketball on Friday. The date for the first allowable game will be November 21-25. A (16) game conference will be approved in January, and the Big Sky Conference tournament will be held in Boise.

- Mr. Crompton reported that even with the challenges of COVID-19, WSU athletics posted its best summer school pass rate in department history at 94% in 2020.

- Mr. Crompton mentioned that WSU has not furloughed anyone, but there has been some reorganization within the athletics department.

Motion	7.	On a motion by Mr. Karras, and a second by Mrs. Covington, the Quarterly Athletic Report was approved.

Business Committee and Audit Committee Charters	8.	President Mortensen mentioned that prior to 2018, WSU did not have any printed or published charters for any of our committees. During his time as Interim President, Vice President Tarbox worked with Mrs. Hollist and Trustee Bergeson establishing charters to operate under good governance. These charters clarify the committees role being advisory to the Trustees and making sure a process of appointing and approving a chair is consistent with the by-laws and clarifying language of what the committee does review, as well as items that can be put on a consent calendar.
		President Mortensen reported that Mr. Thomas and Mrs. Hollist have reviewed the PPM's and State Laws and have established a more complete list of items needed to be brought to the committees for review and ratification in the board meetings.
Motion	9.	On a motion by Mrs. Covington, and a second by Mr. Karras, the Business Committee approved moving forward the Business Committee and Audit Committee charters for full board of trustees approval.
FY2021 Capital Improvements Funding	10.	Vice President Tarbox mentioned that in June 2020, the State Building Board approved the allocation of $135 million in Capital Improvements Funding to benefit state institutions and agencies with facility improvement needs. Of this amount, the USHE will receive $76 million. This represents 56% of the total allocated. WSU's share of this funding is $6.2 million.
		Vice President Tarbox reviewed the list of new projects funded for FY2021.
		This was an information item only.
FY22 Budget Development Guidelines	11.	Vice President Tarbox reported that before October 1st, WSU is required to submit its final budget request for FY22 to the State Board. Vice President Tarbox reviewed the list of budget priorities/needs which included Salary Catch-up, IT Security, Retention and Recruitment Software and Student Affairs/Academic Affairs Initiatives.

		Vice President Tarbox explained that the finalized list of priorities will be brought to the Board of Trustees at the October 21, 2020 meeting.
Special Topics for Discussion FY20-21	12.	Vice President Tarbox led the discussion of special topics to be presented at the remaining trustees meetings for FY20-21. Vice President Tarbox listed nine topics that may be of interest to the trustees. Mrs. Preece will send out a Doodle poll and get the trustees vote on which topics they would like to discuss at the upcoming meetings.
Consent Items	13.	On a motion by Mr. Costley, and a second by Mr. Karras, the following consent items were approved: - Financial Reports (June and July 2020) - Quarterly Investment Report - Monthly Investment Reports (April, May, June, July)
Adjournment	14.	The meeting adjourned at 9:22 a.m.

STEWART STADIUM EAST-SIDE BLEACHER REPLACEMENT

As outlined in the attached letter to USHE Commissioner David Woolstenhulme, WSU seeks authority to replace the East-side bleachers at Stewart Stadium. This agenda item is being simultaneously submitted to the Trustees and the Utah Board of Higher Education for approval.

MEMLTRSTADIUMBLEACHERS

Working Together To Create A Quality Environment Where Students Are Served

WEBER STATE UNIVERSITY

September 29, 2020

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

Dear Commissioner Woolstenhulme:

Weber State University seeks authorization to replace the East-side bleachers at Stewart Stadium. The project is expected to cost $6 million dollars. Funding for the project will come from a $4 million student-fee revenue bond and additional institutional funding that has been set aside for this purpose.

As background, the East-side bleachers at Stewart Stadium are the oldest and only original structure remaining on the Ogden Campus. The bleachers were built in 1955; all other facilities of this age have been demolished and replaced. The concrete structure was built on the foothills east of campus and uses the natural topography of the East-bench of Ogden. Over the decades, much of the fill under the bleachers has washed out from under the structure and onto the track and field of Stewart Stadium. The structure itself has very gradually slid down the hillside to the west and has encroached on the track itself.

Although the structure remains relatively sound and stable, the erosion and sliding will continue until it is replaced with a modern structure that is anchored to the hillside with helical piers. The scope of the project includes simply replacing the seating capacity of the East-side bleachers and adding necessary restroom capacity to the East-side of Stewart Stadium.

