



AGENDA

WEBER STATE UNIVERSITY BOARD OF TRUSTEES

May 19, 2021 – 9:30 a.m.

WSU Ogden Campus – Lindquist Hall, Room 101

Zoom Format Offered:

<https://weber.zoom.us/j/94492711586?pwd=NWZLUkV0UHhQUkUxSjZhSXN6YW5jdz09>

Meeting ID: 944 9271 1586

Passcode: 786377

I. Welcome – Chair Nolan Karras

II. Full Board Agenda Items

A. Action Items

1. Approval of [April 21, 2021 Meeting Minutes](#)
2. Approval of [April 30, 2021 Executive Committee Meeting Minutes](#)
3. Notification of Appointments to Nominations Committee by Chair Nolan Karras
4. Exit Ceremony for Outgoing Trustees

B. Information Items

1. Board of Trustees College Liaison Reports
 - a. [College of Social and Behavioral Sciences](#): Kearston Cutrbus and Julie Rich, Dean
 - b. [Lindquist College of Arts & Humanities](#): Ben Ferney and Deborah Uman, Dean
2. Special Topic – “[Title IX](#)” - Laura Thompson - Executive Director of Equal Opportunity/Affirmative Action, Meagan Thunell - Associate AD/Senior Women Administrator/Athletics, and Will Pridemore - Associate Athletic Director for Student-Athlete Support Services/Administrative Services
3. Faculty Presentation – “[CS Flex Program](#)” – Linda DuHadway, CS Flex Coordinator/Associate Professor, School of Computing

4. Written Reports – [WSUSA](#), [President](#), [Alumni Association](#), [Staff Advisory Council](#)

5. [Upcoming Events Calendar Summer 2021](#)

III. Business Committee – Chair Karen Fairbanks ([Agenda](#))

A. Action Items

1. [Base Budget FY22](#)

B. Consent Calendar Items

1. [Financial Report](#) (March 2021)
2. [Monthly Investment Report](#) (March 2021)
3. [Retiree Committee Update](#)

C. Information Items

1. April 21, 2021 [Business Committee Meeting Minutes](#)
2. [Capital Improvements](#)
3. [Salary/Compensation Comparison](#) (Guest: Jessica Oyler)

IV. Personnel and Academic Policy Committee – Chair Karla Bergeson ([Agenda](#))

A. Action Items

1. Tenure Documents
 - a. Arts & Humanities Tenure Document ([Redline](#), [Clean](#))
 - b. [Arts & Humanities Post-Tenure/Full Professor Compensation Program Document](#)
 - c. College of Education Tenure Document ([Redline](#), [Clean](#))
2. Curriculum
 - a. [AAS in Physical Science](#)
 - b. [AS in Sound Production & Recording](#)
 - c. [BA in Geography](#)
3. Policy Items
 - a. PPM 1-13, Faculty Senate Constitution and Bylaws ([Summary](#), [Redline](#), [Clean](#))
4. Program Reviews
 - a. [Teacher Education Department](#)

B. Consent Calendar

1. [Department Chair Recommendation](#)
2. [Emeritus Faculty Recommendations](#)
3. [Personnel Report – April 2021](#)

C. Information Items

1. April 21, 2021 [Personnel & Academic Policy Committee Meeting Minutes](#)
2. WSUSA Policy Issues
3. Academic Affairs Topics

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 Meeting
April 21, 2021 – 9:30 am
WSU Ogden Campus
Online Forum – Zoom Meeting

Trustee Members:

Mr. Nolan Karras (Chair)

Ms. Kearston Cutrubs (Vice Chair)

Ms. Karla Bergeson

Mr. Marty Carpenter

Ms. Louenda Downs

Ms. Karen Fairbanks

Mr. Ben Ferney

Mr. Curtis Funk

Mr. Don Salazar

Excused:

Ms. Amanda Covington

Weber State University Representatives:

Dr. Brad Mortensen, President

Dr. Bret Ellis, Vice President for Information Technology

Dr. Ravi Krovi, Provost

Dr. Betsy Mennell, Vice President for University Advancement

Dr. Brett Perozzi, Vice President for Student Affairs

Dr. Norm Tarbox, Vice President for Administrative Affairs

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

Ms. Sherri Cox, Secretary to the Board

Mr. Steven Richardson, Director of Strategic Initiatives

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

Mr. Luke Jenkins, Chair, Staff Advisory Council / Senior Network Engineer

Ms. Stephanie Hollist, Deputy General Counsel

Mr. Rich Hill, General Counsel

Ms. Allison Hess, Director, Public Relations

Dr. Laine Berghout, Professor/Chair/Chemistry

Dr. Yasmin Simonian, Dean, Dumke College of Health Professions

Dr. Sally Cantwell, Department Chair/Professor/Nursing, Dumke College of Health Professions

Ms. Rebecca Tierney, Director, TRiO Talent Search

Dr. Casey Neville, Associate Professor/Radiologic Sciences

Dr. David Ferro, Dean, College of Engineering, Applied Sciences and Technology

Mr. Jesse Checkman, Financial Literacy Coordinator

Ms. Becky Thompson, University Advancement Events Manager

Mr. Guy Letendre, Director of Economic Development

Public Attendees:

Dr. David Woolstenhulme, Commissioner, Utah Board of Higher Education

Ms. Jesselie Anderson, Utah Board of Higher Education

Mr. Geoffrey Landward, Deputy Commissioner, Utah Board of Higher Education

Mr. Jeremy Shinoda, Ogden City Diversity Commissioner

Press:

No members of the press were present

	<p>The meeting of the Board of Trustees convened at 9:30 a.m. via Zoom digital platform.</p>
Welcome	<p>I. Vice Chair, Ms. Kearston Cutrubus welcomed those in attendance.</p>
Approval of Strategic Planning Meeting Minutes (March 2, 2021)	<p>II. Upon a motion from Ms. Louenda Downs, with a second by Mr. Don Salazar, the Board of Trustees unanimously approved the Strategic Planning meeting minutes from March 2, 2021</p>
Approval of Meeting Minutes (March 16, 2021)	<p>III. Upon a motion from Ms. Louenda Downs, with a second by Mr. Marty Carpenter, the Board of Trustees unanimously approved the Board of Trustees meeting minutes from March 16, 2021, with an additional note that Ben Ferney was re-elected as WSUSA president for the 2021-2022 school year.</p>
College Liaison Reports	<p>IV. 1- A report on the College of Engineering and Applied Sciences Technology (EAST) was presented by Mr. Curtis Funk and Dean David Ferro. Their report included major achievements in the college highlighting cost affective placement of students and graduates in industry in government high-skill and high-growth settings. A new Computer and Automotive Engineering building is now complete and in use at WSU Davis. The Noorda Engineering, Applied Science and Technology Building will be complete on the Ogden Campus June 2022. Jeremy Farner's solar home won 5th in the nation in the 2020 Department of Energy Solar Decathlon. Challenges include recruiting through outreach events. Successes include the retention of more first time students, faculty recruitment and retention, and awards in diversity at the bronze level.</p> <p>2- A report on the Dumke College of Health Professions was presented by Ms. Karla Bergeson and Dean Yasmin Simonian. Their report included an overview of all the service the college has offered during the pandemic. May 1, 2021, the first cohort of Doctor of Nursing Practice students will graduate. Student focus is the central concern and goal, with faculty and staff in the college recognized. College strategic initiatives for 2020-2025 were discussed and will be compared with the university's strategic initiatives to ensure they are aligned.</p>
Special Topic: TRIO Talent Search and	<p>V. A Special Topic presentation from Student Affairs TRIO Talent Search and Financial Literacy was given by Ms. Rebecca Tierney and Mr. Jesse Checkman. This department</p>

Financial Literacy	<p>is housed in access and diversity and assists approximately 1000 low-income students annually to stay in school. A network group was formed with different organizations to assist Student Affairs in addressing the basic needs of full Pell Grant students. Their report included current initiatives and working with University Advancement and Development on raising funds. One-on-one appointments have increased by 630% this year. This department assists students with learning how to handle real life situations and helps with budgeting, FAFSA, student loans, and all things financial. They also partner with many non-profit organizations.</p>
Faculty Presentation – Dumke College of Health Professions	<p>VI. A faculty presentation from the Dumke College of Health Professions was given by Dr. Sally Cantwell, Department Chair/Professor/Nursing, who has been heavily involved with the COVID-19 campus response effort. Inter-professional collaboration has increased working together on campus communication with HR, emergency healthcare and director of safety. Accomplishments include: 250+ volunteers donating 1000+ hours, over 1800 phone calls and 2200+ emails to share test results for contact tracing, almost 19,000 COVID tests completed, and 90,000 vaccinated. All volunteers are from campus and Weber Medical Reserve Corps.</p>
Trustees Appointments	<p>VIII. President Brad Mortensen discussed upcoming trustee appointments and board leadership elections. Don Salazar will serve on the nominating committee with Ben Ferney. Names of new trustee appointees will go to the Senate for confirmation. The nomination for board officers will start to prepare this process and follow bylaws.</p>
Commencement Update	<p>IX. Becky Thompson discussed commencement plans for April 29, 30, and May 1. The main commencement ceremony events will be streamed live from the Dee Events Center on April 29 at 7:00 pm. Assignments for trustees and vice presidents have been made and a final schedule will be sent out. Friday and Saturday convocations will take place at Stewart Stadium, weather permitting. BIS and ROTC convocations will be held in the Browning Center.</p>
Written Reports	<p>X. Written Reports were acknowledged and included in the agenda packet. Luke Jenkins, SAC Chair, mentioned PPM 6-22, which does not involve non-faculty that are participating in events. WSUSA President Ben Ferney talked about the inauguration for new student body officers on Friday, April</p>

	23. A link will be sent out to trustees who wish to attend virtually.
Upcoming Events Calendar	XI. An Upcoming Events Calendar was included in the agenda packet for reference.
Personnel & Academic Policy Committee Report	XII. Ms. Karla Bergeson, chair of the Personnel & Academic Policy Committee, reported on the following action items for action:
Promotion Memo, Tenure Memo, Tenure & Promotion Guidelines, and AAS in Outdoor Leadership	<ol style="list-style-type: none"> 1. Provost Ravi Krovi discussed the following agenda action items and proposed that they be moved forward for approval: <ol style="list-style-type: none"> a. Promotion Memo b. Tenure Memo c. Tenure & Promotion Guidelines for COVID-19, Fall 2020 to Summer 2021 d. AAS in Outdoor Leadership.
ACTION	On a motion to approve the Promotion Memo, Tenure Memo, Tenure & Promotion Guidelines for COVID-19, Fall 2020 to Summer 2021, and AAS in Outdoor Leadership by Ms. Louenda Downs, with a second by Mr. Ben Ferney, the Board of Trustees unanimously passed the motion.
Program Name Changes, New Administrative Unit, PPM 3-10, and PPM 6-22	<ol style="list-style-type: none"> 2. Provost Krovi discussed the following name changes: <ol style="list-style-type: none"> a. Psychology to Psychological Science b. Teaching Psychology to Teaching Psychological Science <p>Provost Krovi discussed a new administrative unit:</p> <ol style="list-style-type: none"> c. Interdisciplinary Center for Applied Research <p>Provost Krovi discussed the following PPMs:</p> <ol style="list-style-type: none"> d. PPM 3-10, Termination of Employment (Non-Faculty) e. PPM 6-22, Student Code
ACTION	On a motion to approve Program Name Changes, the New Administrative Unit, PPM 3-10, and PPM 6-22 by Mr. Don Salazar, with a second by Mr. Ben Ferney, the Board of Trustees unanimously passed the motion.
Consent Calendar	XIII. The Board of Trustees had the opportunity to review the Personnel and Academic Policy Committee Consent Calendar items without discussion.

ACTION On a motion to approve the Personnel and Academic Policy Consent Calendar by Ms. Karla Bergeson, with a second by Ms. Louenda Downs, the motion passed unanimously

Information Items XIV. Information Items for the Personnel and Academic Policy Committee were included in the agenda packet for review without discussion

Business Committee Report XV. Ms. Karen Fairbanks, chair of the Business Committee, reported on the following action items for action:

Quarterly Audit Report Moved 1. Ms. Fairbanks asked to move the Quarterly Investment report listed in action items, to the Consent Calendar.

Northern Utah Venture Fund 2. Ms. Fairbanks discussed the following action items:
a. Interlocal Agreement for the Northern Utah Venture Fund

ACTION On a motion to approve the Interlocal Agreement for the Northern Utah Venture Fund by Ms. Karen Fairbanks, with a second by Curtis Funk, the motion was unanimously approved.

Northern Utah Development Foundation b. Northern Utah Development Foundation

ACTION On a motion to approve the Northern Utah Development Foundation by Ms. Karen Fairbanks, with a second by Nolan Karras, the motion was unanimously approved.

Consent Calendar XI. The Board of Trustees had the opportunity to review Business Committee Consent Calendar items without discussion.

ACTION On a motion to approve the Business Committee Consent Calendar by Ms. Karla Bergeson, with a second by Ms. Louenda Downs, the motion was unanimously approved.

Information Items XII. Information Items for the Business Committee were included in the agenda packet for review without discussion.

Other XIII. Other items brought forward for discussion included:
a. President Mortensen discussed the USHE Strategic Plan. Trustees received a request to provide input to their office within the next 2-3 weeks as per Geoff Landward. The Utah Board of Higher Education is having a hybrid meeting in May.

Motion to Move
to Closed Session
and Meeting
Adjourned

b. President Mortensen discussed the upcoming May 19 meeting and asked for input on how to hold it, whether in person or virtually. Sherri will send out an email to trustees requesting feedback.

XIV. Upon a motion by Mr. Nolan Karras to move to a closed session to discuss pending litigation, and with no further items to discuss, to adjourn the meeting. The following Board of Trustees each voted “yay” affirming the motion: Karla Bergeson, Don Salazar, Karen Fairbanks, Ben Ferney, Louenda Downs, Marty Carpenter, Curtis Funk, Kearston Cutrbus, and Nolan Karras the meeting moved to a closed session at 11:05 am.

DRAFT

Minutes
Weber State University
Board of Trustees Executive Committee Meeting
April 30, 2021 – 3:00 p.m.
Via Online and Phone

Executive Committee Members:

Mr. Nolan Karras (Chair)
Ms. Kearston Cutrubus (Vice Chair)
Ms. Karen Fairbanks

Other Trustees:

Ms. Karla Bergeson

Weber State University Representatives:


Dr. Brad Mortensen, President
Dr. Ravi Krovi, Provost
Dr. Betsy Mennell, Vice President for University Advancement
Ms. Sherri Cox, Secretary
Ms. Adrienne Andrews
Mr. Steven Richardson, Director of Strategic Initiatives
Mr. Luke Jenkins, SAC Chair

Press:

No members of the press were present

Welcome	<p>I. The Board of Trustees Executive Committee meeting convened at 3:00 p.m.</p> <p>II. Vice Chair, Ms. Kearston Cutrubus, welcomed those in attendance for the Executive Committee Meeting. The Executive Committee consists of Mr. Nolan Karras, Ms. Kearston Cutrubus, and Ms. Karen Fairbanks.</p>
Adjourn to Closed Meeting	<p>III. Upon a motion to move to a closed meeting by Ms. Karen Fairbanks, and in accordance with Utah Code Section § 52-4-205 (1) (a), to hold a discussion of the character, professional competence, or physical or mental health of an individual, with a second by Mr. Nolan Karras, the motion was unanimously approved.</p>
ACTION	<p>On a motion to move into open session made by Ms. Karen Fairbanks, with a second by Mr. Nolan Karras, the Board of Trustees Executive Committee approved the motion unanimously.</p>
Approval of Appointing of the Dean of Social and Behavioral Sciences	<p>I. Provost Ravi Krovi spoke about the search process for a new dean of Social and Behavioral Sciences. Candidates were narrowed down to three finalists. Provost Krovi recommended that Julie Rich be appointed as the dean after serving as interim dean for almost two years. She has the support of faculty and staff in the college, the search committee, the provost, and the president.</p>
ACTION	<p>On a motion to approve the appointment of Julie Rich to dean of Social and Behavioral Sciences by Mr. Nolan Karras, with a second by Ms. Karen Fairbanks, the Board of Trustees Executive Committee approved the motion unanimously.</p>
Meeting Adjourned	<p>With no further items, a motion to adjourn the meeting was made by Mr. Nolan Karras, with a second by Ms. Karen Fairbanks, the Board of Trustees Executive Committee unanimously approved the motion. The meeting adjourned at 3:17 pm.</p>

DRAFT

The background image shows the exterior of Lindquist Hall at Weber State University. The building features a prominent glass facade on the left side, reflecting the sky. The sky is a mix of blue and orange, suggesting a sunset or sunrise. The building's name, "LINDQUIST HALL", is visible on a sign above the entrance. The overall scene is well-lit, with the interior lights of the building visible through the glass.

Kearston Cutrubus, BOT Member
Julie Rich, CSBS Dean

College Liaison Report



CSBS SPRING 2021 NEWSLETTER

- Please Access Newsletter [here](#)
 - Six retiring faculty & staff – 137 years of combined service
 - Thirteen new faculty and staff
 - Faculty/Staff accomplishments

WSU Strategic Plan – Mission (2021-2026)

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



CSBS - Mission

The College of Social & Behavioral Sciences is **dedicated to studying behavior and thought** in individual, social, cultural, physical and historical contexts, and to the beneficial application of this knowledge. The college **prepares students for productive careers** and **engaged citizenship** through general education instruction and major, minor and interdisciplinary programs, which emphasize **critical and scientific thinking**. Through teaching, scholarship and service, the college's faculty aims to **enhance social justice, environmental awareness and the quality of life in northern Utah and beyond.**



Task Forces & Goals



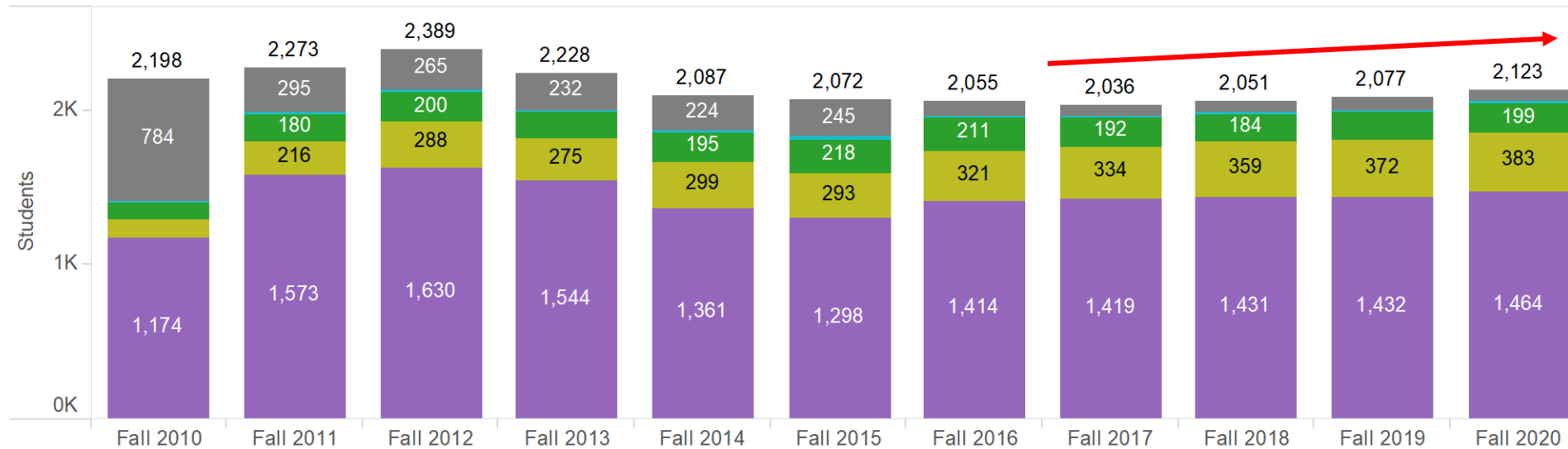
Equity, Diversity & Inclusion

Build a Sense of Belonging

- Queer Studies Minor ➡ Women Gender Studies
- New CSBS hires ➡ **7** (over ½ underrepresented or diverse hire)
- CSBS Equity Task Team ➡ Complete Equity-Minded Audit 2021/22
- Two Peer Mentors
 - Underrepresented students
 - Online virtual students
- Emerging Hispanic Serving Institution



College of Social & Behavioral Science First Program, Primary Major Matriculated, Degree-Seeking By Ethnicity Groups



**Equity,
Diversity &
Inclusion**

Color Legend

- Unknown
- International Student
- Other Minority
- Hispanic or Latino
- White

College of Social & Behavioral Science First Program, Primary Major Students By Ethnicity Groups Details

Demo Group		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hispanic or Latino	Students	115	216	288	275	299	293	321	334	359	372	383
	% of Total	5.2%	9.5%	12.1%	12.3%	14.3%	14.1%	15.6%	16.4%	17.5%	17.9%	18.0%
Other Minority	Students	108	180	200	171	195	218	211	192	184	183	199
	% of Total	4.9%	7.9%	8.4%	7.7%	9.3%	10.5%	10.3%	9.4%	9.0%	8.8%	9.4%
White	Students	1,174	1,573	1,630	1,544	1,361	1,298	1,414	1,419	1,431	1,432	1,464
	% of Total	53.4%	69.2%	68.2%	69.3%	65.2%	62.6%	68.8%	69.7%	69.8%	68.9%	69.0%
International Student	Students	17	9	6	6	8	18	17	13	12	10	13
	% of Total	0.8%	0.4%	0.3%	0.3%	0.4%	0.9%	0.8%	0.6%	0.6%	0.5%	0.6%
Unknown	Students	784	295	265	232	224	245	92	78	65	80	64
	% of Total	35.7%	13.0%	11.1%	10.4%	10.7%	11.8%	4.5%	3.8%	3.2%	3.9%	3.0%