Student Fees will not be increased to support the revenue bond. There is no debt on Stewart Stadium at this time, and current student-fee bonding capacity is sufficient to service this modest revenue bond amount.

Rather than issuing such a small revenue bond, it is planned that this $4 million amount will be added to the $8.5 million revenue bond for the Noorda Engineering Building—resulting in a total bond issue of $12.5 million. As a reminder, the budget for the Noorda Engineering Building includes $8.5 million in bonding to be serviced by the Northern Utah Academy of Math Engineering and Sciences (NUAMES). It is expected that these bonds will be sold in the Spring of 2021 following legislative approval.

In summary, WSU seeks authorization for a $6 million replacement of the East-side bleachers at Stewart Stadium. WSU also seeks authorization for a $12.5 million revenue bond to support this project, as well as the Noorda Engineering Building project.

Sincerely,

Norm Tarbox
Vice President for Administrative Services

PROPOSED SALE OF WSU NET-ZERO HOME

Approval is sought to sell WSU's Net-Zero home recently completed in East-Central Ogden. The home was built by WSU students in the Construction Management Program, with additional oversight from WSU Facilities Management and Wadman Construction.

The 2450 square foot home appraised for $335,000 and is being sold for $345,000 via lottery selection from interested buyers. Eleven potential buyers submitted for the lottery and one has now been selected.

Details about the project and a photo gallery of participating students can be found in the attachments. It is recommended that the sale of this home by authorized by the Trustees.

MEMSALEOFNETZEROHOME

Working Together To Create A Quality Environment Where Students Are Served

Our demographic study suggested that we might have a multi-generational family living in the home and therefore we design the main level to allow single level living for aging in place homeowners. The ADA accessible master suite includes a walk-in closet, sperate ¾ bathroom with a walk-in shower and two bench seats. The front bedroom on the main level doubles as an in-home office with lots of natural light and right off the front entry to the home. The great room extends the whole length of the home to allow long site lines that makes the home feel larger than it appears from the outside. The basement is set up to have three large bedrooms, a second spacious family room and a full bathroom that can be easily finished as all plumbing is roughed in.

Interior Photos and Vides can be found here https://wsueast.smugmug.com/Building-Construction-Sciences/Solar-decathlon/Net-Zero-Interior/
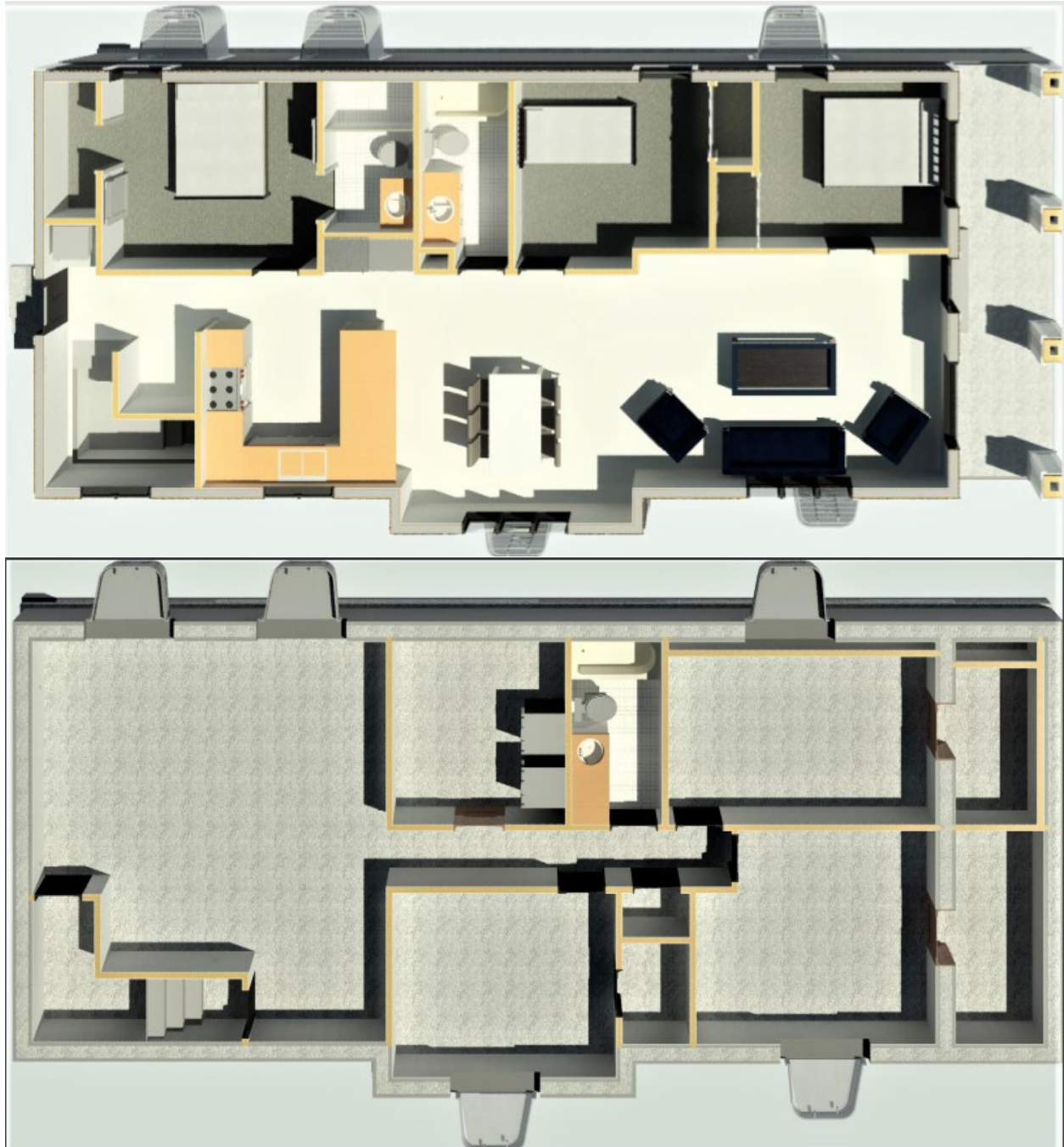
What inspired the design for your house?