**WSU – 11%
(Fall 2020)**

**CSBS – 18%
(Fall 2020)**

Retention & Completion

Positively Impact Student Success

- COVID-19 outreach team “Team Awesome”
- Robust Advising Program and Team
- Listserv created - outreach to 2100+ CSBS students
- Developed “CSBS Advising Policy”
- CSBS Bridge Program + Pilot Course
- Micro-scholarships (“Mini Catapult”)



Personal Connections & Academic Excellence

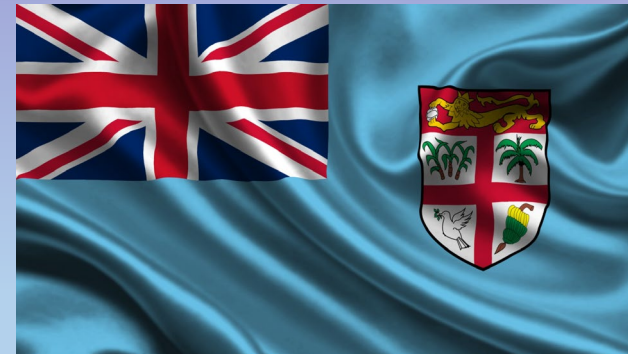
Rich and Impactful Relationships & Classroom Engagement

- Mentoring
- High Impact Educational Experiences (HIEE + CCEL)
- CSBS International Committee
- CEL Designated CSBS Courses (4)
- Hot Topics Courses
- CSBS Labs (6)
 - Bio-Anthropology
 - Neuroscience
 - Psychology
 - Forensics
 - Archaeology
 - Geospatial



Personal
Connections &
Academic
Excellence

Collaborative HIEE between CSBS & EAST



Personal
Connections &
Academic
Excellence



Personal Connections & Academic Excellence



Personal
Connections &
Academic
Excellence

Rich and Impactful Relationships & Classroom Engagement

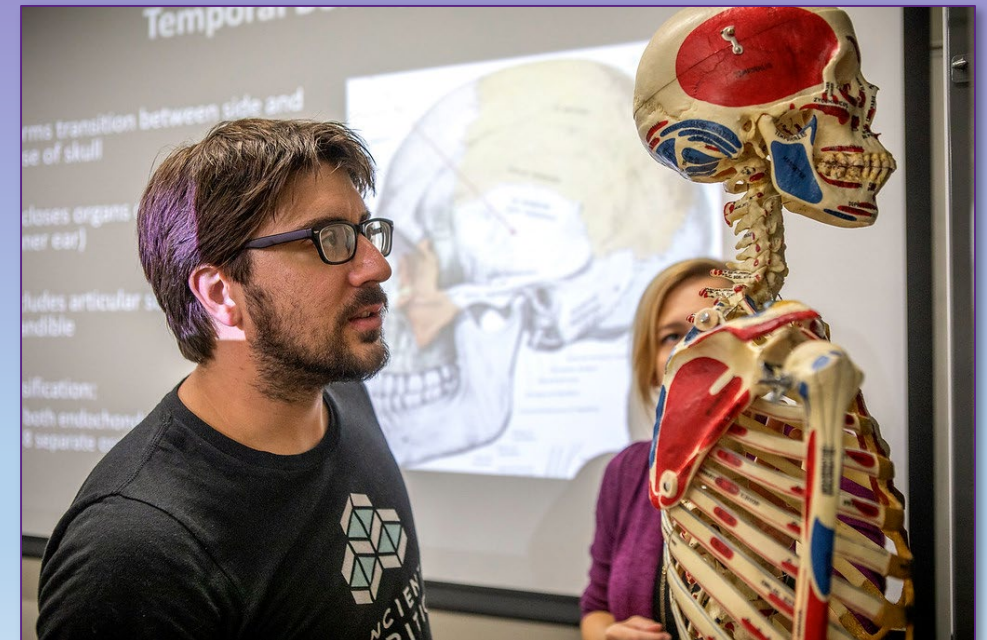
- Classroom Technology (Engagement)
 - Lecture Capture
 - Active Learning Classroom
 - Podcast and media room
 - Interactive Video Classroom (IVC)
 - Confidence monitors + Other (HEERF)
 - Lab Enhancements (HEERF)



Institutionalize & Grow Anchor Mission

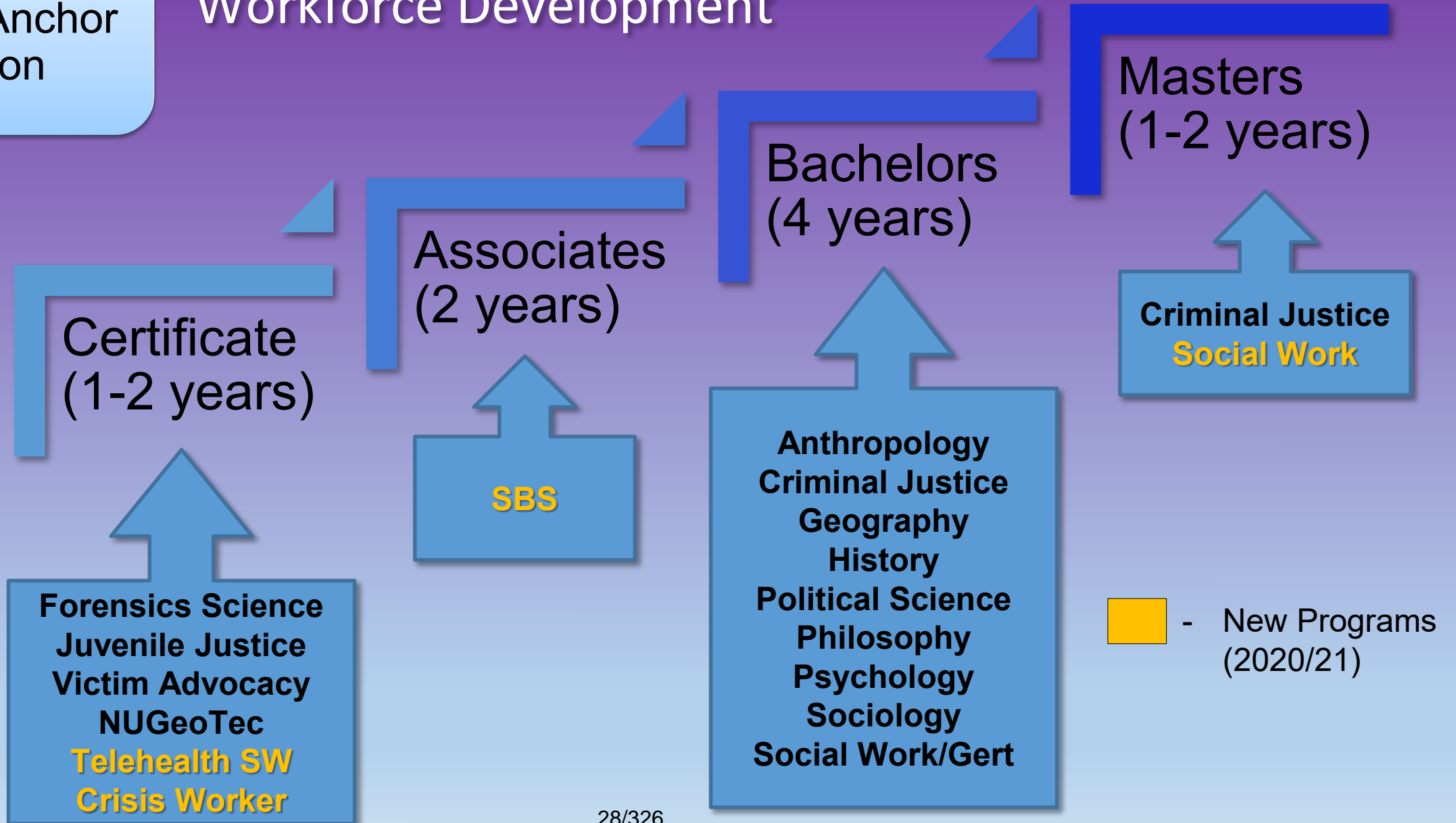
Economic Development

- Explore Partnership Development with HAFB and other Businesses (e.g., Psychology, Neuroscience, etc.)
- Develop Certificate Programs (e.g., Learn & Work Initiative):
 - NuGeoTec – Geography
 - Telehealth – Social Work
 - Crisis Worker – Social Work



Institutionalize
& Grow Anchor
Mission

Workforce Development



Institutionalize
& Grow Anchor
Mission

Sustainability



Only
Green
College
on
Campus

"We may bleed purple, but we live green"

Institutionalize
& Grow Anchor
Mission

Community
Development

- Ogden Community Action
- Center for Community Engage Learning
- Community Research - Senior Research Development Officer



Institutionalize
& Grow Anchor
Mission

Community
Development



Marketing & Branding

Institution of Choice

- Marketing/Communication (Emily Rupp)
- College [Videos](#)
- Lab Videos
- Active Social Media (CSBS Highlights)
- Alumni Spotlights



Marketing & Branding

Institution of Choice

DISCOVER YOUR PASSIONS



Corbin Standley
 Researcher & Suicidologist
Psychology • 2015

"After losing my brother to suicide, I was able to turn that loss into a passion for change. I prioritize getting my work outside the walls of academia to impact the communities most affected by suicide."

TURN RESEARCH INTO
ACTION

Jamie Stokes
 Community Liaison
Political Science • 2016

"I never felt like just a number to my professors; I felt like I was a part of a great community. The things I learned at WSU gave me the knowledge and confidence to pursue my dream."



PURSUE YOUR
DREAM

DISCOVER YOUR PASSIONS

Viviana Felix
 Diversity Affairs Officer
Sociology • 2015

"As the Diversity Affairs Officer for Ogden City, I have been able to use the knowledge gained from my time in the college to connect with the community."



DEDICATION
 TO THE COMMUNITY

Kyia Hill
 Green Department Program Manager
Geography • 2019

"I especially love my degree because it is a cross between social sciences and physical sciences. I had a very integrated experience at Weber State, which continues to open doors for my future and career."



YOUR JOURNEY STARTS
HERE

WHY STUDY THE SOCIAL SCIENCES?

\$45-60K AVERAGE ENTRY-LEVEL SALARY FOR SOCIAL SCIENCE GRADUATES

AVERAGE AMOUNT AWARDED IN SCHOLARSHIPS ANNUALLY

\$233K

WHERE CAN I WORK WITH A SOCIAL SCIENCE DEGREE?



GOVERNMENT



RESEARCH



NONPROFITS



BUSINESS



SOCIAL SERVICES



ACADEMIA

TOP SKILLS EMPLOYERS ARE LOOKING FOR

- ANALYTICAL SKILLS
- CRITICAL THINKING
- COMMUNICATION SKILLS
- PROBLEM -SOLVING
- RESEARCH SKILLS

LEARN MORE ABOUT PURSUING A DEGREE IN SOCIAL SCIENCES



Questions

Questions

Questions

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Help Us [GROW](#) student scholarships, research, internships, and civic engagement.

34/326



TELITHA E. LINDQUIST COLLEGE OF ARTS & HUMANITIES

Surviving and Thriving in the Year of COVID

Dr. Deborah Uman, Dean

Ben Ferney, Communication Graduate, WSU Student Body President and Trustee



**WEBER STATE
UNIVERSITY**

Lindquist College
of Arts & Humanities

Faculty and Staff Recognitions

- **Mikel Vause:** Brady Distinguished Professor
- **Jenny Kokai and Jose Otero:** Presidential Teaching Award and Grant Recipients
- **jo Blake:** Presidential Award for Community Engagement
- **Hollie McKeeth, Jean-Louise England, Korey Lamb:** Super Staff Award



Faculty and Staff Recognitions



- **Yu-Jane Yang:** Piano Professor selected as Teacher of the Year by Music Teachers National Association
- **Tom Mathews:** Spanish Professor, received Lifetime Achievement Award, Utah Foreign Language Association
- **Tamara Goldbogen:** Sorenson Legacy Award for Excellence in Arts Education
- **Laura Stott:** Mayor's Awards in the Arts, Literary Arts

Departmental and Student Organization Achievements

- *College Ranking* recognizes WSU **English Department** as one of the top (#2) writing programs in the country
- *College Ranking* recognizes WSU's Bachelor's in **Communications** (#30) as a top program in the country.

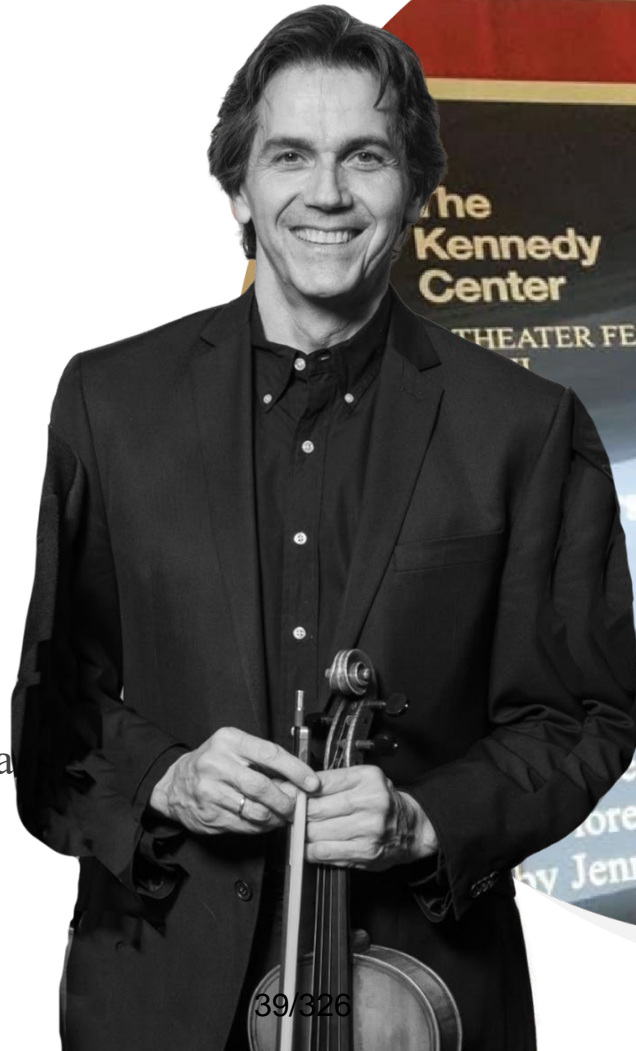


Best Bachelor's in Writing



Departmental and Student Organization Achievements

- Kennedy Center American College Theater Festival, Region VIII invites performance of *Illumination*, written by five students and directed by Jenny Kokai
- WSU **orchestra** selected as one of 9 orchestras to perform premier of Conductor Francisco de Galvez' *Checkmate* for the College Orchestra Directors Association symposium



Departmental and Student Organization Achievements *Continued*

- WSU Speech and Debate team awarded Gold Status in the northwest region and placed in the top three in every tournament entered
- *The Signpost* received 28 awards, including General Excellence at the Utah Press Association, Best All-Around Non-Daily Student Newspaper from SPJ's Region 9 Mark of Excellence Awards, and first place in sports writing from the Society of Professional Journalists



WEBER STATE
UNIVERSITY

Lindquist College
of Arts & Humanities

Events and Performances



Streaming performances and conferences

- Live from 136
- Crushing the Curve
- Orches is
- Browning Presents!
- National Undergraduate Literature Conference
- Translation week
- Author Readings

Events and Performances

Live performances

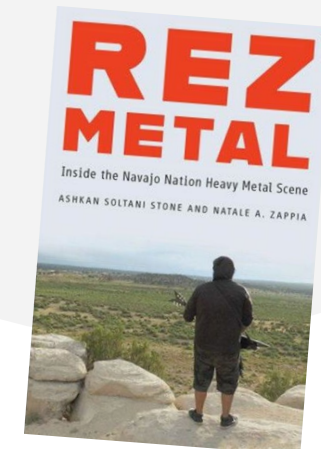
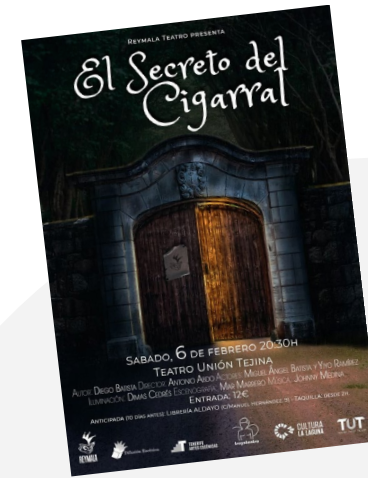
- Art-o-matic
- Innovation Theatre
- Convocation features Symphonic Band and Steel Drums Band
- Marching and Pep bands play for sports events and morale-building activities



Faculty Creative Output (a brief sampling)

Publications and productions of plays, novels, short stories, documentaries and poetry

- Diego Batista, *El secreto del Cigarral* debuted in Santa Cruz de Tenerife, Spain
- Abraham Smith, *Bear Lite Inn* (New Michigan Press)
- Siân Griffiths, *Scrapple* (Braddock Avenue Press)
- Jenny Kokai, *Zombie Thoughts* premiered in Australia
- Ash Soltani Stone, *Rez Metal* (feature-length documentary, screening at multiple film festivals)



Faculty Creative Output (a brief sampling) *Continued*

Artistic installations and exhibits

- **Jessica Greenberg**, Architectural Projection Art Installation series at Ogden Contemporary Arts & The Monarch
- **Jason Manley**, *A Path Forward* Utah State Capitol: a sculptural monument for suffragists and voting rights achievements



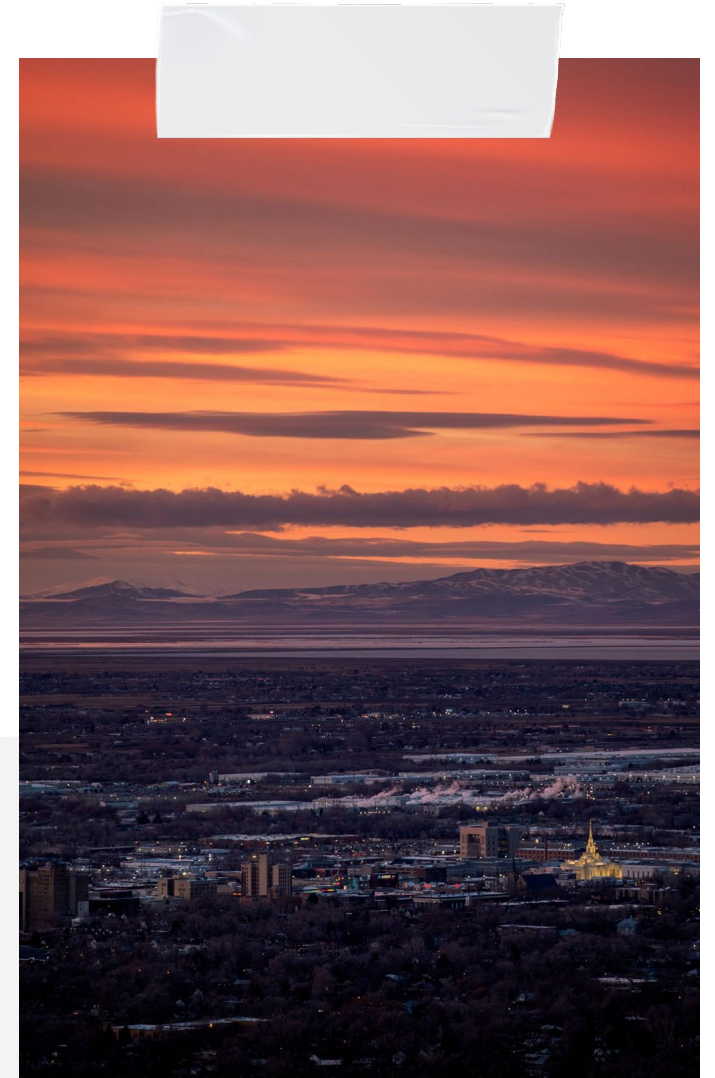
Faculty Scholarly Output (also a brief sampling)

- **Julia Panko**, *Out of Print: Mediating Information in the Novel and the Book*
(University of Massachusetts Press)
- **Michael Wutz**, co-editor, *Operation Valhalla: Writings on War, Weapons, and Media*
(Duke University Press)
- **Aaron Atkins**, “A new realm for distance and online learning: 360-degree VR.”
Teaching Journalism & Mass Communication
- **Youn Soo Kim Goldstein**, “Reading and translating towards decoloniality: critique of the Korean ethnonation in Kwŏn Chŏng-saeng’s *Mongsil ŏnni*,” *Asia Pacific Translation and Intercultural Studies*



Service to the Community

- **Todd Oberndorfer**, Chair, Ogden City Arts Advisory Committee
- **Becky Jo Gesteland**, Board Chair, Ogden Nature Center
- **Abraham Smith**, Ogden Poet Laureate
- **Tamara Goldbogen and students in HNRS 1530:** worked with 100 fourth graders from Shadow Valley Elementary School to create an art installation titled, "Utah Birds & Ecosystems" designed to mitigate bird collisions happening at the Ogden Nature Center.



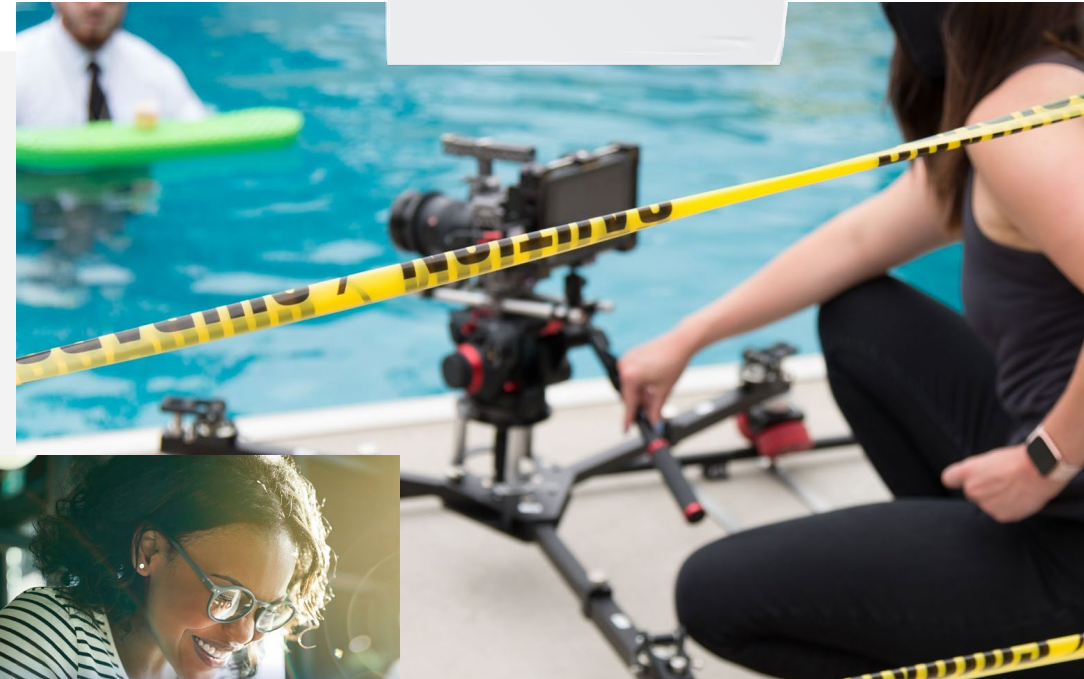
Curricular Developments, Innovations and Community Partnerships

- Launch of Film Studies Major
- Creation of Associates Degree in Sound Production
- Groundbreaking for Dumke Arts Plaza
- Development of APEX certificate for Career Readiness
- Establishment of Matthew S. Browning Center for Design



Goals

- **Strategic Planning and Alignment**
 - Equity, Diversity and Inclusion: recruitment and retention of faculty, staff and students
 - Interdisciplinarity: developing new programs and opportunities across college and university
 - High Impact Educational Experiences: maintain, strengthen and increase
 - Support for students in developmental programs
- **Increase capacity for training BTS Integrated Arts Educators**
- **Revive Venture Course in Humanities**



**WEBER STATE
UNIVERSITY**

Lindquist College
of Arts & Humanities

Challenges



- Declining enrollments
- Reopening questions
 - Uncertainty
 - Live performances
 - Lost revenues
 - Balance of teaching modalities—communicating importance of each type
 - Supporting students in the wake of disruption and trauma

Role of Board of Trustees

- **Advocate** that the Arts and Humanities matter
- **Attend** performances, exhibits and showcases
- **Visit** our classes



**WEBER STATE UNIVERSITY
OFFICE OF AFFIRMATIVE ACTION/EQUAL
OPPORTUNITY (AA/EO)**

**Weber State University Board of Trustees
May 19, 2021**

Title IX Update

I. Introduction - new AA/EO Executive Director & Title IX Coordinator, Laura Thompson, JD

Goals for 2021: Increase campuswide awareness about reporting; educate more faculty, staff and coaches about the Title IX grievance process.

[“Mindful caring motivates new AA/EO Executive Director,” March 2021 WSU News](#)

[“Finding help at WSU when you need it the most,” The Signpost Article, April 2021](#)

II. “On the Basis of Sex . . .” is the Title IX Rubric

- 5 Things to Know About Title IX:

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

2. Title IX applies to all students, not just women, and regardless of gender or gender identity.

3. Sexual harassment is a form of sex discrimination and is sometimes referred to as discriminatory harassment.

4. Schools have an affirmative duty to keep students who report a Title IX violation safe from retaliatory harassment.

5. Schools must be proactive in ensuring campuses are free from sex discrimination.

- [Biden Executive Order 14021](#) - 100 Days to Recommend Changes to the OCR/DOE Guidance that was Altered under the Trump Administration
- [Bostock v. Clayton County, Georgia](#), (SCOTUS, June 15, 2020) - extends protections of Title VII (employment) against discrimination or harassment “on the basis of sex” to LGBTQI+ employees in the workplace. While not explicitly extending to Title IX, this is the likely direction the SCOTUS is headed because of its rationale that “[i]t is impossible to discriminate against a person for being homosexual or transgender without discriminating against that individual based on sex.” In fact, an [Office of Civil Rights \(OCR\) opinion letter](#) from its Atlanta, Georgia office will permit a complaint that alleges this form of discrimination indicating that, though currently the *Bostock* holding is limited to Title VII cases, OCR will allow the complaint to proceed against the school district because “the *Bostock* opinion guides OCR’s understanding that discriminating against a person based on their homosexuality or identification as transgender generally involves discrimination on the basis of their biological sex.”

III. 2020 Weber State University Title IX Cases

- AA/EO Office opened, investigated and/or informally resolved 19 cases that potentially fell within Title IX jurisdiction, as follows:

Sexual Harassment = 10

Sexual Assault = 4

Stalking = 1

Sex Discrimination = 4

- 0 cases went forward with a formal Title IX complaint
- 0 cases went to formal hearing under Title IX

IV. Safe at Weber

- AA/EO works very closely with the Safe at Weber Advocate & the Women's Center
- Recently AA/EO staff (Laura Thompson and Aaron Garza) worked with WSU training team to create two Safe at Weber training videos for employees and students

V. STAR (Strategic Threat Assessment & Response) Team

- AA/EO staff are involved with the STAR Team, meeting weekly to staff cases and situations that have the potential to threaten campus safety, particularly crimes involving sexual violence or domestic/partner/dating violence
- Recently underwent a refresher/new team member training with SIGMA Corp. on an industry vetted threat assessment tool designed for midsize college campuses

VI. Weber State University Athletic Department Report

Weber State University Athletics **Office of Athletics Compliance**



Title IX & Intercollegiate Athletics

I. Participation Opportunities

1. Provide participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment of full-time undergraduate students;
2. Demonstrate a history and continuing practice of program expansion for the underrepresented sex; or
3. Fully and effectively accommodate the interests and abilities of the underrepresented sex.

II. Athletics Scholarships

- Female and male student-athletes must receive athletics scholarship dollars proportional to their participation

III. Other Benefits

- a. Equipment and supplies
- b. Scheduling of games and practice times
- c. Travel and daily allowance/per diem

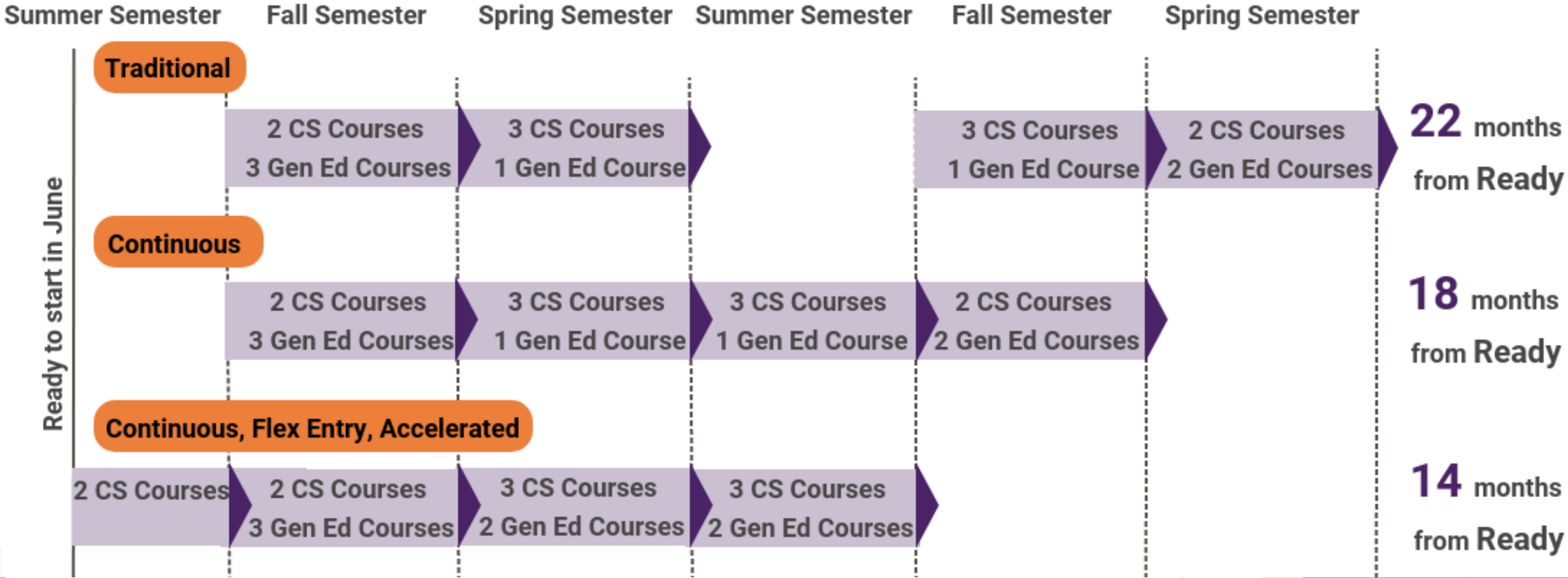
- d. Access to academic support services
- e. Coaching
- f. Locker rooms, practice, and competitive facilities
- g. Medical and training facilities and services
- h. Housing and dining facilities and services
- i. Publicity and promotions
- j. Support services (administrative, secretarial, clerical support, and office space)
- k. Recruitment of student-athletes

CS Flex

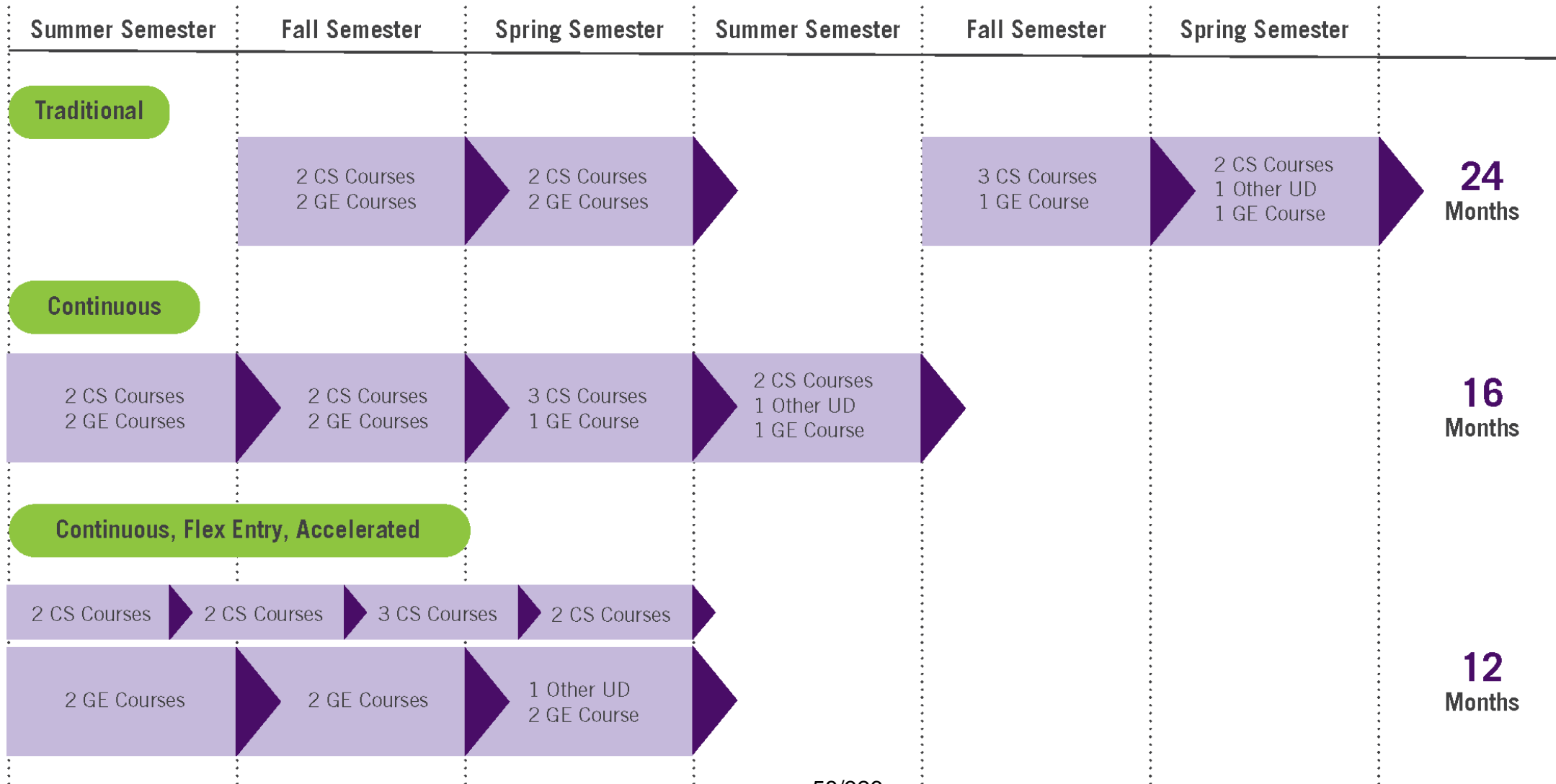
Flexible Dates

- ▶ Flexible start date
- ▶ Flexible due dates
- ▶ Promote acceleration

Time from Ready to AAS



TIME FROM AAS TO BS



Mastery Learning

- ▶ Module design
- ▶ Progress based on mastery

Student Support

- ▶ Academic Coach
- ▶ Instructor-Student interaction
- ▶ Online tutoring

K-12 Teacher Training

- ▶ Scholarships
- ▶ Adapt to teacher's schedule

CS Flex Team

- ▶ Faculty
- ▶ Academic Coach
- ▶ Instructional Designer
- ▶ Support across Campus

Support from across Campus

- ▶ Registrar's Office
- ▶ Financial Aid and Scholarship Office
- ▶ Diversity Office
- ▶ College of Engineering, Applied Science & Technology
- ▶ School of Computing
- ▶ Office of Continuing Education
- ▶ Institutional Research
- ▶ Admissions

Support from across Campus

- ▶ Testing Services
- ▶ WSU Online
- ▶ Records Office
- ▶ Bursar Office
- ▶ Academic Affairs
- ▶ Office of the President
- ▶ Office of Sponsored Projects

CS Flex Pilot

- ▶ Funded by Department of Workforce Services
- ▶ 10 courses developed
- ▶ Flexible design created and piloted
- ▶ HS teacher scholarships

Learn and Work Scholarships

- ▶ 245 Scholarships
- ▶ \$284,789 in tuition and fees

Student Response

- ▶ Fall 2020
 - ▶ 7 courses, 11 sections
 - ▶ 302 enrollments
- ▶ Spring 2021
 - ▶ 8 courses, 18 sections
 - ▶ 398 enrollments
- ▶ Summer 2021
 - ▶ 7 courses, 11 sections
 - ▶ 198 enrollments so far

WSUSA Board of Trustees Report May 2021

WSUSA President: Ben Ferney

- **New Executive Officer Retreat** – May 4-5 we held a retreat in-person where we trained the new executive officers and planned how we can train our teams this coming year.
- **New Leaders Utah Leadership Academy (ULA)** – May 12, fully virtual (cancelled last year) but student leaders on campus will have an opportunity to connect



**President's Report
WSU Board of Trustees
May 19, 2021**

Access

1. **Weber State #2 in U.S. for Writing Degree** | College Rank ranked Weber State number two in the nation for its bachelor's in writing. As Dean Deborah Uman put it, "This is an incredible recognition -- to be second to the University of Iowa?" See the full rankings [here](#).
2. **LatinX Graduation Ceremony** | The LatinX Grad Ceremony was held April 24, 2021 to honor the achievements of graduating students who identify as LatinX/Hispanic. The ceremony also honored families, friends, and those who have supported the students through their academic journey. The graduation celebration was created by students for students with the intention of bringing awareness to their own stories. The ceremony may be viewed at <https://www.facebook.com/Latinx-Ceremony-32528082222584/>.
3. **Harambee Graduation Ceremony** | Harambee Black Excellence Celebration is a special graduation ceremony that honors the achievements of graduating Black, African American, and African students on campus. The goal of this celebration is to provide a venue to demonstrate the success of our students in a personal, entertaining, and celebratory way. The ceremony was hosted by the Division of Student Affairs, Access and Diversity, and the Assistant Vice President for Diversity and Chief Diversity Officer Adrienne Andrews on April 29, 2021. The celebration included: speeches from Weber State students, faculty, and administrators, and students crossed the stage to celebrate their success and receive a certificate.
4. **Ceremony of Excellence Honorees** | Each spring Weber State University's Center for Multicultural Excellence (CME) hosts the Ceremony of Excellence to recognize top graduating seniors who have demonstrated excellence in a number of categories such as academics, leadership, community, teamwork, diversity and inclusion. To qualify for the award, the recipients had to graduate in 2020-2021 with a grade point average of 3.2 or better. They had to identify as an ethnic minority, developed and embodied the ideals of the organization, and/or have experience working closely with diversity and inclusion initiatives.

Sultan Ayubi, *Applied Environmental Geoscience*
Jackeline Bedoya-Wilkinson, *Spanish and Zoology*
Salvador Ceja-Monroy, *Political Science*
Nadina Delgado, *Elementary Education*
Jared Jensen, *Social Work*
Gisela Lopez Alonso, *Social Work and Spanish*
Patrick Hong-Lok Luo, *Athletic Therapy*

Ariel Martinez, *Early Childhood Education and Elementary Education*
Ingrid E. Oseguera, *Spanish Commercial Emphasis*
Callie Oyama, *Communication*
Karina Torres, *Nursing*

5. **WSU Completes First Year JED** | Weber State wraps up its first year as a JED Campus with the finalization of a three-year Mental Health Strategic Plan. According to data from the National College Health Assessment (NCHA) and the Healthy Minds Study (HMS), WSU students experience higher than the average rates of mental health concerns, including suicide risk, than their peers around the country. JED Campus addresses student mental health through a comprehensive, cross-campus approach, unifying efforts between Academic and Student Affairs. All USHE institutions are participating in the JED Campus program, though WSU is one of the first to complete their strategic planning process and begin the implementation phase starting this summer.

Learning

1. **Record Class of 2021 Graduates 6,497 Students** | In commencement and convocation ceremonies over April 29, April 30, and May 1, WSU celebrated the completion of degrees and certificates by a record number of students - 6,497 to be exact. All students wishing to participate were able to invite guests to the college convocation programs held at Stewart Stadium. The record class and the unlimited attendance graduation ceremonies are a tremendous testament to the grit and fortitude of our Weber State students, faculty, and staff who excelled during the pandemic.
2. **Supply Chain Team Wins Championship** | The team of Ben Evans, Robert Longoria, Colton Tucker, and Marcie Kenner representing the Jerry & Vickie Moyes Center of Supply Chain Excellence and the Goddard School of Business & Economics took first place at the Minnesota Supply Chain Management Case Competition. They beat out 18 other teams from notable universities (including Baylor, BYU, Colorado State, Indiana, Iowa State, Michigan State, Penn State, Purdue, Syracuse, TCU, Kansas, Michigan-Dearborn, Minnesota, Nebraska, North Dakota, Texas-Austin, Wisconsin-Madison, Wisconsin-Whitewater, and Western Michigan. This is a different group of students than those who competed and won last fall.
3. **First Class of 12 Doctoral Students Graduates** | Weber State University, along with the Dumke College of Health Professions and the Annie Taylor Dee School of Nursing, celebrated the graduation of the first cohort of Doctor of Nursing Practice (DNP) students as part of the class of 2021 on May 1. The DNP program offers two emphasis areas: Family Nurse Practitioner (FNP) and Leadership. The program provides education to all levels of nurses, with both masters-to-doctorate and bachelors-to-doctorate options. Students earn a clinical degree rather than a research-based doctorate. The program currently has 25 students enrolled in the Post Masters to DNP program and 42 in the Post BSN to DNP-FNP. Read more [here](#).
4. **Boyle Named Fulbright Scholar** | Randy Boyle, professor of management information

systems, was awarded a Fulbright Teaching Scholar grant in Poland. It was an incredibly competitive year with over 100 applicants. Fulbright was established in 1946 and is the most widely recognized and prestigious international exchange program in the world. The program awards approximately 8,000 grants annually between scholars and students from the United States and other participating countries. There have only been 12 Fulbright Teaching Scholars from WSU in the past 22 years.

5. **Senior Send-Off Baskets** | The Department of Student Involvement and Leadership, along with Alumni Relations, hosted the inaugural WSU Senior Send-Off. On Thursday, April 22 and Friday, April 23, 100 WSU seniors graduating with a bachelor's degree, drove by Alumni Services and picked up their exclusive basket. Included in these baskets were custom duck socks, a replica of the W rock, an individual cake set, popcorn and other goodies from local companies, a custom purple mug, an original Senior Send-Off Jones soda bottle, and a gift certificate to Roosters restaurant in Ogden.
6. **Student Wellness Finals' Kit** | The Student Wellness-Finals Survival Kit is designed as a companion resource to the Finals Survival Guide, a comprehensive [web page](#) that consolidates campus-wide resources to support students through finals' season. The kits were designed to provide students with tangible, evidence-based stress-management resources that require minimal time investment, inspire playfulness and levity, engage all five senses, and connect students back to campus resources. Each kit included a variety of items, including: scented play-dough, herbal tea, dark chocolate, chewing gum, bubble wrap, a reusable water bottle, and coloring pages designed by Student Affairs Marketing. Kits were packaged in a reusable tote bag with an information sheet that explained each item, how to use it, and directed students back to the Finals Survival Guide website. A total of 69 kits were distributed, 32 in the fall and 37 in the spring.