The neighborhood it is in is primarily Craftsman and Bungalow, so we combined the architectural styles to create our version of a craftsman-bungalow.
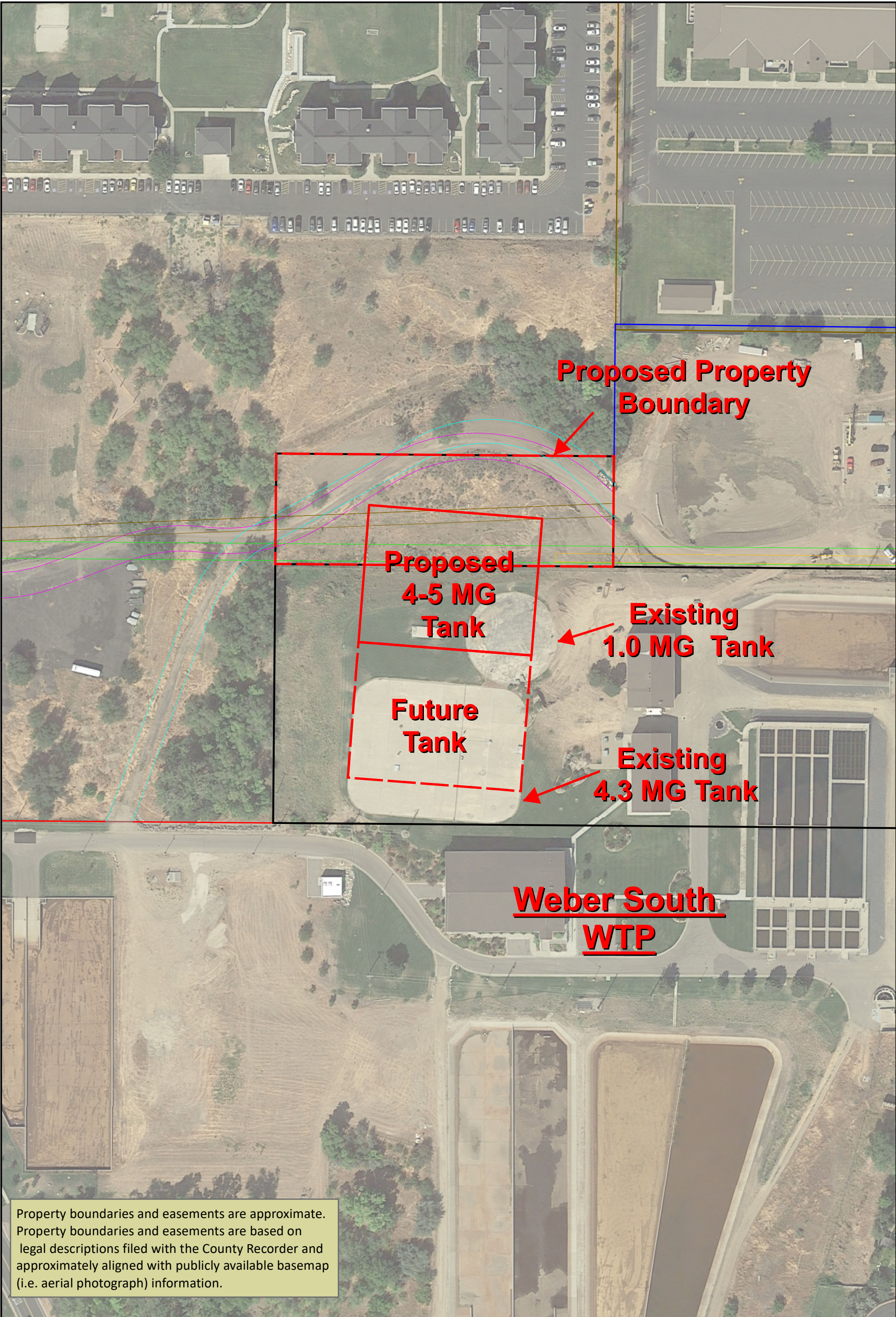
PROPOSED PROPERTY SALE