Community

1. **Bodine Receives Lindquist Award** | For her commitment to sustainability practices at Weber State University and in northern Utah, Jennifer Bodine has been honored with the John A. Lindquist Award for 2021 given through the Center for Community Engaged Learning (CCEL). For more than a decade as Weber State's Facilities Management sustainability manager, Jennifer Bodine has helped the campus community catch her vision of affordable, sustainable environmental practices. By the numbers, the accomplishments are impressive. With Bodine's help and collaborative leadership, WSU has cut its carbon footprint by more than 30%, while simultaneously saving more than \$15 million in avoided utility costs. The university is on track to meet its commitment to becoming carbon neutral by 2040, 10 years ahead of its original goal. Read more [here](#).
2. **Weber State Takes Top Spot in International Solar Decathlon** | Weber State University was honored with first place for Energy Performance and second place for Presentation in the international [Solar Decathlon Build Challenge](#). The Solar Decathlon is a collegiate competition in which student teams design and build high-performance, low-carbon homes powered by renewables. More than [100 teams](#), including teams from Yale and Harvard universities, submitted detailed design proposals. From those designs, [nine international](#)

[teams](#) were eventually selected to spend a year building their structures. Teams were judged on their innovation and excellence in architecture and engineering. Secretary of the U.S. Department of Energy Jennifer Granholm discussed the importance of the contest during the virtual awards ceremony on Sunday, April 18.

3. **Weber State Remembers the Holocaust** | Holocaust Remembrance Week was honored with a virtual presentation, “One Survivor Remembers: Holocaust Education and Closing the Gap in Time,” by Holocaust survivor and speaker, Ruth Kapp Hartz. Ms. Hartz is the subject of the book, *Your Name is Renee*, by Stacy Cretzmeyer; it is the story of her experiences as a child in Nazi occupied France. A virtual Gallery: Holocaust Remembrance, is presented by the Union Art Gallery, April through July, and available to view [here](#).
4. **Employee Wellness Week Kicks Off with Campus to Campus Marathon** | On May 10, President Mortensen completed the first-ever campus to campus marathon from Farmington Station to Stewart Stadium, with stops at WSU Davis and the West Center in Roy, with the support Human Resources, Employee Wellness, pacers and volunteers to launch employee wellness week.
5. **Statewide STEM Hill Air Force Base Recruiting Fair** | On May 11, Weber State’s offices of Career Services and Economic Development convened a first of its kind statewide STEM Hill Air Force Base recruiting fair. The event highlighted positions for electronics, electrical, and computer engineers, computer scientists, and mechanical and aerospace engineering for alumni, as well as engineering and computer science internships for current students. The event brought together missions from across the base to highlight full-time and internship opportunities for students from across the state.
6. **Weber State Softball Wins Big Sky** | Coach Mary Kay Amicone and her Wildcat softball team won their fifth straight Big Sky regular season championship (2016, 2017, 2018, 2019, and 2021). They finished the conference season with a record of 15-3 (25-17 overall) and will host the conference tournament at Wildcat Softball Field, May 13-15).



Weber State University Alumni Association Report May 2021

- **Move Away from Dues-paying Alumni Membership**
We have changed the yellow "Become a Member" banner that is at the top of our homepage. It now reads "Support Scholarships" it will link it to an alumni-specific campaign that will list giving options for our specific department.
- **MAPS! (Mentoring) Program**
We are happy to say that our Mentoring Alumni Program & Scholarship (MAPS) is good to go! Please see the below links and resources. Please feel free to share with your department. Here is the link for the Other Web Resources:
[Mentoring Alumni Program & Scholarship website](#)
- **Oral History Project**
Our update and story collection phase is getting ready to kick off; we will begin the marketing efforts on Friday 4/30 and open the phone lines on Monday 5/3. Once alumni call in, we review their basic contact information – residence address, phone, email address – then go into the story recording. We ask a few questions to help get people talking (or and let them know they can call back if they're not ready at that time). We will send a follow-up email with a link to their story for review after it is transcribed and edited on our side, and request photos as well. Alumni will be given the opportunity to reserve their copy of the book or digital publication before the end of the phone call.
- **Senior Send Off**
In partnership with Student Involvement and Leadership, we were able to put together 100 beautiful senior sendoff baskets for the first 100 seniors graduating with their bachelor's degrees. The baskets represented items that would show WSU pride and connections with the community. The baskets were picked up in front of the Lindquist Alumni Center roundabout on April 22 and 23.
- **Emeriti Alumni Council**
On April 7, 2021, Dr. Edward Walker spoke to the Council in the Emeriti Alumni Lecture Series. He shared his love of chemistry, showing us one of his fun experiments and telling us about discovering the active antioxidants in cranberries. He also shared the success of several of his students.
In partnership with the Ogden Golden Hours Senior Center, the EAC is coordinating resources and memorabilia for the Weber State room in the Center. The EAC has also partnered with the WSU Interior Design Department and Ashley Badali's students to help create some design elements for this room. The room will be a great addition to the Center and our Community.
- In collaboration with all the Universities along the Wasatch Front, members of the BOD, EAC, YAC and SAA have volunteered to deliver Collegiate License Plate times to local car dealerships. This program is to help encourage local dealerships to promote our WSU License Plates.
- The Emeriti Alumni Student Emergency Fund (EASE) continues to aid in acute student needs. In March, the Council awarded three \$500 allowances to students in need. Faculty and Staff are encouraged to contact Dr. Jeff Hurst, Dean of Students, if they know of a student who needs financial assistance. In addition, all WSU Alumni are encouraged to donate to this fund.

➤ Resources for 2021 Grads

As a way of supporting of our 2021 graduates, after an unusually challenging senior year, WSUAA is offering free resources to all of this year's graduates. The purpose is to provide support for our newest alumni as they navigate their post-graduation year. Graduates have until June 1, 2021 to opt into the resources offered. The resources include:

- Stromberg Complex pass
- Stewart Library access
- 30% off Outdoor Program rental gear
- 10% off at Wildcat Stores
- WSU license plate fee waiver

➤ Regional Alumni Networks

We held our first in-person event since the pandemic shut things down last year. We created a successful pre-game tailgate party before the SUU VS. WSU football game on April 3, 2021, in Cedar City. Thirty-five individuals attended.

➤ Wildcat Alumni Newsletter

Total Recipients: 297,845

Open Rate: 11%

➤ Alumni Coordinator Position

If you know of an individual that would be a great addition to our staff and the Alumni Association, please encourage them to apply <https://jobs.weber.edu/postings/13174> The Alumni Coordinator is an integral part of Alumni Relations. This position will work with a volunteer council focusing on graduates of the last decade. They will design and implement programs and services focused on engaging alumni in networking, social, and service opportunities. Responsibilities include identifying, recruiting, and supporting alumni constituent groups, planning and organizing special events virtually, and in person. The Coordinator will be facilitating relationships with the campus and surrounding community for alumni reunions and will act as support for Regional Alumni Networks. Participate in budgeting, contribution to publications and social media, and online resources, and is a team member for all alumni programs and events.

➤ Student Alumni

The SAA participated in Waldo's Wild Race and won \$1,000 in Club Funding, for taking 2nd place for WSU Clubs. Promoted to all clubs and orgs on campus, 5 clubs competed, along with 33 other WSU student teams. In April 2021, the Traditions Keeper App garnered 25 new users. There were 39 total App sessions, and 126 Traditions Completions. Additionally, SAA Council interviews were conducted, and 8 of 12 positions were filled. The 2021-2022 SAA Council Presidency was established. The App garnered 2191 total sessions, 420 total users, with 277 new users, and 143 repeat users. Average time in the app per session was 6 minutes. We had about 5 Traditions Keepers walk at graduation in April/May 2021.

Alumni Golf Classic Scholarship Fundraiser

Foursomes and major sponsorships are all SOLD OUT. We still need hole and tee sponsorships.

Register online today at alumni.weber.edu/golf. The tournament will be on June 4, 2021, at The Barn Golf Club.



WEBER STATE UNIVERSITY

Staff Advisory Council

Staff Advisory Council Report

May 2021

1. SAC completed 2021 elections and the following individuals were elected:
 - a. Academic Affairs (3 exempt, 2 non-exempt positions)
 - i. Continuing rep(s):
 1. Megan Moulding – through June 30, 2022
 - ii. New non-exempt representative(s)
 1. Aubrey Jenkins Lord - term July 1, 2021 to June 30, 2024
 2. Joan Gustafson - term July 1, 2021 to June 30, 2023
 - iii. New exempt representative(s):
 1. Amanda Geilman - – term July 1, 2021 to June 30, 2024
 2. Crystal Giordano - – term July 1, 2021 to June 30, 2023
 - b. Administrative Services (2 exempt, 2 non-exempt positions)
 - i. Continuing rep(s):
 1. Raeanna Johnson (exempt) – through June 30, 2022
 - ii. New non-exempt representative(s) –
 1. Hailey Loken - term July 1, 2021 to June 30, 2024:
 2. (Currently unfilled)
 - iii. New exempt representative(s):
 1. Richard Badger - term July 1, 2021 to June 30, 2024
 - c. Information Technology (1 exempt, 1 non-exempt position)
 - i. New non-exempt representative

WSU Upcoming Events 2021

May

Monday (May 31): Memorial Day – No Classes

June

Summer Climbing Camps (ages 14 & 15)

- June 7, 14, 21, 28 9:00-11:00 a.m.
- Register at: https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2941

Summer Climbing Camps (ages 16-18)

- June 9, 16, 23, 30
- Register at: https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2943

City of Rocks Climbing

- June 8-10 (Mandatory Pre-Trip Meeting: June 4 at 6 p.m.)
- Register at: https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2970

CPR/AED First Aid Course

- June 16 6:00 p.m.-8:00 p.m.
- Register at: <https://weber.edu/aquatics/cpr.html>

Mountain Bike Dawn Patrol

- Friday mornings beginning June 18 6:00 a.m.-9:00 a.m.
- Register at: <https://www.weber.edu/outdoor/mtb-dawnpatrol.html>

Waterfall Hike Series-Waterfall Canyon

- June 26, All Day

- Register at:
https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2954

Sunset Stand-Up Paddle Boarding

- June 29
- Register at:
https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2965

July

Swimming Lessons

- July 6, All Day Event
- Register at: <https://www.weber.edu/aquatics/group.html>

Summer Climbing Camps (ages 14-15)

- July 6, 13, 20, 27 9:00-11:00 a.m.
- Register at:
https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2942

Summer Climbing Camps (ages 15-18)

- July 8, 15, 22, 29
- Register at:
https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2944

Ruth Lake High Uintas Rock Climbing

- July 8-10 (Mandatory Pre-Trip Meeting July 6)
- Register at: <https://www.weber.edu/outdoor/ruth-lake-climbing.html>

Waterfall Hike Series-Farmington Creek

- July 17, All Day
- Register at:
https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2961

CPR/AED First Aid Course

- July 17 12:00 p.m.-2:00 p.m.
- Register at: <https://weber.edu/aquatics/cpr.html>

Sunset Stand-Up Paddle Boarding

- July 20
- Register at:
https://secure.touchnet.com/C20249_ustores/web/product_detail.jsp?PRODUCTID=2966

BOARD OF TRUSTEES
BUSINESS COMMITTEE AGENDA

May 19, 2021

ACTION ITEMS

1. Meeting Minutes (April 21, 2021)
2. Base Budget FY22

INFORMATION ITEMS

3. Capital Improvements
4. Salary/Compensation Comparison (Jessica Oyler)

CONSENT ITEMS

5. Financial Report (March 2021)
6. Monthly Investment Report (March 2021)
7. Retirement Committee Update

FY22 BASE BUDGET

Included here for approval is WSU's FY22 Appropriated Budget. The revenue and expense adjustments reflected here represent the 12- months of work and deliberations involving the Utah State Board of Higher Education, Utah State Legislature, Weber State Board of Trustees, and the Weber State Administration.

The FY22 budget represents a 4.3% overall increase from FY21. Major changes to the budget for FY22 include:

- A 1.7% base budget cut;
- A swap of \$2.1 million in expenses and revenues from student fees to tuition;
- A 2% tuition rate increase and a 1.5% student fee rate increase; and
- A major infusion of additional tax funds from the State Legislature.

Attached in order of appearance are the following:

- The traditional summary of budgetary changes and final figures for approval;
- WSU's current set of Budgetary Guiding Principles;
- A summary of WSU's FY21 Voluntary Separation Incentive Program; and
- A summary of WSU's ongoing budgetary reallocation efforts.

Staff will walk members of the Business Committee through the details of this material.

MEMFY22BASEBUDGET

Weber State University
FY22 Appropriated Base Budget

<i>Line Item</i>	<i>Funding Category</i>	<i>Tax Funds</i>	<i>Tuition</i>	<i>Total</i>	<i>Budget Principle</i>	<i>Comments</i>
E&G	<i>FY21 Adjusted (Post COVID) Base Budget</i>	\$99,720,600	\$79,341,300	\$179,061,900		
	1.7% Base Budget Cut	-\$2,551,100	-\$700,000	-\$3,251,100	Internal Efficiencies/Reallocation:	Accommodate legislative cut from 6/20 and slight enrollment d
	Tuition and Fee Expenditure Swap		\$2,145,923	\$2,145,923	Budget Maintenance	Comply with new Regent Policy R-710
	Salaries and Wages	\$3,215,623	\$951,115	\$4,166,738	Budget Maintenance	3% salary package plus living-wage initiatives
	Medical Insurance Cost Increase	\$600,857	\$199,373	\$800,230	Budget Maintenance	Maintain medical insurance package as-is
	Faculty Promotions	\$229,777	\$190,842	\$420,619	Quality Faculty & Programs	Fund all promotions plus full-professor performance incentives
	Fuel & Power Cost Increase		\$128,000	\$128,000	Budget Maintenance	Fund rate increases in fuel and water
	Internal Service Fund Adjustments	\$103,200	\$33,300	\$136,500	Budget Maintenance	Attorney General's Office and Liability/Property Ins. Increases
	O&M for Davis EAST and USTAR Buildings	\$300,900		\$300,900	Budget Maintenance	Full Funding for USTAR and final months for Davis EAST
	Other Mandated Costs	\$50,000		\$50,000	Budget Maintenance	Hold-back for late developing but must-do budget items
	Graduate Program Growth	\$105,000		\$105,000	Quality Faculty & Programs	Fully funds growth in our newest graduate programs
	High Demand Faculty	\$600,000		\$600,000	Quality Faculty & Programs	To be allocated to programs with growth and market needs
	Strategic Workforce Investments	\$623,000		\$623,000	Quality Faculty & Programs	Legislative earmark for CS Flex and Automotive programs
	Area Health Education Center	\$200,000		\$200,000	Quality Faculty & Programs	Part of statewide legislative earmark for AHEC centers
	Retention and Recruitment Software	\$292,013		\$292,013	Recruiting & Retention	Software supporting Strategic Enrollment Plan
	Administrative Software Upgrades	\$16,230	\$83,770	\$100,000	Various	To improve Human Resources processing modules
	IT Security/General Staffing	\$300,000		\$300,000	Various	New positions and strategic pay increases for IT personnel
	Data Communications Manager	\$85,800		\$85,800	Various	Coordinator for data initiatives across the institution
	Title IX (Athletics)	\$50,000		\$50,000	Underrepresented Students	Scholarship dollars for Women's Track and Women's Tennis
	Director of Prospect Research and Planned Giving	\$150,000		\$150,000	Various	Needed personnel to grow our fundraising success
	Next Gen Workforce	\$75,000		\$75,000	Student Success	Help students articulate and develop employability skills
	Retention and Student Success	\$225,000		\$225,000	Student Success	Various projects targeting retention and graduation of students
	<i>FY22 Appropriated Base Budget</i>	\$104,391,900	\$82,373,623	\$186,765,523		
Ed Dis	<i>FY21 Appropriated Base Budget</i>	\$398,700		\$398,700		
	Salaries & Benefits	\$11,500		\$11,500	Budget Maintenance	3% salary package plus living-wage initiatives
	<i>FY22 Appropriated Base Budget</i>	\$410,200	\$0	\$410,200		

Total FY22 Appropriated Base Budget \$104,802,100 \$82,373,623 \$187,175,723

Statistics	wo/Swap	w/Swap
Tuition Rate Incr	2.0%	4.7%
Fee Rate Incr	1.5%	-11.4%
Budget Increase	3.1%	4.3%
New \$ From Tax	84.1%	60.6%
Tuition % of Total	43.4%	44.0%

WSU FY22 Budget Guiding Principles-DRAFT

1. Affordability Compact

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

2. Internal Efficiencies/Reallocations

- Seek first internal sources for current organizational budgetary needs

3. Quality Faculty and Programs

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

4. Student Success

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

5. Access and Support for Underrepresented Groups

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

6. Budget Maintenance

- Cover mandated cost increases
- Provide competitive compensation for employees
- Optimize fringe benefit programs
- Improve the University while simultaneously accommodating necessary budget cuts

7. Recruiting & Retention

- Establish student recruitment and retention as institutional core-competencies

Weber State University
FY21 Voluntary Separation Incentive Program

Division	Faculty Separations	Staff Separations	Total Separations	Dollars Freed-up
Academic Affairs	17	17	34	\$ 2,410,503
Administrative Services		11	11	\$ 472,490
Student Affairs		6	6	\$ 305,608
Information Technology		2	2	\$ 109,137
University Advancement		1	1	\$ 46,314
	17	37	54	\$ 3,344,052

Weber State University
2019-20 Internal Reallocation Report

11/11/20

I. Division - All Divisions

Date	Source Index & Name	Destination Index & Name	Reason for Transfer	Amount	Net FTE Change
A. 6/30/20	216305--Fuel & Power	Various Project Indexes	Reallocated Fuel & Power Savings (One-time) to Additional Energy Efficiency Projects	\$2,698,826	0.00
B. 6/30/20	215240-Env Hlth & Sfty	215240-Env Hlth & Sfty	Eliminate 2 Positions While Transferring Program to Department of Public Safety	\$115,600	(2.00)
C. 6/30/20	214040-Athletics Admin	214040-Athletics Admin	Eliminate 3 Positions in Wildcat Athletics	\$139,200	(3.00)
D. 6/30/20	Various	2161---FM Admin	Reallocations to Create Creative Director Position serving Athletics/FM/Campus Stores	\$83,929	(1.00)
E. 6/30/20	201040 FL	201010 DOVAD	Instructor position moved from Foreign Language to Visual Arts	\$42,900	0.00
F. 6/30/20	205030 Physics	205030 Physics	Physics faculty going to .5 FTE plus savings on turnover to create new 1.0 FTE faculty	\$91,520	0.50
G. 6/30/20	213450 COS Dean	213450 COS Dean	Savings on staff turnover to create a .75 FTE Community Outreach Coordinator	\$50,862	0.75
H. 6/30/20	213400 DCHP Dean	213400 DCHP Dean	Closed staff position for Outreach and Grants Coordinator - College of Health Professions	\$60,060	0.00
I. 6/30/20	200052 MSRS	200052 MSRS	Closed a staff position to create a new faculty position in Radiologic Sciences	\$79,425	0.00
J. 6/30/20	203022 ENS	203022 ENS	Closed a staff position to create a new faculty position in Exercise Sport Science	\$81,510	0.00
K. 10/1/19	213026 - Student to Student	213026 - Student to Student	Conversion of Coordinator to Assistant Director	\$12,558	0.00
L. 1/1/20	214411 - Dean of Students	214411 - Dean of Students	Partial conversion of Assistant Dean position to Director	\$70,000	0.25
M. 2/1/20	214145 - SA Assessment	214507 - SA Strategic Initiatives	Partial conversion of Executive Director position to Director	\$60,000	0.00
N. 5/12/20	213026 - Student to Student	213026 - Student to Student	Conversion of College Access replacement position from part time to full time	\$35,700	0.50
O. 6/20/20	214145 - SA Assessment	214145 - SA Assessment	Conversion of Assisstant Dean/Executive Director position to partially fund Data Analyst	\$35,000	1.00
O. 6/20/20	Various	Various	Reorganize Walker Institute and Governmental Relations	\$202,418	(0.50)
P. 6/30/20	248105-Waldo's Concession	248105-Waldo's Concessions	Reorganize Campus Concessions Operations	\$61,000	(1.00)
Q. 8/8/19	318501 - Student Health Cer	318501 - Student Health Center	Conversion of LPN and lab specialist positions to Medical Assistants	\$59,000	0.00
R. 9/4/19	318501 - Student Health Cer	318530 - Student Wellness	Fund new Student Wellness Programming specialist	\$29,060	0.75
Total				\$4,008,568	(3.75)

FINANCIAL REPORT

March 2021

This report includes nine 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 reports be approved.

MEMFINRPTMARCH2021

Weber State University
Cash Basis Summary of Operations
For the Month Ended March 31, 2021
75 Percent of the Year Completed

UNAUDITED FOR
DISCUSSION ONLY

	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
State Appropriated Funds							
Education and General (Excluding Athletics)	\$ 180,853,477	64.61 %	\$13,954,957	\$116,854,437	\$112,517,713	3.85 %	\$168,376,742
Athletics	5,127,367	60.99 %	433,485	3,127,010	3,069,178	1.88 %	5,095,335
Educationally Disadvantaged	782,870	44.46 %	38,728	348,080	340,744	2.15 %	454,404
Total State Appropriated Funds	186,763,714	64.43 %	14,427,170	120,329,527	115,927,635	3.80 %	173,926,481
Net Funds Available for Expenditure	\$186,763,714	64.43 %					
Other Unrestricted Funds							
Institutional Discretionary			612,476	1,278,963	1,104,328	15.81 %	1,200,807
Continuing Education Programs			728,699	6,274,622	6,337,451	(0.99) %	8,603,899
Shop Funds			693,507	4,765,455	5,671,791	(15.98) %	7,640,949
Service Enterprises			290,657	2,896,450	3,526,709	(17.87) %	4,419,566
Auxiliary Enterprises			894,599	12,212,407	13,184,391	(7.37) %	16,751,314
Athletics			644,014	4,871,673	6,774,242	(28.09) %	6,125,810
Self Supporting/Miscellaneous			7,426	3,353,204	4,646,034	(27.83) %	7,362,258
Total Other Unrestricted Funds			3,871,378	35,652,774	41,244,946	(13.56) %	52,104,603
Restricted Funds							
Grants and Contracts			3,845,997	51,586,241	32,172,759	60.34 %	41,456,300
Gifts			1,638,886	9,241,408	7,579,873	21.92 %	23,067,702
Total Restricted Funds			5,484,883	60,827,649	39,752,632	53.02 %	64,524,002
Other Funds							
Agency Funds			233,678	26,526,068	32,575,856	(18.57) %	36,377,266
Associated Students			603,727	4,303,220	5,036,728	(14.56) %	7,649,097
Plant Funds			4,851,435	24,581,275	38,982,226	(36.94) %	59,082,945
Total Other Funds			5,688,840	55,410,563	76,594,810	(27.66) %	103,109,308
Total All Funds			\$29,472,271	\$272,220,513	\$273,520,023	(0.48) %	\$393,664,394

Weber State University
Cash Basis - Summary of Operations
Report Heading Descriptions

Report Heading	Heading Description
State Appropriated Funds: Education & General, Athletics, Educationally Disadvantaged	Funds appropriated by the State of Utah. The primary funding sources are state tax dollars and tuition. Examples of accounts include: instruction (e.g., English, Economics, Botany), administrative (e.g., President's Office, Payroll, Purchasing), facilities (e.g., utilities, landscaping, custodial)
Other Unrestricted Funds:	Funds received for which there are no stipulations by external agencies or donors as to the purposes for which they should be expended. These funds do have institutional restrictions.
Institutional Discretionary	The primary funding source is investment earnings. Various items and projects are financed with discretionary funds. Examples include: land purchases, equipment purchases, urgent institutional needs.
Continuing Education Programs	Accounts that are primarily non-credit producing programs. Examples of accounts include: personal enrichment, professional development, conferences.
Shop Funds	Primarily accounts that support academic activities. Sources of revenues are generally sales/services to students. Examples of accounts include: Science Stores, Student Testing Center, lab fees.
Service Enterprises	University departments whose sales/services are provided primarily to other University departments. Examples of accounts include: Mail Services, Vehicle Fleet, Printing Services.
Auxiliary Enterprises	University departments whose sales/services are provided primarily to the campus community. Examples of accounts include: Union Building, Student Housing, Bookstore.
Athletics	This group of accounts is comprised of all the individual sport accounts. Examples of accounts include: basketball, volleyball, football.
Self-Supporting	Academic programs that can produce credit hours but are not funded by State appropriated monies. Examples of accounts include: Military Science, Paramedics, Science Education Institute.
Miscellaneous	Miscellaneous accounts not captured in the other groups. Examples of accounts include: unrestricted gifts, endowment income accounts, capital campaign.
Restricted Funds:	Funds received which are limited by external agencies or donors as to the purpose for which they may be expended.
Grants & Contracts	External grants and contracts. Examples of accounts include: Student Upward Bound, Pell student financial aid, Toyota Automotive Training.
Gifts	External funds received from donors that are restricted for specific purposes. Examples of accounts include: scholarships, facilities, academic programs.
Other Funds:	Remaining accounts of the University
Agency Funds	Funds held by the University as custodian or fiscal agent. Examples of accounts include: sales tax collections, Stafford student loans, scholarship trust funds.
WSU Student Association	Programs supported with student fees and other miscellaneous sales. Examples of accounts include: student government, intramurals, Signpost.
Facilities	Funds received for the construction and improvement of facilities and major equipment acquisitions. Examples of accounts include: stadium remodel, Visual Arts Building, Davis Campus

MONTHLY INVESTMENT REPORT

March 2021

Utah State Board of Higher Education guidelines regarding institutional investing require each 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 March 2021.

Approval of this report is sought from the Business Committee.

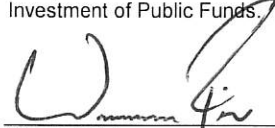
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Weber State University
 Monthly Investment Activity Report
 March 31, 2021

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance February 28, 2021						\$289,813,990
Purchases:						
Wells Fargo	Checking	31-Mar-21	1-Apr-21	0.2500%	12,215,077	
Farm Credit	Bond	22-Mar-21	22-Mar-29	1.6500%	5,000,000	
Common Fund Gain					287,522	
Common Fund Earnings					32	
						<u>17,502,631</u>
Withdrawals:						
Wells Fargo	Checking	28-Feb-21	1-Mar-28	0.2500%	11,180,921	
PTIF	PTIF	Various	Various	0.4193%	10,562,735	
Common Fund Fees					47,519	
Global Distressed Investors						
Total Withdrawals						<u>21,791,175</u>
Balance March 31, 2021						<u>\$285,525,446</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
March 31, 2021

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Mar-21	1-Apr-21	0.2500%	\$12,215,077	\$12,215,077
PTIF						
Endowment Pool	PTIF	Various	Various	0.4193%	11,016,355	11,016,355
Cash Pool	PTIF	Various	Various	0.4193%	107,856,002	107,856,002
Common Fund						
Global Private Equity	Alternatives	Various	Various		2,569,729	3,706,847
Global Private Equity II	Alternatives	Various	Various		1,415,213	1,960,226
Global Private Equity III	Alternatives	Various	Various		757,976	890,493
Strategic Solutions Global Equity	Equity	Various	Various		61,623,341	98,690,108
CF Real Estate Opp	Alternatives	Various	Various		1,241,447	1,474,735
Global Distressed Investors	Alternatives	Various	Various		71,943	32,908
High Quality Bond	Fixed	Various	Various		29,498,081	31,191,637
Natural Resources Partners X	Alternatives	Various	Various		987,132	987,418
Natural Resources Partners XI	Alternatives	Various	Various		636,172	589,918
Secondary Partners II	Alternatives	Various	Various		580,383	916,243
S&P 500 Index	Alternatives	Various	Various		2,362,820	2,466,541
Venture Partners XIII	Alternatives	Various	Various		1,351,549	1,479,919
S&P Global LargeMidCap Natural Resr	Alternatives	Various	Various		2,487,710	3,498,854
US Aggregate Bond	Fixed	Various	Various		1,014,565	1,001,845
State Street US Govt	Fixed	Various	Various		2,737,838	2,737,838
Venture Partners XII	Alternatives	Various	Various		1,422,552	1,983,061
Venture Partners XI	Alternatives	Various	Various		2,025,041	5,157,710
SSGA REIT	Alternatives	Various	Various		3,497,825	4,446,696
Secondary Partners III	Alternatives	Various	Various		113,016	150,296
SS Core Real Estate	Fixed	Various	Various		3,043,679	3,079,335
Government Bonds						
Federal Farm Credit	Bond	27-Jan-20	27-Jan-26	1.9800%	5,000,000	5,061,621
Federal Farm Credit	Bond	22-Mar-21	22-Mar-29	1.6500%	5,000,000	4,963,240
Corporate Bonds						
Citigroup	Bond	4-Feb-19	8-Dec-21	1.2460%	5,000,000	5,028,933
HSBC Holdings	Bond	13-Sep-19	5-Jan-22	1.7380%	5,000,000	5,051,724
Mizuho Financial Group	Bond	7-Jun-19	28-Feb-22	1.1300%	5,000,000	5,035,256
Morgan Stanley	Bond	9-Sep-19	10-Jun-22	0.8400%	5,000,000	5,004,900
Royal Bank of Canada	Bond	8-Oct-20	5-Oct-23	0.8940%	5,000,000	5,058,556
Total Investments					<u>\$285,525,446</u>	<u>\$332,734,292</u>

Weber State University Foundation
 Monthly Investment Activity Report
 March 31, 2021

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance February 28, 2021					\$10,597,374
Revenues:					
Dividends				29,070	
Interest				18	
Realized Gains (Loss)				37,111	
Other Investment Income				0	
Total Revenue					66,199
Expenses:					
Investing Fees				2,717	
Annuity Payments				5,050	
Misc Expense				1,794	
Transfers to University				140,000	
Total Withdrawals					149,561
Balance March 31, 2021					\$10,514,012

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
March 31, 2021

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		36,483	36,483
PTIF	PTIF	Various	Various	0.4192%	48,467	48,467
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		863,321	2,693,903
Multi-Strategy Bond	Bond	Various	Various		1,304,133	1,407,597
Multi-Strategy Bond (Annuity)	Bond	Various	Various		421,574	444,494
Multi-Strategy Equity (Annuity)	Equity	Various	Various		282,859	689,745
Stock and Money Markets						
Abbvie Inc Com	Stock				361,942	514,045
Altria Group-Philip Morris	Stock				93,214	511,600
Apple	Stock				180,198	513,030
AT&T Corp	Stock				221,178	181,620
Cisco Sys Inc	Stock				102,757	129,275
Citygroup Inc	Stock				302,315	363,750
CVS Health Corp	Stock				85,228	90,276
Enbridge Inc	Stock				205,347	178,360
Enterprise Prod Prtnrs L.P.	Stock				256,747	215,796
Gilead Science	Stock				163,806	155,112
Glaxosmithkline PLC ADS	Stock				201,195	199,864
Home Depot	Stock				70,823	74,786
Ishares	Stock				1,742,594	1,770,240
Lumen Technologies Inc	Stock				699,480	303,045
Merck & Co	Stock				239,879	281,379
Metlife Incorporated	Stock				139,514	182,370
Microsoft	Stock				174,684	377,232
Morgan Stanley Fund	Money Market			0.0200%	26,114	26,114
PBF Energy Inc	Stock				426,742	215,080
Pepsico	Stock				251,998	381,915
Pfizer Inc	Stock				203,602	206,511
PPL Corporation	Stock				101,789	106,708
Royal Dutch Shell PLC	Stock				312,802	215,655
Teva Pharmaceuticals Adr	Stock				252,152	63,470
Vanguard Index FDS S&P 500 ETF	Stock				59,798	87,432
Verizon Communications	Stock				161,701	168,635
Viatic Inc	Stock				12,637	9,877
Vodafone GP	Stock				211,981	215,631
Wells Fargo & Co New	Stock				294,957	210,978
Total Investments					\$10,514,011	\$13,270,475

Weber State University
 Monthly Investment Activity Report
 Funds Separately Invested
 March 31, 2021

	Type	Shares	Transaction Amount	Amount
Balance February 28, 2021				\$3,785,186
Gifts:				
	Sempra Energy	71	9,257	
				<u>9,257</u>
Sold:				
	Sempra Energy	71	9,257	
				<u>9,257</u>
				<u>9,257</u>
				<u>\$3,785,186</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
 Monthly Investment Report
 Funds Separately Invested
 March 31, 2021

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$771,404
Life Insurance Policy					3,735,752	3,744,671
Total Investments					<u>\$3,785,186</u>	<u>\$4,516,075</u>

**ANNUAL REPORT OF THE WSU RETIREMENT PLAN
EXECUTIVE COMMITTEE**

WSU policy requires that an annual report be made to the Board of Trustees summarizing the activities of the university's Retirement Committee. This committee is charged with overseeing the university's retirement programs and making necessary changes. Attached are the minutes from recent Retirement Committee meetings, as well as the Retirement Committee Charter. Minor adjustments are being recommended to the charter.

Approval of the Retirement Committee Charter is sought by the trustees.

Weber State University Retirement Programs Executive Committee

Charter

1.0 PURPOSE AND SCOPE OF AUTHORITY

1.1 The Weber State University Pension/Retirement Executive Committee ("Committee") has oversight of the following employee benefit plans ("the Plans") provided by Weber State University ("WSU"):

- Weber State University 401(a) Retirement Plan
- Weber State University Supplemental 403(b) Plan
- Weber State University 403(b) Plan (discontinued)
- Weber State University 457(b) Plan
- Weber State University 457(f) Plan

1.2 The Committee shall monitor each of the Plans for funding of accrued benefits and shall determine appropriate investment options for participant selection under each of the Plans.

1.3 The Committee shall maintain compliance with all WSU policies and objectives.

1.4 The Committee shall oversee compliance with all applicable government regulatory requirements.

1.5 The Committee shall oversee and approve all vendor relationships with respect to each of the Plans.

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2.0 SCOPE OF RESPONSIBILITIES

2.1 With respect to the authority granted to the Committee in Article 1.0, the Committee shall have the responsibilities enumerated in this Article 2.0.

2.2 Investment Responsibility:

2.2.1 The Committee is the named investment fiduciary for each of the Plans.

2.2.2 The Committee is charged with the fiduciary responsibility to exercise appropriate oversight over plan provisions and investment options in each of the Plans.

2.2.3 The Committee shall adopt, approve, and amend as necessary and provide oversight of a written investment policy for each of the Plans.

2.2.4 The Committee will may select and contract with one or more investment consultants and advisors to assist and advise the Committee with regard to investments of each of the Plans and when appropriate, terminate investment consultants or advisors.

2.2.5 The Committee may also elect to appoint and contract with one or more investment managers who will manage, acquire and dispose of assets of the Plans for which the managers have been appointed, and, when appropriate, terminate investment managers.

2.3 WSU Policies and Objectives

- 2.3.1 The Committee will have oversight authority for all participant fees and charges for ~~each~~ the Plans (where appropriate) and oversee disclosure of those fees to participants. As a best practice, the Committee shall apply the rules and regulations similar to those required by ERISA and related published guidance.
- 2.3.2 The Committee will establish, approve, and comply with all policies and procedures for ~~each~~ the Plans.
- 2.3.3 The Committee has the specific authority to adopt amendments, terminate and make future changes to the Plans in its sole discretion. This authority extends to the approval and acceptance of any merger of a Plan with another ~~Plan~~, as well as approval and acceptance of any spin-off of a portion or part from any Plan or transfer to another ~~plan~~ Plan. The authority to amend, terminate, merge or spin-off any Plan (a "Plan Transaction") is subject to the following limitations:
 - 2331 the Plan Transaction is designed to clarify a current provision or provisions of one or more of the Plans;
 - 2332 the Plan Transaction is designed or intended to maintain or to bring one or more of the Plans into compliance with applicable Federal or state law;
 - 2333 the Plan Transaction will not create or result in a significant increase in the cost to WSU of maintaining or operating the Plans, expand materially or substantively the rights or obligations of WSU with respect to the Plans or substantially or materially increase or expand the benefits of any Plan; and
 - 2334 any Plan Transaction with respect to a Plan which would create or result in a significant increase in cost to WSU, or which would expand materially or substantively the rights or obligations of WSU or which would substantially or materially increase or expand the benefits of any Plan must be approved or ratified by the WSU Board of Trustees.
- 2.3.4 The Committee will oversee submissions to the IRS and any other applicable governmental agency, oversee all required notices to employees, plan participants and beneficiaries and select and consult with appropriate advisors and legal counsel.
- 2.4 Best Practices when Engaging in Plan Administration and Oversight
 - 2.4.1 The Committee shall act in the same or similar capacity and have the same or similar authority with respect to each of the Plans as a Plan Administrator and named fiduciary would have if the Plans were subject to ERISA.
 - 2.4.2 In accepting an appointment to the Committee, each member acknowledges that he or she shall be a fiduciary with respect to each Plan over which the Committee has been granted authority. As a best practice when acting on behalf of any Plan, each Committee member shall apply those principles of fiduciary conduct developed under ERISA, as though each Plan is subject to such rules of fiduciary conduct.
- 2.5 Vendor and Plan Services Oversight
 - 2.5.1 The Committee has specific authority to take all necessary and appropriate steps to search for and retain third party providers and vendors and shall negotiate on behalf of each of the

Plans, as applicable, the terms and conditions for the provision of fiduciary services to any of the Plans by a third party provider or vendor. The Committee has specific authority to select and appoint third party providers and vendors and to enter into written agreements for the provision of services to each of the Plans.

- 2.5.5 The Committee shall be responsible for oversight and monitoring of all nondiscretionary administrative and regulatory functions performed with respect to any of the Plans, such as reporting, disclosure, regulatory responsibilities and day-to-day record keeping and administration of each of the Plans. These nondiscretionary functions may be delegated by the Committee to a department (such as accounting or human resources) at WSU or to a third party vendor, or any other service provider, consultant or agent as the Committee may from time to time select.

3.0 DEFINITION OF TERMS

Ex-Officio

Ex-Officio refers to a former voting member of the Committee who has been discharged of duties but may still be invited to participate in Committee meetings as a subject matter advisor and non-voting member.

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Quorum

Quorum is a majority of voting members necessary to complete a vote on behalf of the Committee.

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4.0 COMMITTEE MEMBER DUTIES

4.1 Committee Chair

- 4.1.1 Document the Committee charter in accordance with the defined standards.
- 4.1.2 Facilitate review and update of the charter annually or whenever significant changes are needed.
- 4.1.3 Monitor compliance with charter requirements and report exceptions and violations of Governance and Operations to the Business Committee of the WSU Board of Trustees (Business Committee).
- 4.1.4 Coordinate annual Committee self-assessment and charter review.
- 4.1.5 Govern and facilitate Committee meetings.

4.3 Committee Recording Secretary

- 4.3.14.1.6 ~~Take Review~~ meeting minutes and track attendance.
- 4.3.24.1.7 Enforce quorum requirement for voting.
- 4.3.34.1.8 Coordinate collection and distribution of meeting material.
- 4.3.4 ~~Assist the Committee Chair with the committee self-assessment.~~
- 4.3.54.1.9 Track resolution of action items.
- 4.3.64.1.10 Manage annual schedule of meetings and agenda items.

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4.4.2 Committee Voting Members

- 4.4.14.2.1 Conform to regulatory requirements.
- 4.4.24.2.2 Ensure there are adequate resources to provide ongoing processes accurately, timely and with sufficient authorization
- 4.4.34.2.3 Exercise fiduciary responsibilities.
- 4.4.44.2.4 Ensure vendors maintain the integrity, availability and confidentiality of data and meet service level agreements.

5.0 REQUIREMENTS

5.1 Committee Confidentiality

- 5.1.1 Committee members and approved attendees may receive and discuss sensitive information.
- 5.1.2 Matters discussed in Committee meetings must be kept confidential, unless otherwise authorized by the Committee.
- 5.1.3 Meeting materials must not be shared, duplicated, or distributed with individuals outside the Committee without prior approval from the Committee Chair.
- 5.1.4 Meeting materials must not be sent to an email outside the WSU network without compliance with the established security protocols.

5.2 Committee Reporting Structure

- 5.2.1 The Committee is authorized and appointed by the President's Council of WSU and reports annually to the Business Committee.
- 5.2.2 Unless otherwise created by the Committee, there shall be no committees, councils and/or workgroups reporting to the Committee.

5.3 Committee Membership

- 5.3.1 Committee membership is appointed by the President's Council of WSU.
- 5.3.2 Committee members may not invite additional attendees to a meeting without prior approval from the Committee Chair.
- 5.3.3 Committee membership is listed below:
- 5.3.4 Committee shall be advised by WSU general counsel or such outside counsel as may be retained for that purpose from time to time.

Entity	Unit	Member Title
VOTING MEMBERS		
Weber State University	Administration	A.V.P. for Human Resources (Chair)
Weber State University	Administration	V.P. for Administrative Services
Weber State University	Finance	Chief Financial Officer
Weber State University	Benefits	Human Resources Coordinator
Weber State University	Faculty	Member at Large

5.4 Meeting Frequency

- 5.4.1 Meetings will occur at least three times per year.
- 5.4.2 Meetings will be rescheduled if insufficient members are not available or if there is a large amount of business to be conducted.

5.5 Attendance and Quorum

- 5.5.1 Attendance is expected for voting members.
- 5.5.2 Attendance is tracked for compliance purposes.
- 5.5.3 Attendance can only be delegated upon approval from the Committee Chair.
- 5.5.4 Quorum is met when at least 60 percent of the voting members, including the Committee Chair, are in attendance.
- 5.5.5 Attendance is permitted via audio and/or video conference.

Commented [RL1]: Based on 3 voting members (out of 5).

5.6 Meeting Agenda and Materials

- 5.6.1 Meeting agenda is prepared by the ~~Committee Recording Secretary~~ and approved by the Committee Chair prior to distribution.
- 5.6.2 Meeting materials must be submitted to the Committee ~~Recording Secretary~~ Chair in advance of a scheduled Committee meeting in order to be considered at the meeting.
- 5.6.3 Meeting materials will be distributed to ~~e~~Committee members by the ~~Committee Recording Secretary~~ in advance of the Committee meeting.

5.7 Committee Authority

- 5.7.1 Decisions are made by majority vote of the ~~C~~committee's voting members when a quorum is present. Although meetings may occur, the Committee does not have authority to vote and approve matters when quorum is not present. No vote of the Committee on any matter shall be effective unless a majority of the Committee's voting members vote in favor thereof, regardless of the number of Committee members present. Approval of any matter before the Committee may be obtained without a meeting, but only if all Committee members acknowledge their approval to the Committee Chair in writing, which acknowledgement shall identify the matter being approved.
- 5.7.2 Voting results must be recorded in the meeting minutes.

5.8 Meeting Minutes

- 5.8.1 Meeting minutes for each meeting, including special sessions, will be ~~taken by the Committee Recording Secretary~~ and presented to ~~C~~committee members for review and approval.
- 5.8.2 Meeting minutes are considered official documents and may be audited.
- 5.8.3 Meeting minutes may be available to internal, external and other regulatory entities upon request.
- 5.8.4 Meeting minutes must be retained in accordance with the Records Management Policy.

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5.9 Action Items

- 5.9.1 Action items must be tracked by the Committee ~~Recording Secretary~~ Chair and reviewed at the following meeting.
- 5.9.2 Owners of action items are responsible for providing status updates to ~~e~~Committee members.