Authorization is sought to sell 1.2 acres of land just south of WSU's University Village student housing complex to Weber Basin Water for its appraised value of $114,000. Weber Basin Water needs the property for a water storage tank and the property is considered surplus in that it isn't included in WSU's long-range Campus Master Plan. The appraisal was acquired from Western States Valuation in September 2020. Revenue from the property sale will be earmarked for future land purchases that better serve WSU development needs.

Included here is a map of the area showing the 1.2 acres to be sold. Staff will be present at the Trustees meeting to address any questions that may arise.

MEMPROPOSEDPROPERTYSALE

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Proposed Property Boundary

Proposed 4-5 MG Tank

Existing 1.0 MG Tank

Future Tank

Existing 4.3 MG Tank

Weber South WTP

Property boundaries and easements are approximate.
Property boundaries and easements are based on
legal descriptions filed with the County Recorder and
approximately aligned with publicly available basemap
(i.e. aerial photograph) information.

	CLIENT WBWCD WEBER SOUTH WTP TANK	SITE LAYOUT	NORTH: NORTH	SCALE: 0 50 100 Feet	FIGURE NO. 1

BOWEN COLLINS
& ASSOCIATES

C:\Users\lwinslow\Documents\Weber\GIS\WSWTP_RR.mxd lwinslow 8/10/2020

ALL FUNDS BUDGET OVERVIEW

Attached is a 1-page graphic outlining the entirety of WSU annual budget. Staff will walk members of the Trustee Business Committee through the details of this graphic.

MEMALLFUNDSBUDGETOVERVIEW

Working Together To Create A Quality Environment Where Students Are Served

Popping the Lid Off the Budget (FY20)

WEBER STATE UNIVERSITY

WSU Budget At A Glance

Sources, Uses, and Decision-making

	--------------Appropriated Budget--------------		---Non-Appropriated Budget---				
Primary Sources	**Tax Funds**	**Tuition**	**Gifts / Grants**	**Cost Recovery**	**Student Fees**	**Discretionary**	**One-time**
Origin of Funding	Legislature	Students / Legis.	Federal Agencies State Agencies Donors	Sales, Fee for Service, Course Fees, Rentals	Students	Unrestricted Interest and Gifts	Unbudgeted Tuition
Decision Making	"Base Plus" New money directed by legislature Regents also direct spending Trustee review Mandates		Donor Restricted Contractual	Program decisions Cover Cost Regent policies Trustee review Annual Reporting	Std. Fee Comtee. Trustees review Regent review Regent policies	Regent Policy Trustees review Annual audit	President's Council
Types of Uses	Instruction Instructional Support O&M Capital Expenditures Administrative Support		Financial Aid Endowment Federal Grants State Grants	Auxiliaries Service Enterprises Course Expendables Self Support Facility Rentals	Activities Union Building Athletics Student Services	Emergencies Scholarships Recognition Campus Imprvmts. Conference Center	One-time only Copping w/ growth Emergencies Campus Imprvmts. Offset Bud Cuts
Percent of Overall Budget	28%	23%	25%	17%	5%	1%	1%