5.10 Committee Governance

- 5.10.1 Outside counsel or WSU internal audit shall complete a fiduciary assessment for the Committee on an annual basis or as needed to ensure performance of the Committee's fiduciary responsibilities.

6.0 APPROVAL AND MODIFICATIONS

- 6.1 This charter must be reviewed and approved at least annually or as deemed necessary to incorporate a significant change to governance or the risk and control environment within WSU.
- 6.2 WSU legal counsel shall review this charter prior to submission for charter approval to validate governance elements are correctly included in the charter.
- 6.3 This charter must be approved by the following:
- 6.3.1 Committee Chair
 - 6.3.2 This Committee
 - 6.3.3 Business Committee
- 6.4 Amendments to the Charter must be submitted for approval accompanied by:
- 6.4.1 The Document Approval Memo, also known as Charter Cover Letter, which contains a summary of the charter changes.
 - 6.4.2 A redline copy of the charter with tracking of content (not format) changes.
- 6.5 Each amendment approval must be documented in the memo prior to the subsequent approvers following the order outlined in the memo until final approval is received.
- 6.6 If an approval authority rejects a charter or makes changes to the charter, the Committee will modify the proposed amendment to the charter and re-initiate the approval process.
- 6.7 The Business Committee shall have authority to reject modification to the charter at any time in the approval process.

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7.0 ESCALATION: EXCEPTIONS AND VIOLATIONS

- 7.1 The Committee should be involved in any request for charter exception or notification of violation.
- 7.2 WSU legal counsel must be notified about requests for exceptions to and notification of violations of charters.
- 7.3 Approval of charter exceptions or notification of violations should adhere to the following order of escalation:
- 7.3.1 Committee Chair
 - 7.3.2 This Committee

7.3.3 Business Committee (as needed)

7.4 Exceptions

A charter exception should be requested when for a short period of time, adherence to a charter requirement such as appointed officer, meeting frequency or self-assessment is not possible.

7.4.1 Charter exceptions should be rare, but may occur on occasion if the requirements documented in the charter cannot be met due to extenuating circumstances.

7.4.2 Charter exception rationale and plan to return to compliance must be documented using the Exception Approval Memo. The individual requesting the exception should initiate the process by submitting the memo and supporting documentation to the first approving authority. Each approving authority will document their approval and comments in the memo and then forward it on to subsequent approvers following the order outlined in the memo to continue the approval process until complete.

7.4.3 Charter exceptions must be submitted for approval at the next available meeting of the Business Committee.

7.4.4 If Business Committee rejects a request for exception, the individual requesting the exception will work with the charter owner to:

7.4.4.1 Modify the exception request and re-initiate the approval process.

7.4.4.2 Find ways to comply with the charter.

7.4.5 Business Committee shall have authority to reject a charter exception at any time in the approval process.

7.5 Violations

A violation of charter requirement occurs when a documented charter requirement is not being followed and a charter exception was not approved prior to the occurrence.

7.5.1 Charter violations must be reported at the next available meeting of the Business Committee.

7.5.2 Charter violations and plan to return to compliance must be documented using the Materials Cover Memo.

8.0 COMMUNICATION AND DOCUMENTATION

8.1 This charter must be shared and published as pdf or similar format to disable modifications to the document after final approval.

8.2 Communication

8.2.1 Committee [Recording Secretary/Chair](#) should communicate changes to this charter via email regularly to Committeemembers.

8.2.2 Charter communication must occur within 10 business days of final approval and should include instructions on how to access the most recent version of the charter.

8.3 Documentation

8.3.1 This charter must be stored in the WSU Human Resources Department.

Weber State University Retirement Programs Executive Committee

Charter

1.0 PURPOSE AND SCOPE OF AUTHORITY

1.1 The Weber State University Pension/Retirement Executive Committee ("Committee") has oversight of the following employee benefit plans ("the Plans") provided by Weber State University ("WSU"):

- Weber State University 401(a) Retirement Plan
- Weber State University Supplemental 403(b) Plan
- Weber State University 403(b) Plan (discontinued)
- Weber State University 457(b) Plan
- Weber State University 457(f) Plan

1.2 The Committee shall monitor each of the Plans for funding of accrued benefits and shall determine appropriate investment options for participant selection under each of the Plans.

1.3 The Committee shall maintain compliance with all WSU policies and objectives.

1.4 The Committee shall oversee compliance with all applicable government regulatory requirements.

1.5 The Committee shall oversee and approve all vendor relationships with respect to each of the Plans.

2.0 SCOPE OF RESPONSIBILITIES

2.1 With respect to the authority granted to the Committee in Article 1.0, the Committee shall have the responsibilities enumerated in this Article 2.0.

2.2 Investment Responsibility

2.2.1 The Committee is the named investment fiduciary for each of the Plans.

2.2.2 The Committee is charged with the fiduciary responsibility to exercise appropriate oversight over plan provisions and investment options in each of the Plans.

2.2.3 The Committee shall adopt, approve, and amend as necessary and provide oversight of a written investment policy for the Plans.

2.2.4 The Committee may select and contract with one or more investment consultants and advisors to assist and advise the Committee with regard to investments of each of the Plans and when appropriate, terminate investment consultants or advisors.

2.2.5 The Committee may also elect to appoint and contract with one or more investment managers who will manage, acquire and dispose of assets of the Plans for which the managers have been appointed, and, when appropriate, terminate investment managers.

2.3 WSU Policies and Objectives

- 2.3.1 The Committee will have oversight authority for all participant fees and charges for the Plans (where appropriate) and oversee disclosure of those fees to participants. As a best practice, the Committee shall apply the rules and regulations similar to those required by ERISA and related published guidance.
 - 2.3.2 The Committee will establish, approve, and comply with all policies and procedures for the Plans.
 - 2.3.3 The Committee has the specific authority to adopt amendments, terminate and make future changes to the Plans in its sole discretion. This authority extends to the approval and acceptance of any merger of a Plan with another Plan, as well as approval and acceptance of any spin-off of a portion or part from any Plan or transfer to another Plan. The authority to amend, terminate, merge or spin-off any Plan (a "Plan Transaction") is subject to the following limitations:
 - 2331 the Plan Transaction is designed to clarify a current provision or provisions of one or more of the Plans;
 - 2332 the Plan Transaction is designed or intended to maintain or to bring one or more of the Plans into compliance with applicable Federal or state law;
 - 2333 the Plan Transaction will not create or result in a significant increase in the cost to WSU of maintaining or operating the Plans, expand materially or substantively the rights or obligations of WSU with respect to the Plans or substantially or materially increase or expand the benefits of any Plan; and
 - 2334 any Plan Transaction with respect to a Plan which would create or result in a significant increase in cost to WSU, or which would expand materially or substantively the rights or obligations of WSU or which would substantially or materially increase or expand the benefits of any Plan must be approved or ratified by the WSU Board of Trustees.
 - 2.3.4 The Committee will oversee submissions to the IRS and any other applicable governmental agency, oversee all required notices to employees, plan participants and beneficiaries and select and consult with appropriate advisors and legal counsel.
- 2.4 Best Practices when Engaging in Plan Administration and Oversight**
- 2.4.1 The Committee shall act in the same or similar capacity and have the same or similar authority with respect to each of the Plans as a Plan Administrator and named fiduciary would have if the Plans were subject to ERISA.
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Quorum is a majority of voting members necessary to complete a vote on behalf of the Committee.

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- 4.1.1 Document the Committee charter in accordance with the defined standards.
- 4.1.2 Facilitate review and update of the charter annually or whenever significant changes are needed.
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- 4.1.6 Review meeting minutes and track attendance.
- 4.1.7 Enforce quorum requirement for voting.
- 4.1.8 Coordinate collection and distribution of meeting material.
- 4.1.9 Track resolution of action items.
- 4.1.10 Manage annual schedule of meetings and agenda items.

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- 4.2.1 Conform to regulatory requirements.
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- 4.2.3 Exercise fiduciary responsibilities.
- 4.2.4 Ensure vendors maintain the integrity, availability and confidentiality of data and meet service level agreements.

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Weber State University	Administration	A.V.P. for Human Resources (Chair)
Weber State University	Administration	V.P. for Administrative Services
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Weber State University	Faculty	Member at Large

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 - 7.3.2 This Committee

7.3.3 Business Committee (asneeded)

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8.3 Documentation

8.3.1 This charter must be stored in the WSU Human Resources Department.

Weber State University

Retirement Plan Executive Committee | Summary Notes March 15, 2021 | 12:00 PM – 2:00 PM MT

Attendees:

Weber State University (“WSU”):

Hal Crimmel, Chair of the Department of English Language and Literature
Richard Hill, General Counsel
Holly Hirst, Director of Human Resources
Stephanie Hollist, Deputy General Counsel
Steve Nabor, Senior Associate Vice President for Financial Services & CFO
Jessica Oyler, Interim Assistant Vice President for Human Resources
Norm Tarbox, Vice President for Administrative Services

Cammack Retirement Group (“Cammack”):

Regina Lee, Research Analyst
Mike Sanders, Investment Consultant
Emily Wrightson, Vice President

TIAA:

Ray Bellucci, Senior Managing Director, Institutional Relationships
Doug Chittenden, Executive Vice President and Head of TIAA Financial Solutions’ Client Relationships
Blake Earle, Senior Relationship Manager

Due Diligence Frequency & Period End: Tri-Annual, 12/31/2020

Vendor: TIAA

Form Completed by: Regina Lee

I. Welcome

Call to order at 12:00 PM MT.

TIAA Organizational Update

The representatives from TIAA introduced themselves. The group discussed the anticipated retirement of Roger Ferguson, the President and CEO of TIAA who has helped TIAA grow over the last 12 years. Thasunda Brown Duckett was appointed to succeed Mr. Ferguson and will join TIAA as the new President and CEO in early May from JPMorgan Chase where she was CEO of Chase Consumer Banking. The group also discussed having in-person meetings on campus start again in the fall, multi-factor authentication, and the beneficiary experience around survivor benefits.

Approval of notes from the meeting held on December 9, 2020

The Committee voted to approve the meeting notes from the December 9, 2020 due diligence meeting.

II. Interim Update

Restrictions on the Self-Directed Brokerage Account

After discussions with TIAA, Cammack Retirement confirmed that TIAA has agreed to waive the account balance restriction to allow 100% of a participant's account balance into the brokerage account without incurring an additional invoice to the University.

Updated Weber State University Retirement Programs Executive Committee Charter

The updated Investment Policy Statement was shared with the Committee. The Committee Charter has also been updated and will be presented to the Business Committee towards the end of the year.

Qualified Birth or Adoption Distributions (QBADs)

QBADs have been added to the 403(b) and 457(b) Plans.

Restrictions on Investment Options for Non-U.S. Residents

Cammack Retirement discussed that the investment options available for foreign participants are dependent on each individual circumstance and there are different requirements based on local jurisdiction. However, as a general rule, TIAA prohibits the use of individually owned contracts to foreign participants.

III. Q4 2020 Due Diligence Report

Cammack Retirement announced that after careful consideration, Cammack Retirement is joining forces with CAPTRUST Financial Advisors, an independent advisory and financial services firm. Cammack Retirement indicated that the two firms share many of the same core values. Coming together as one under the CAPTRUST brand will allow the team to expand the breadth and depth of resources to help Weber State University fulfill their fiduciary responsibilities. Cammack Retirement also emphasized that there will be no change in the services and no changes to the fees. With this change, there will also be additional resources available to Weber State University that Cammack Retirement previously did not offer, including participant advice and financial wellness services.

Cammack Retirement reviewed the Q4 2020 due diligence report, highlighting the following key metrics as of December 31, 2020:

- Total plan assets were approximately \$443.8M. This was an increase of approximately \$43.9M (11.0%) over the December 31, 2019 assets. Annual contributions totaled approximately \$19.7M.
 - WSU 401(a) Plan: \$316.1M

- WSU Supplemental 403(b) Plan: \$78.8M
- WSU 403(b) DC Plan (Discontinued): \$39.3M
- WSU 457(b) Plan: \$8.9.6M
- Approximately \$250.4M (56%) of total Plan assets were in TIAA Traditional, CREF Annuities, or TIAA Real Estate in individual participant-level contracts. TIAA Traditional was the largest single holding, receiving \$3.6M (18%) in annual contributions and holding \$124.4M (28%) of assets.
- The TIAA-CREF Lifecycle target date series received \$6.9M (35%) in annual contributions and held \$58.5M (13%) of assets.
- The revenue credit account balance was approximately \$1,420.
- The weighted average expense ratio (excluding TIAA Traditional Annuity and including the 0.08% asset-based fee) was 0.25%. Cammack Retirement benchmarked the weighted average expense ratio of 23 peers of similar asset size ranging from \$250M - \$500M. As compared to the peer group which has an average and median of 0.36%, the University's weighted average expense ratio was competitive.
- Cammack Retirement also provided benchmarking results for the Plans' required revenue of 0.08%, which was reduced from 0.12% effective July 1, 2020. This falls in line with the benchmark average of 0.071% and median of 0.07%.

The 2020-2021 Business Planning Update was reviewed. **General Counsel commented the preference to conduct fiduciary training every other year unless there is a new Committee member or unless it is specifically requested.**

Cammack outlined the items accomplished by the Committee in 2020 which are documented in the report. It was noted that throughout the year, Cammack produces various types of content which are listed in the Q4 2020 Thought Leadership Roundup. Cammack Retirement provided the quarterly legislative update, which included the Final Fiduciary Rule and the guidance on locating missing participants released by the Department of Labor. The Committee questioned the progress on locating missing participants, to which Cammack Retirement will request a bad address report from TIAA to review.

Cammack Retirement provided the fourth quarter economic update as well as the capital markets update, including a review of both equity and fixed income returns by sector and style. Cammack Retirement reviewed the Plan's recent investment performance, the investment scorecard, the target date funds, as well as the various TIAA proprietary investment vehicles requiring additional review including TIAA Traditional, TIAA Real Estate, and CREF Stock. The investment options were reviewed, including but not limited to, their performance, risk, risk-adjusted performance, fees, and suitability.

Cammack Retirement provided an update on CREF Money Market. Through TIAA's ongoing conversations and interactions with regulators, TIAA received approval to continue to waive fees that will end June 30, 2021. Communications to participants about this fee waiver have been sent by TIAA.

Based on the analysis of the funds under the program, Cammack Retirement made the following fund recommendations to the Committee:

- CREF Stock R2 was recommended to be maintained on watch due to changes in the portfolio management team and multiple changes in the underlying investment strategies.
- TIAA-CREF Quant Small-Cap Equity Instl (TISEX) was recommended to be maintained on watch due to a change in the management team.
- CREF Growth R2 and CREF Global Equities R2 are also being maintained on watch by Cammack Retirement Group due to portfolio manager changes. Both funds are inactive/frozen funds that are not available to receive new contributions or transferred accumulations, but existing accumulations in the investments may remain invested.

The Committee reaffirmed the fund recommendations.

IV. Default Investment Option Review

Cammack Retirement presented an overview of default investment options, including how they became popular in the industry due to the passing of The Pension Protection Act of 2006, what they are, and what the Department of Labor defines as a qualified default investment alternative. An overview of how target date funds work and benefits of using these as the default option were discussed.

Cammack Retirement discussed the current default option, the TIAA-CREF Lifecycle Index fund which was selected during the revamp of the investment lineup in 2019 due to their low cost, strong quantitative and qualitative metrics, and suitable glide path for the employee base. The investment philosophy, equity glide path, underlying holdings, and performance relative to the custom benchmark and category averages were reviewed. Cammack Retirement also discussed their proprietary evaluation methodology to compare a target date series with its peers to enable more relevant benchmarking and comparisons.

The Committee indicated the importance of the target date series and how the use of target dates as the default option has helped plan participants be appropriately allocated relative to their age.

The Committee discussed whether the benefits of using target date funds should be highlighted during the onboarding process, although the Committee is also conscious that the University should not provide investment advice. The group discussed participant behavior and whether participants withdraw money when they retire at age 65. Cammack Retirement will provide additional analysis on what participants do with their account balance when they retire.

V. Other Business

The Committee discussed whether employees are working longer because they want to or because they need to and would like to evaluate the participation rate in the 403(b) Plan. Cammack Retirement indicated that there are plan design changes that could be considered

to improve savings and increase participation, such as automatic enrollment into the 403(b) Plan for new hires.

VI. Adjournment

The meeting was adjourned at approximately 2:00 PM MT.

Action Items – Cammack Retirement:

1. Request a bad address report from TIAA for review.
2. Provide analysis on whether participants withdrawal their account balance when they retire.
3. Provide an analysis of participation in the 403(b) Plan.
4. Plan to discuss small balance cash out provider at a future meeting.

Weber State University

Retirement Plan Executive Committee | Summary Notes December 9, 2020 | 12:00 PM – 2:00 PM MT

Attendees:

Weber State University (“WSU”):

Hal Crimmel, Chair of the Department of English Language and Literature
Richard Hill, General Counsel
Holly Hirst, Director of Human Resources
Stephanie Hollist, Deputy General Counsel
Jessica Oyler, Interim Assistant Vice President for Human Resources
Norm Tarbox, Vice President for Administrative Services

Absent:

Steve Nabor, Senior Associate Vice President for Financial Services & CFO

Cammack Retirement Group (“Cammack”):

Regina Lee, Research Analyst
Mike Sanders, Investment Consultant
Emily Wrightson, Vice President

Due Diligence Frequency & Period End: Tri-Annual, 09/30/2020

Vendor: TIAA

Form Completed by: Regina Lee

I. Welcome

Call to order at 12:00 PM MT. General Counsel suggested a minor edit to the notes. **The Committee voted to approve the updated meeting notes from the August 24, 2020 interim meeting.**

II. Interim Update

Finalized Volume Submitter Documents

It was noted that the volume submitter documents for the 401(a), 403(b) and 457(b) were finalized and signed by Dr. Oyler.

Addition of the Self-Directed Brokerage Account

Cammack Retirement provided an update that the self-directed brokerage account was added to the 403(b) and 457(b) Plans. However, while it was Cammack Retirement’s and the Committee’s understanding that there would be no set limitation on the percentage of a participant’s account balance invested into the brokerage account, TIAA informed the group

after implementation that the maximum amount that could be transferred into the self-directed brokerage account is set at 95%. This is to prevent participants from not sharing in the cost of recordkeeping and administrative fees. Additionally, TIAA indicated that if the Committee were to allow 100% of a participant's assets to be transferred to the brokerage account, TIAA would invoice the University for the fee associated with the assets to account for the shortfall in revenue.

The Committee discussed that there are vocal participants within the University who were interested in a self-directed brokerage account without an account balance limitation. Additionally, the Committee expressed frustration that this was not communicated to them by TIAA prior to implementation. Cammack Retirement agreed that there was some miscommunication and will negotiate with TIAA to overlook the account balance restriction and allow 100% of Weber participants' account balances into the brokerage account without incurring an additional invoice to the University.

Removal of Templeton Global Bond R6

Cammack Retirement commented that based on the last meeting's action items, Templeton Global Bond R6 was removed as an investment option from the plan lineup and existing account balances were automatically transferred to PGIM Total Return Bond Fund R6, effective November 5, 2020.

III. Review of Governance Documents

Investment Policy Statement

Cammack Retirement discussed that it is best practice to review the Investment Policy once a year. The IPS was last approved by the Committee on November 20, 2019. The document is designed for a DC Plan and is meant to be flexible so it may have different language as compared to an IPS of an endowment or non-participant directed plans. It was noted by Cammack Retirement and General Counsel that the document was reflective of the investment review process in place.

Cammack Retirement noted one minor edit and recommended striking the reference to "Schedule A" which lays out the investment options in the Employee Benefit Plans. General Counsel commented that this edit does not change the substance of the IPS and agreed with removing this reference. **The Committee voted to approve the revised Investment Policy Statement on December 9, 2020.**

Committee Charter

The group also reviewed the Weber State University Retirement Programs Executive Committee Charter which outlines the purpose, scope of responsibilities and duties of the Committee. Cammack Retirement iterated that the document specifies a Committee Recording Secretary who takes meeting minutes, a comment that was discussed during the previous review of the Charter. Cammack Retirement also noted that under Section 5.5

Attendance and Quorum, the definition of a quorum is blank. General Counsel noted that this was previously discussed with the Committee that a majority should be met when there are at least 3 voting members or 60% of voting members present, and the Charter will need to be updated to reflect this.

The Committee agreed to update the Charter with the definition of a quorum and the removal of the reference to a Committee Recording Secretary. The updated document will need to be reviewed by the Business Committee and brought as an action item to reaffirm the Committee Charter.

IV. Q3 2020 Due Diligence Report

Cammack provided a review of the Q3 2020 due diligence report, highlighting the following key metrics as of September 30, 2020:

- Total plan assets were approximately \$409.6M. This was an increase of approximately \$53.4M (15.0%) over the March 31, 2020 assets. Semi-annual contributions totaled approximately \$9.0M.
 - WSU 401(a) Plan: \$288.6M
 - WSU Supplemental 403(b) Plan: \$73.3M
 - WSU 403(b) DC Plan (Discontinued): \$39.2M
 - WSU 457(b) Plan: \$8.6M
- Approximately \$243.6M (59%) of total Plan assets were in TIAA Traditional, CREF Annuities, or TIAA Real Estate in individual participant-level contracts. TIAA Traditional was the largest single holding, receiving 12% of new semi-annual contributions and holding \$122.9M (30%) of assets.
- The TIAA-CREF Lifecycle target date series received \$3.5M (39%) in new semi-annual contributions and held \$50.6M (11%) of assets.
- Effective July 1, 2020, TIAA's annual revenue requirement for services was reduced from an annual fee of 0.12% to 0.08%.
- The revenue credit account balance was approximately \$596.
- As of September 30, 2020, the weighted average expense ratio (excluding TIAA Traditional Annuity and including the 0.08% asset-based fee) was 0.25%.

Cammack Retirement provided an update on organization and investment changes at TIAA:

- Cammack Retirement reminded the Committee that the short-term waiver of fund expenses for CREF Money Market will expire on December 31, 2020. As such, it is possible that the yields of the CREF Money Market will be insufficient to cover expenses, resulting in negative returns. TIAA provided communication to plan sponsors and participants regarding the potential for negative yields in May/June. Participants will receive another communication in December.
- In October 2020, TIAA reported they had identified inaccuracies to the advice provided by Morningstar Investment Management, LLC, through the Retirement Advisor

service and the Retirement Plan Portfolio Manager program between September 19, 2019 and May 17, 2020. Five Weber participants were impacted by this issue and TIAA will be making participants whole for any losses experienced.

- On August 17, 2020, TIAA announced that several key investment personnel would be leaving the firm as part of a Voluntary Separation Package (VSP) that was offered to personnel in May. The VSP was offered in an effort to reduce costs and reshape the organization. Through the VSP and other actions, TIAA will end the year with their workforce reduced by 10% and Nuveen associate participation was approximately 5%. This has led to changes in the portfolio management teams for certain investment options on the Plan lineup.

The Q3 2020 roundup of thought leadership and quarterly legislatively updates were also reviewed. Cammack Retirement discussed a recent retirement plan litigation that argued that retirement plan data is a plan asset. While the argument has not yet succeeded in courts, plan sponsors should understand how the recordkeeper is using the data. Cammack Retirement stated that TIAA may be using third parties for bad addresses and employee financial wellness programs and TIAA does not typically cross-sell. The Committee questioned whether the plan sponsor can opt out from the record keeper using the plan data, to which Cammack Retirement answered that the record keeping contract or scope of services can often be modified to prevent use of participant data for cross-selling. TIAA has indicated that they are focused on this and expect to make modifications to their contracts with clients over the following year.

Cammack Retirement discussed qualified birth or adoption distributions (QBADs) under the recently passed SECURE Act. QBADs allows each parent to receive a distribution from a retirement plan of up to \$5,000 for the same child for a total of \$10,000. Distributions must be made within one year following the date of birth/adoption finalization. Cammack Retirement clarified that there is no requirement to offer QBADs, but if the Committee were to permit QBADs, plan documents must be amended by 2022. The Committee noted that HR has received interest from a few individuals about offering QBADs. Cammack Retirement indicated that the 401(a) plan structure may not be suitable to offer QBADs, and it would be more common to be offered in the 403(b) or 457(b) plans. **After discussion, the Committee voted to approve QBADs on the 403(b) and 457(b) Plans. Cammack Retirement will work with TIAA to get this implemented.**

Other legislative updates include the recently issued Notice 2020-62 by the Internal Revenue Service, which updates the rollover notices, known as 402(f) notices, that consider the CARES Act and SECURE Act changes. The DOL also issued an interim final rule for lifetime income illustrations required under the SECURE Act that must be included at least annually in participant statements, beginning one year after the final rule is published in the Federal Register. This will likely not be implemented by recordkeepers until 2022.

Cammack Retirement provided the third quarter economic update as well as the capital markets update, including a review of both equity and fixed income returns by sector and style. Cammack Retirement also pointed out that U.S. equities have enjoyed a sustained performance advantage relative to non-U.S. equities over the last decade, which may have caused some investors to have more of their portfolios devoted to U.S. stocks than they may

have intended. Cammack Retirement discussed the importance of mean revision and the cyclical movement of market performance.

Cammack Retirement reviewed the Plan's recent investment performance, the investment scorecard, the target date funds, as well as the various TIAA proprietary investment vehicles requiring additional review including TIAA Traditional, TIAA Real Estate, and CREF Stock. The investment options were reviewed, including but not limited to, their performance, risk, risk-adjusted performance, fees, and suitability.

Based on the analysis of the funds under the program, Cammack made the following fund recommendations to the Committee:

- TIAA-CREF Social Choice Bond Instl (TSBIX) was recommended to be removed from watch. The fund was placed on watch due to management changes but there have not been any significant changes to the fund's approach or performance that warrant further caution.
- CREF Stock R2 was recommended to be placed on watch due to changes in the portfolio management team and multiple changes in the underlying investment strategies. The VSP resulted in the departure of Tom Franks, Head of Global Equities and Portfolio Manager for CREF Stock and CREF Growth, Susan Hirsch, Portfolio Manager for CREF Stock, CREF Growth, and TIAA-Large Cap Growth, and 4 analysts from the research team. There will also be a reduction in the percentage weighting in the Quantitative sleeve.
- TIAA-CREF Quant Small-Cap Equity Instl (TISEX) was recommended to be placed on watch due to a change in the management team. One of the fund's primary portfolio managers, Adam Cho, has departed from TIAA. The team continues to be managed by Pei Chen and Max Kozlov. The fund's management team have indicated that this should not cause a major change in their approach to portfolio management, however, Cammack Retirement's process is to monitor funds for several quarters when there is a manager change.
- CREF Growth R2 and CREF Global Equities R2 are also being placed on watch by Cammack Retirement Group due to portfolio manager changes. CREF Growth R2 is impacted by the departure of Tom Franks and Susan Hirsch, and CREF Global Equities R2 is impacted by the departure of Tom Franks. Both funds are inactive/frozen funds that are not available to receive new contributions or transferred accumulations, but existing accumulations in the investments may remain invested.

The Committee voted to approve the fund recommendations.

V. ESG Discussion

Cammack Retirement presented an overview and key considerations of Environmental, Social & Governance (ESG) Investing. Cammack Retirement discussed that recent Department of

Labor (DOL) final rule on ESG investing in ERISA plans have pushed many clients to explore ESG options for their Plan lineups. Specifically, the DOL's final rule was released October 30, 2020 following its controversial proposed rule in June. Notable changes from the proposed rule include the fact that the final rule does not directly mention ESG at all and eliminated a specific provision that would have prohibited the use of an ESG fund as a QDIA. Overall, the final rule is considered by most to be less "anti-ESG" than the proposed rule.

Cammack Retirement also reviewed their sample ESG report which outlines the environmental, social, and governance risk factors on a plan level. The analysis is based on a set of non-financial factors used to identify material risks in the underlying companies held in a portfolio. It can also be used to identify companies with strong ethical factors that have been shown to correlate positively with long-term stock performance.

The Committee commented that while it is interesting to have this analysis, there have not been any participants who inquired about the ESG factors on the DC plans. The Committee has been approached on the endowment side on investing practices, but there has not been any questions or comments from participants for the DC Plans. The presentation was informational in nature and there was no action taken at this time.

VI. Other Business

General Counsel inquired about whether there are any restrictions to invest in mutual funds for non-U.S. residents or faculty living abroad. Cammack Retirement noted that the self-directed brokerage account is not open to non-U.S. residents, but will request additional information from TIAA on the investment options offered in the Plan lineup.

VII. Adjournment

The meeting was adjourned at approximately 2:00 PM MT.

Action Items:

1. Cammack Retirement will negotiate with TIAA to eliminate the account balance restriction and allow 100% of Weber participants' account balances into the brokerage account without incurring an additional invoice to the University.
2. Cammack Retirement will update the Investment Policy Statement to remove the reference to "Schedule A" and re-distribute the revised Investment Policy Statement to the Committee.
3. The Committee will update the Weber State University Retirement Programs Executive Committee Charter to define what constitutes a quorum and remove the reference to a Committee Recording Secretary and bring the revised Charter to the Business Committee for approval.
4. Cammack Retirement will work with TIAA to implement the qualified birth or adoption distributions (QBADs) on the 403(b) and 457(b) Plans.
5. Cammack Retirement will investigate whether there are any restrictions to invest in the investment options on the Plan lineup for non-U.S. residents.

Weber State University

Retirement Plan Executive Committee Interim Call | Summary Notes

August 24, 2020 | 11:00 AM – 12:00 PM MT

Attendees:

Weber State University ("WSU"):

Hal Crimmel, Chair of the Department of English Language and Literature
Richard Hill, General Counsel
Holly Hirst, Director of Human Resources
Stephanie Hollist, Deputy General Counsel
Steve Nabor, Senior Associate Vice President for Financial Services & CFO
Jessica Oyler, Assistant Vice President for Human Resources
Norm Tarbox, Vice President for Administrative Services

Cammack Retirement Group ("Cammack"):

Regina Lee, Research Analyst
Mike Sanders, Investment Consultant
Emily Wrightson, Vice President

Due Diligence Frequency & Period End: Tri-Annual, 06/30/2020

Vendor: TIAA

Form Completed by: Regina Lee

I. Welcome

Call to order at 11:00 AM MT. **The Committee voted to approve the meeting notes from the June 16, 2020 due diligence meeting.**

The Committee was updated that this is an interim meeting, scheduled as a follow up to the Q1 2020 review meeting held in June. The purpose of the meeting is to cover items that were not completed at the previous meeting.

II. Follow-up Items from the Q1 2020 meeting

TIAA Plan Documents

Prior to this meeting, the Committee internally reviewed and voted on the revisions to the plan documents that were discussed in the Q1 2020 meeting. Notes outlining the Committee's votes are included at the end of this document. General Counsel provided the updated plan documents that incorporated the changes the Committee voted on.

The special catch-up deferrals provisions for the 403(b) and 457(b) Plans have been discontinued, but it was clarified that this is a prospective amendment rather than retroactive. Thus, the four participants currently utilizing the special catch-up deferrals currently can continue to use this provision. Cammack noted that the Committee will need to determine a prospective effective date for sunsetting the special catch-up provisions. It was clarified that while the 15-year and 3-year catch-up provisions for the 403(b) and 457(b) Plan respectively have been discontinued, the age 50 catch-up deferrals should not have been amended. This provision allows for individuals who are age 50 or over at the end of the calendar year to make annual catch-up contributions. Cammack will reconfirm that the age 50 catch-up provision is still allowed for the Plans.

Cammack discussed the implications of certain changes to the plan document. For example, allowing Roth deferrals in the 457(b) Plan will need additional administrative work. For the small balance distributions, the group will need to select an IRA provider to accept the cash-outs between \$1,000 and \$5,000. The chosen IRA provider does not need to be in place to amend the plan documents, but this will need to be discussed at a future meeting.

The Committee voted to approve the revised volume submitter documents, after ensuring that the Plans still permit the age 50 catch-up provision. Dr. Oyler will need to sign the revised volume submitter documents once those are reviewed by TIAA.

Self-Directed Brokerage Account

Adding a self-directed brokerage account has been previously discussed with the group. Cammack Retirement reiterated some key points, including the fact that while there are no plan level costs to opening a self-directed brokerage account, assets that are directed to the account do not share in the cost of covering administrative fees. To address the concern that some participants may bypass the administrative fee, some plan sponsors choose to set a percentage limit, such as 50%, on the amount a participant can direct to the brokerage account. The Committee discussed that because they are only considering offering a brokerage account to the voluntary plans, the amount a participant can invest in the account is already limited to employee contributions only.

The Committee questioned whether there would be any risks of change to the new negotiated recordkeeping fee with TIAA if they choose not to set a percentage limit for the brokerage account. Cammack Retirement indicated that they not seen this decision impact pricing. Additionally, based on client experience, brokerage accounts tend to attract only few participants and are typically less than 1% of total plan assets.

Cammack Retirement noted that only mutual funds can be offered in the brokerage window if it were added to the 403(b) Plan, but the 457(b) Plan does not have such

investment restrictions. The Committee discussed that it may confuse participants if one plan had such restrictions and one did not. Cammack Retirement stated that there are plan sponsors who choose not to implement either the percentage limit of account balance or the investment restrictions; however, it is not uncommon for higher education organization to enforce these restrictions to help protect participants from making bad investment decisions and limit their risk to an extent. The Committee deliberated and discussed their concern that some participants may invest retirement assets in risky stock, so it may be helpful to limit the window to mutual funds only rather than allowing participants to trade stocks and bonds. Cammack Retirement also indicated that when participants open an account, there is disclosure language in the paperwork that notes the individual is responsible for the investment decisions relating to the account.

The group discussed the implementation timeline. It is a straightforward process to add the brokerage account to the Plans. The Committee determined a target date of Fall 2020 to have the brokerage account open to participants, if possible.

The Committee voted to add a self-directed brokerage account to the 403(b) and 457(b) Plans with no set limitation on the percentage of a participant's account balance but a restriction on the investment options to mutual funds only. Cammack Retirement will work with TIAA to get this process started.

World Bond Asset Class – Templeton Global Bond R6 Review

Cammack Retirement discussed that Templeton Global Bond R6 was initially added to the lineup as a complementary fixed income option. The fund offered diversification from the U.S. and allowed participants to take advantage different monetary policy cycles, yield curves, and corporate bond markets. However, with the fact that interest rates are likely to remain low for the foreseeable future and that forward-looking capital market return expectations are lower in markets outside the U.S., it is a challenging market environment for world bonds.

The fund has low utilization with participants. As of June 30, 2020, approximately \$466.7K (<1% of total assets) is invested in the fund across 58 participants. Additionally, the fund lineup includes other diversifying fixed income options, such as intermediate core-plus bonds, an inflation protected bond, and a high yield bond. Given the low utilization by participants, the challenging interest rate environment, and the underperformance and volatility experienced by the fund, Cammack Retirement recommended removing the world bond as an asset class and eliminating Templeton Global Bond R6.

Cammack Retirement noted that there is no "like-to-like" mapping, but the Committee could choose to map assets in Templeton Global Bond to an age appropriate target date fund or another fixed income option. Since the participants invested in Templeton Global Bond R6 are invested in a fixed income strategy for a reason, the Committee discussed that mapping assets into PGIM Total Return Bond R6 makes sense, rather than mapping

assets to the age-appropriate target date series which has equity exposure. **The Committee approved eliminating Templeton Global Bond R6 and the world bond asset class and mapping assets to PGIM Total Return Bond R6.** Cammack Retirement will inform TIAA of this investment lineup change and coordinate the implementation with the addition of the self-directed brokerage account to minimize participant disruption.

III. Fiduciary Training Refresher

Cammack Retirement discussed the importance of conducting ongoing fiduciary training, as Committee members, even those with extensive investment background and experience, can benefit from training as there are many non-investment related fiduciary responsibilities. Even though Weber State is not subject to ERISA, it is considered best practice to periodically conduct fiduciary training.

Cammack Retirement discussed the responsibilities a fiduciary must satisfy, including but not limited to, acting solely in the interest of plan participants and beneficiaries, carrying out duties prudently, and paying reasonable plan expenses. Fiduciary risk includes participants making claims against fiduciaries for breaching their standards of conduct and lawsuits have become more increasingly common.

Cammack Retirement noted the ways to manage the risk, including implementing a sound fiduciary due diligence process as well as hiring service providers as prudent experts to handle fiduciary functions. The Committee questioned whether fiduciaries can be held personally liable, to which Cammack Retirement answered yes, but that risk can somewhat be mitigated if the University has fiduciary liability insurance. General Counsel indicated that as fiduciaries working for the University in Utah, the Committee is covered by the Governmental Immunity Act of Utah in which the employees would retain immunity from the suit. Overall, General Counsel commented that he is comfortable with how the Committee is operating.

It was also discussed that all significant meeting actions should be thoroughly documented and fiduciaries should understand the rationale of key decisions made. Additionally, it is important to act and resolve issues in a timely fashion. Cammack Retirement indicated that the Committee has established a sound fiduciary process and is extremely efficient when it comes to taking action on items.

IV. Default Investment Option Review

Due to time constraints, this agenda item will be reviewed at the next meeting.

V. Adjournment

The meeting was adjourned at approximately 12:00 PM MT.

Action Items:

1. The Committee will finalize the revised volume submitter documents. Cammack Retirement will assist in coordinating TIAA's review of these documents.
2. Cammack Retirement will inform TIAA to add the self-directed brokerage account to the 403(b) and 457(b) Plans without a set limitation on the percentage of a participant's account balance but a restriction on the investment options to mutual funds only.
3. Cammack Retirement will inform TIAA of the investment lineup change to remove Templeton Global Bond R6 and map existing assets to PGIM Total Return Bond R6.
4. Cammack Retirement will coordinate with TIAA to implement both changes at the same time to minimize participant disruption.
5. Cammack Retirement will prepare to discuss the target date funds at the subsequent meeting and to review a small balance cash out provider at a future meeting.

June 16, 2020: Follow Up Vote on Plan Document Provisions sent Via Email (sent June 24,2020)

1. Small Balance Distributions: 401(a); 403(b); 457(b) plans (16:30 minutes in).

Cammack recommends selecting the \$5,000 amount rather than the \$1,000 amount and sending the distributions to an IRA provider such as TIAA Millennial Trust. This will reduce the average account balance in the plan which is used by TIAA to calculate pricing, reduce administrative costs such as required mailings, and prevent individuals from paying the 10 percent penalty tax by preserving the tax deferred nature of the money. In addition, the plan should consider whether to include roll over contributions when calculating the mandatory distribution provision.

- **Hal, Jessica, Steve, Norm, and Holly voted in favor of moving to \$5000.**

2. In Service Distributions: 401(a); 403(b); 457(b).

The current in-service distribution dates for each plan are as follows: 401(a) 70 ½; 403(b) 59 ½; 457(b) 70 ½. The committee voted to reduce the age requirement in the 401(a) plan to the normal retirement age of 65. The Secure Act changes the rule for in service distributions from 70 ½ to 59 ½ for both 401 (a) and 457(b) plans which was already possible for 403(b) plans. Cammack asks whether all of the plans should be aligned at age 59 ½.

- **The standard for the 403(b) plan is 59 ½, so it was recommended to keep it at this (Hal, Jessica, Steve, Norm, and Holly confirmed). 457(b) and 401(a) will be kept at 65 as we previously voted on.**

3. Catch Up Deferrals: 403(b); 457(b) Plans.

The 15 years of service and age 50 catch up deferrals in the 403(b) and 457(b) plans are an IRS audit trigger. They are complicated and often lead to miscalculations. Cammack recommends discontinuing this provision if possible, since the risks outweigh the benefits. Cammack recommended that we don't need to do this as some have sunsetted this provision and there are risks associated with doing the calculations wrong. Cammack also said we should check whether we are doing this or if TIAA is as there is less risk if TIAA is calculating it. Given that TIAA is currently calculating this (and we do have four individuals using this), we are probably ok to keep this but Cammack can send more information if we'd like.

- **Three were in favor of sunseting the option and letting the four folks remain on the plan (Norm, Holly, Hal), one vote for keeping everything as is (Steve), and one who voted to sunset the 403(b) and keep it for the 457(b) (Jessica). Given the majority voted to sunset the provision, we moved forward with sunseting.**

4. Roth Elective Deferrals

- These are allowed in the 403(b) plan, but not in the 457(b). We think the reason was just that it would be more work.
- **Hal, Jessica, Steve, Norm, and Holly voted in favor of allowing Roth elective deferrals in the 457(b).**

5. Adding a self-directed brokerage account to the 403(b) Plan. Mutual funds are the only funds that can be accessed in this account (not individual stocks).

- **Hal, Jessica, Steve, Norm, and Holly voted to open the self-directed brokerage option for voluntary plans and limit investments to 50% of current holdings.**

Weber State University

Retirement Plan Executive Committee Meeting | Summary Notes June 16, 2020 | 12:30 PM – 2:00 PM MT

Attendees:

Weber State University (“WSU”):

Hal Crimmel, Chair of the Department of English Language and Literature
Richard Hill, General Counsel
Steve Nabor, Senior Associate Vice President for Financial Services & CFO
Jessica Oyler, Assistant Vice President for Human Resources

Absent:

Holly Hirst, Director of Human Resources
Norm Tarbox, Vice President for Administrative Services
Stephanie Hollist, Deputy General Counsel

Cammack Retirement Group (“Cammack”):

Regina Lee, Research Analyst
Mike Sanders, Principal
Emily Wrightson, Vice President

Due Diligence Frequency & Period End: Tri-Annual, 03/31/2020

Vendor: TIAA

Form Completed by: Regina Lee

I. Welcome

Call to order at 12:30 PM MT. It was noted that some Committee members had urgent matters to attend to and may periodically be in and out of this meeting. **The Committee voted to approve the meeting notes from the March 5, 2020 due diligence meeting and the interim call held on April 27, 2020.**

II. Interim Updates

TIAA Plan Documents

General Counsel noted that Weber is working to complete the transition of the plan documents to TIAA’s volume submitter, but there are a few proposed revisions provided by Cammack Retirement in the interim that have been provided for discussion. Items reviewed include the following:

- Selecting the \$5,000 amount rather than \$1,000 amount for small balance distributions to reduce the average account balance in the plan, reduce administrative costs, and preserve the tax deferred nature of participants’ money. Selection of the \$5,000 amount would also require the selection of a small balance

IRA provider to accept cash-outs between \$1,000 and \$5,000. It was also discussed whether to include roll over contributions when calculating the mandatory distribution provision.

- Aligning the age requirements for in-service distribution across the different plans for consistency. The Committee had previously voted to reduce the age requirement in the 401(a) Plan to the normal retirement age of 65 and would want to keep it at 65 for all three plans.
- Consider discontinuing the special catch-up provisions offered in the 403(b) and 457(b) plans due to complications and miscalculations which are often an IRS audit trigger. The 403(b) utilizes the 15-year special catch-up provision, while the 457(b) utilizes the 3-year special catch-up provision. The 15-year catch-up is particularly complicated to calculate and requires a full history of deferrals, which can be burdensome and challenging for plan sponsors. General Counsel specified that there are approximately 4 catch-up deferrals on the 403(b) and none on the 457(b). It is an election that few may qualify for or utilize, and the risks may outweigh the benefits.
- Allowing Roth elective deferrals in the 457(b) Plan for consistency. Roth is currently allowed on the 403(b) Plan. The group discussed the potential additional administrative work to implement Roth in the 457(b) Plan. It was determined that the Committee would want to move forward with allowing Roth in both the 403(b) and 457(b).

The Committee will review each proposed recommendation in detail and vote on the revisions via email or during the next meeting due to the lack of quorum.

TIAA Traditional Participant Usage

As a follow-up from the last meeting, Cammack Retirement provided additional analysis on the participants who are 100% invested in the plans' fixed fund, TIAA Traditional. There are approximately 352 participants invested only in the TIAA Traditional, and the average age across these participants is 66. A majority are also participants who have separated from service (approximately 291). Cammack Retirement noted that only 2 participants are in their 40s and given the age breakdown of usage, there is less concern that younger participants may be misusing the product.

III. Self-Directed Brokerage Account

The Committee indicated that they received requests for a self-directed brokerage window from several participants. The Committee questioned whether there are any fee considerations on a plan or participant level. Cammack Retirement answered that there are no plan level costs; however, assets that are directed to the brokerage account do not pay for the administrative cost of the plans. This can somewhat be mitigated by setting a percentage limit, such as 50%, of participants' account balance may invest in the brokerage window.

Cammack Retirement clarified that by law, only mutual funds can be offered in the brokerage window if it were added to the 403(b) Plan. The Committee indicated that this may impact the utilization of the brokerage window if the select few who are interested in it may want the flexibility to invest in individual stocks. Offering it on the 457(b) would not have such investment restrictions. The Committee discussed restricting usage to only voluntary contributions and limiting the contribution rate to 50% of a participant's account balance. The Committee will decide whether to add a self-directed brokerage and to which plans, if elected, and will vote via email or during the next meeting due to the lack of quorum.

IV. Q1 2020 Due Diligence Report

Cammack provided a review of the Q1 2020 due diligence report, highlighting the following key metrics as of March 31, 2020:

- Total plan assets were approximately \$356.2. This was a decrease of approximately \$43.6M (-10.9%) over the December 31, 2019 assets. Annual contributions totaled approximately \$5.2M.
 - WSU 401(a) Plan: \$246.5M
 - WSU Supplemental 403(b) Plan: \$63.6M
 - WSU 403(b) DC Plan (Discontinued): \$38.9M
 - WSU 457(b) Plan: \$7.2M
- Since the end of the first quarter, the market has rebounded. As of June 10, 2020, total plan assets were approximately \$398.6M, an increase of approximately \$42.4M (11.9%) over the Q1 2020 ending balance.
- Approximately \$229.4M (64%) of total Plan assets were in TIAA Traditional, CREF Annuities, or TIAA Real Estate in individual participant-level contracts. TIAA Traditional was the largest single holding, receiving 29% of quarterly new contributions and holding \$124.0M (35%) of assets.
- The TIAA-CREF Lifecycle target date series received \$1.3M (25%) in quarterly new contributions and held \$40.1M (11%) of assets.
- The revenue credit account balance was approximately \$594.
- Effective July 1, 2020, TIAA's annual revenue requirement will be reduced from an annual fee of 0.12% to 0.08%. The weighted average expense ratio, excluding the TIAA Traditional Annuity and including the 0.12% asset-based fee, was 0.29%.

Cammack Retirement reviewed the business planning strategy which includes meeting topics for 2020 as well as the key compliance dates. The quarterly thought leadership roundup was reviewed, which includes timely articles and content that Cammack Retirement produces.

Cammack Retirement provided the quarterly legislative update with a brief overview on the major provisions of the SECURE Act, which was discussed during the last meeting, and the CARES Act.

Cammack Retirement provided the first quarter economic update as well as the capital markets update, including a review of both equity and fixed income returns by sector and style. Cammack Retirement also discussed four massive dislocations across all asset classes – the significant underperformance of lower quality credits, a massive blowout in corporate bond spreads, the plummeting oil prices hurting the energy sector, and growth outperforming value during the market downturn due to the composition of the value and growth indices.

Cammack Retirement also reviewed the Plans' recent investment performance, the investment scorecard, the target date funds, as well as the various investment vehicles requiring additional review including TIAA Traditional, CREF Money Market, Vanguard Federal Money Market, TIAA Real Estate, and CREF Stock. The investment options were reviewed, including but not limited to, their performance, risk, risk-adjusted performance, fees, and suitability.

Based on the analysis of the funds under the program, Cammack made the following fund recommendations to the Committee:

- TIAA-CREF Core Impact Bond Instl (TSBIX) was recommended to continue on watch due to recent manager changes. Cammack Retirement does not expect this to lead to any changes in the fund's investment process but would like to evaluate the strategy in the coming quarters to ensure a smooth leadership transition. Effective March 1, 2020, TIAA-CREF Social Choice Bond Fund changed to TIAA-CREF Core Impact Bond Fund. The name change did not change the investment strategy or the management.
- Templeton Global Bond R6 (FBNRX) was initially placed on watch due to a manager change and recent underperformance. The fund underwent a co-manager change in December 2018. Cammack Retirement discussed the underperformance relative to the index and category average, as the fund follows a more unconstrained approach. It was noted that 2019 was a challenging year for the fund due to the decline in interest rates as the fund maintains a negative duration position.
- Cammack Retirement discussed that the fund was initially added to the lineup as a complementary fixed income option alongside the other fixed income options. The fund offers diversification from the U.S. and allows participants

to take advantage of a greater opportunity set. However, considering the current negative yield environment outside the U.S. and given that the forward-looking capital market return expectations are lower in markets outside the U.S., Cammack Retirement recommended reviewing whether this asset class continues to be suitable for participants. Since adding the fund in the lineup in November 2019, there has been low utilization in the fund with approximately \$364.8K in plan assets invested across 37 participants.

- With this in mind, Cammack Retirement recommended either continuing the fund on watch, recognizing what is driving the underperformance, or removing the world bond as an asset class and eliminating Templeton Global Bond R6 given the low utilization by participants, the challenging environment negative interest rates, and the underperformance and volatility experienced by the fund. Cammack Retirement emphasized that if the Committee were to eliminate world bond, there are other fixed income options in the Plan to act as a diversifier for participants.
- The Committee questioned where the assets in Templeton Global Bond would map. Cammack Retirement responded that because there is not a similar investment offering currently in the array that would allow for a true “like-to-like” mapping, following ERISA best practices would be to map the assets to the default investment fund, or the age appropriate target date fund in the TIAA-CREF Lifecycle Index series.

The Committee discussed leaving the funds on the watch list and discussing Templeton Global Bond at a future meeting with the collective group.

V. Adjournment

The Committee decided to schedule an interim conference call in July or August to discuss the other two items on the agenda, the fiduciary training refresher and default investment option review. Cammack Retirement noted that Templeton Global Bond can be further evaluated with the Q2 2020 metrics as well. The meeting was adjourned at approximately 1:30 PM MT.

Action Items – Cammack:

1. Coordinate to schedule an interim conference call with the Committee to discuss the fiduciary training refresher, default investment option review, and Templeton Global Bond.

Action Items – WSU:

1. General Counsel and the Committee will review the proposed revisions to the plan documents and prepare to sign the documents.
2. The Committee will decide whether to add a self-directed brokerage and to which plans, if elected, and will vote via email or during the next meeting due to the lack of quorum.

BUSINESS COMMITTEE
OF THE
WEBER STATE UNIVERSITY BOARD OF TRUSTEES

A meeting of the Business Committee of the Weber State University Board of Trustees was held at 8:00 a.m., April 21, 2021, via Zoom Conferencing.

Members present:

Mr. Nolan Karras	Mrs. Karen Fairbanks	Marty Carpenter
Mr. Curtis Funk		

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. Steven Nabor	Sr. Assoc. VP for Financial Services & CFO
Mr. Mark Halverson	Assoc. VP for Facilities and Campus Planning
Mr. Tim Crompton	Director of Intercollegiate Athletics
Mr. Rich Hill	University Legal Counsel
Mr. Guy Letendre	Director of Economic Development
Mr. Wendell Rich	Director of Financial Reporting and Investments
Mrs. Anita Preece	Secretary

Visitors: None

Excused: Mrs. Amanda Covington

Press: None

BUSINESS COMMITTEE MEETING

Minutes

Motion to move
Action Item #2 to the
Consent Items

- Interlocal
Agreement for the
Northern Utah
Venture Fund
- Northern Utah
Development
Foundation

1. The minutes of the meeting held on March 16, 2021 were approved on a motion by Mr. Karras, and a second by Mr. Carpenter.
2. On a motion by Mr. Carpenter, and a second by Mr. Karras, the Quarterly Investment Report will be moved to the consent items.
3. Mr. Rich Hill, Legal Counsel, and Mr. Guy LeTendre, Director of Economic Development, discussed the Interlocal Agreement for Northern Utah Venture Fund, as well as the Northern Utah Development Foundation. Mr. Hill explained that most everyone is onboard with the exception of Layton City, which opted out. Layton City has committed the \$25K and is supportive of it moving forward, but they are not participating in the interlocal agreement itself. Weber County is also making a few minor changes and hasn't fully committed yet. Mr. Hill explained that UHBE

- policy, R-271, provides for a contract to be approved by the Board of Trustees. It would also be approved by the foundation and university with Mr. Guy LeTendre, or another individual serving as the Executive Director of the Foundation.
- Motion 3. On a motion by Mr. Karras, and a second by Mr. Funk, the preliminary approval of the interlocal agreement moving forward for the full Board of Trustee approval was approved.
- Motion 4. On a motion by Mr. Karras, and a second by Mr. Carpenter, the proposed establishment of the Northern Utah Foundation moving forward for the full Board of Trustees approval following Utah Board of Higher Education guidelines, was approved.
- Debt at WSU 5. Mr. Wendell Rich, Director of Financial Reporting and Investments, presented Debt at WSU. He mentioned that this presentation includes the following:
- USHE Annual Report on Institutional Revenue Bond Indebtedness
 - Weber State University Debt Service Schedule of Outstanding Bonds
 - USHE Financial Ratio Report
 - Weber State University Required Continuing Disclosure Information
 - Weber State University Internally Financed Projects
- Mr. Rich reported that overall, compared to our peers, WSU is healthy as far as debt goes. Out of 156 peer institutions, Weber State University was ranked in the 21st percentile for the conservative use of debt.
- Vice President Tarbox mentioned that Weber State University's strong and useful use of internal financing is the key thing that distinguishes us from other Universities and our reputation in Energy Conservation.
- President Mortensen complimented the work of VP Tarbox, Mr. Steve Nabor, Mr. Ron Smith, and Mr. Wendell Rich and the Accounting Department for the leadership that they provide on a daily basis, which we take for granted but see

Quarterly
Construction Report

Quarterly Athletic
Report

from these strong financial statements.

6. Mr. Mark Halverson, Associate Vice President for Facilities and Campus Planning, presented the Quarterly Construction Report. He reported on the following:
 - Mr. Halverson mentioned that the overall construction on campus is going well despite the pandemic. He reported that we are just now experiencing a delay in limited supplies, such as concrete, wood, and steel products, but are optimistic that we can manage the projects and that the supplies will catch-up quickly.
 - **New Davis Campus Entrance and Intersection with SR 193** - Mr. Halverson reported that the roadway and landscape is complete and UDOT will complete the intersection this summer.
 - **Noorda Engineering & Applied Science Facility** - Mr. Halverson mentioned that the foundation and utility work is well underway and the project is scheduled to be completed by June 2022.
 - **Outdoor Adventure & Welcome Center** - Mr. Halverson reported that the ribbon cutting took place and that the building is being occupied.
 - **Bus Rapid Transit (BRT) Across Campus** - Mr. Halverson mentioned that Stacey and Whitbeck have begun construction on campus. The marquee west of the DEC has been demolished along with several homes along the campus path. The campus portion of the route will be complete by August 2022. The anticipated operation of the BRT system is summer 2023.
 - **Hotel Development** - Mr. Halverson mentioned that the purchase and development of the land west of the DEC has been delayed due to the recent impacts on the hospitality industry. WSU is working with Pillar Investment to get the sale complete, design wrapped up, and construction underway.

7. Mr. Tim Crompton, Director of Intercollegiate Athletics, presented the Quarterly Athletic Report. He reported on the following:
 - Mr. Crompton mentioned that it has been a busy spring for athletics with all 16 sports competing.

- Mr. Crompton reported that WSU is hosting 4 Championship Conferences this year. He mentioned that the sports medicine staff has been amazing and have stepped up during the pandemic to stay out in front of any potential issues.
- Mr. Compton reported that the men's and women's track and field teams are into the outdoor season. The Women's team recently broke two records. Lexie Thompson set a school record in the 10,000 meters and Summer Allen broke the record in 5,000 meters, and finished seventh overall to earn All-American honors. Her seventh place finish is also the highest finish in Weber State history. Mr. Crompton also commented that there are a handful of world class runners who will make it on the Olympic Team. WSU will host the 2021 Big Sky Outdoor Championships May 12-15.
- Mr. Crompton commented on the Soccer Season. The soccer tournament ended with University of Montana to NCAA by default when two players from NAU tested positive for COVID. The match wasn't played for the first time in history.
- WSU will host the Big Sky Softball Championships May 13-15. Our WSU softball team is in first place right now and will play SUU this weekend.
- Mr. Crompton mentioned that the Volleyball team won their first NCAA Championship game against Bowling Green. President Mortensen, and VP Tarbox attended the game in Nebraska.
- Mr. Crompton reported that the WSU Football team finished the first outright championship and WSU will host the first FCS game on Saturday, April 24th against Southern Illinois at 2:00 p.m.

President Mortensen complimented Mr. Crompton and the success of WSU Athletics.

FY22 Budget Update

8. Vice President Tarbox presented the FY22 Budget Update. He explained that a lot has happened over the last month. He reviewed the budget urgencies spreadsheet with the board. He mentioned that Utah has survived and thrived during the pandemic and WSU is one of the beneficiaries.

Vice President Tarbox reported that he will bring the final completed budget to the trustees for approval in May. If any of the trustees have any questions, please send him an email or give him a phone call.

Consent Calendar
Items

9. On a motion by Mr. Carpenter, and a second by Mr. Funk, the following consent calendar items were approved:
 - Financial Report (Feb. 2021)
 - Monthly Investment Report (Feb. 2021)
 - Quarterly Investment Report

Adjournment

10. The meeting adjourned at 9:27 a.m.

WEBER STATE UNIVERSITY

FY2022 CAPITAL IMPROVEMENTS FUNDING

Earlier this spring, the State Building Board approved the allocation of \$157 million in Capital Improvements Funding to benefit state institutions and agencies with facility improvement needs. Of this amount, the USHE will receive \$86.2 million. This represents 55% of the total allocated. WSU's share of this funding is \$6.8 million.

New WSU Projects funded for FY 2022:

02242-Engineering Tech MEP Phase 2	\$2,000,000
Boiler Replacement-Ground Source Conversion-Phase 3-Noorda	1,507,592
Tunnel Infrastructure Northeast-Noorda	505,010
Water Line Replacement Phase 2	1,134,262
02259-DEC Dome Roof Repair	650,000
Engineering Studies FY2022	50,000
Paving Maintenance-FY2022	309,530
Campus Stormwater Design	100,000
N1 Modernization-Controls	62,247
Assa Key Replacement-LL,SC,MH (\$96,115.98 Construction)	109,000
BRT Betterments	150,000
Concrete Repairs-FY2022	<u>200,000</u>
Total State Funding Provided	\$6,777,641

Appreciation is expressed to the State Legislature and State Building Board for the allocation of funding for these urgently needed projects.

MEMCAPIMPROV2022

SALARY/COMPENSATION COMPARISON

Mrs. Jessica Oyler, Assistant Vice President for Human Resources, will present a Weber State Compensation Comparison to the Business Committee.

MEMSALARY/COMPENSATIONCOMPARISON

Working Together To Create A Quality Environment Where Students Are Served



WEBER STATE COMPENSATION

May 19, 2021



Salary Benchmarking

- CUPA, Western Management, and Educomp Surveys
- Staff Benchmarking 2020-2021
- Benefits discounting for staff
- Salary, Benefits, Budget and Fiscal Planning Committee (SBBFP)
- Utilize market median

Market Comparisons

Classification	Percent of Median
Nonexempt	90.02%
Exempt	98.15%
Executive	100.76%
Faculty	95.73%
Overall	97.14%

Faculty Breakdown

Faculty Rank	Percent of Median
Instructor	95%
Assistant Professor	96%
Associate Professor	95%
Professor	96%

Moving Forward

- Complete staff benchmarks
- Reexamine current benefits discounting
- Conduct overall equity analysis

**Weber State University Board of Trustees
Personnel and Academic Policy Committee
May 19, 2021**

8:00 AM • Lindquist Hall Room 174 • via [Zoom](#)

Meeting ID: 917 4517 0388

Passcode: 249182

1. April Meeting Minutes Approval	Committee Action Only
2. Tenure Documents	Recommend to Full Board
Arts & Humanities Tenure Document (Redline, Clean)	
Arts & Humanities Post-Tenure/Full Professor Compensation Program Document	
College of Education Tenure Document (Redline, Clean)	
3. Curriculum	Recommend to Full Board
AAS in Physical Science	
AS in Sound Production & Recording	
BA in Geography	
4. Policy Items	Recommend to Full Board
PPM 1-13, Faculty Senate Constitution and Bylaws (Summary, Redline, Clean)	
5. Program Reviews	Recommend to Full Board
Teacher Education Department	
6. Consent Calendar	Recommend to Full Board
Department Chair Recommendation	
Emeritus Faculty Recommendations	
Personnel Report: April 2021	
7. WSUSA Policy Issues	Information Only
8. Academic Affairs Topics	Information Only

**College of Arts and Humanities
TENURE REVIEW POLICY**

~~Ratified by Faculty Senate
1-18-18~~

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The purpose of this document is twofold: to aid reviewers in the evaluation of candidates seeking tenure in departments within the Telitha E. Lindquist College of Arts and Humanities and to establish criteria for post-tenure review. Its primary method is to provide guidelines to ensure as objective evaluation as possible.

TENURE REVIEW

Standards have been set to assure that faculty who exhibit high performance levels in Teaching, Scholarly/Creative/Professional Activity, and Service receive a positive tenure recommendation. Diversity within the standards accommodates faculty members with different backgrounds, talents, and professional interests. Additional clarification can be found in the tenure document for the Department of Performing Arts. The departments of Communication, English, Foreign Languages, and Visual Arts do not have their own tenure documents.

It is incumbent upon the candidate to provide all levels of review with pertinent information with respect to the categories considered. When in doubt concerning information provided, reviewers should seek clarification, including, but not limited to, consulting department tenure documents, in departments where such documents are available and requesting the candidate to appear before them. In all cases, due process, procedure, reasonableness, and fairness should be followed.

To be recommended for tenure a candidate must:

(1) Have an earned terminal degree in the discipline of primary responsibility. The recognized and accepted terminal degrees in the College of Arts & Humanities include:

- Ph.D.
- D.M.A.
- D.A.
- Ed.D.
- M.F.A. in all studio areas of the Visual Arts
- M.F.A. in all creative areas of Dance and Theatre
- M.F.A. for the area of creative writing in English
- ~~M.F.A. for Digital Media & Film~~
- M.G.D in all studio areas of the Visual Arts
- Master's degree in translation, interpretation, or localization for the clinical areas of translation, interpretation, and localization.

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Degree requirements shall be interpreted as requiring a degree from an institution accredited by an institutional accrediting agency that is recognized by the U.S. Secretary of Education or the foreign equivalent of such a degree. Equivalence of foreign degrees shall be evaluated by the regular faculty of the academic department and will be reviewed and approved by the college Ranking Tenure Evaluation Committee. Foreign degrees may be accepted as terminal degrees with documented evidence of equivalency and approval by the discipline as evidenced by its general acceptance in other universities and upon approval by the department and the Dean. In the event the terminal degree is not in the candidate's discipline, a terminal degree in a closely related discipline (as approved in writing by the Provost, in consultation with the Appointment, Promotion, Academic Freedom, and Tenure

Committee and the Dean) shall be required.

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(2) Provide evidence of appropriate performance in the following categories. In order to receive a positive recommendation for progress toward tenure or to be recommended for tenure, a candidate must fulfill the requirements of at least one of the following channels. For each category, the listed ratings within each channel are the minimum ratings necessary for a positive recommendation.

Channel	Teaching	Scholarly/Creative/Professional Activity	Service
I	Excellent	Good	Satisfactor y
II	Good	Good	Good
III	Excellent	Satisfactor y	Good
IV	Good	Excellent	Satisfactor y

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(3) Must adhere to professional standards of behavior as outlined in PPM Sections 9-4 through 9-8.

DEFINITIONS OF CRITERIA AND CATEGORIES

Candidates for tenure will be evaluated in the following three categories: (1) Teaching, (2) Scholarly/Creative/Professional Activity, and (3) Service. Within each category the faculty member being considered for tenure shall be rated as excellent, good, ~~satisfactory~~, or ~~unsatisfactory~~.

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(1) Teaching

Teaching is defined as instruction conducted under the auspices of Weber State University. Teaching embraces activities related to instruction and learning that occur inside and outside the classroom, including community-engaged teaching, international experiences, and other diverse modalities and settings. Teaching activities may include, but are not limited to the following: instruction; advising, supervision, guiding, and mentoring; developing learning activities; sustaining teaching effectiveness; and community-engaged teaching.

Teaching performance will be evaluated by students, peers, and administrators. The teaching category will also include the preparation and use of teaching materials intended for instructional use. Candidate should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching.

Candidates will be evaluated on the basis of their individual full-load requirements.

(2) Scholarly/Creative/Professional Activity

Publication as a form of scholarly activity includes formally published professional work which has been subject to editorial review and formal acceptance processes. Research reports and published articles that have been peer reviewed and accepted will also be included.

Creative activities must be interpreted rather broadly because of the diversity of disciplines within the college. Creative activities include artistic works, musical compositions and performances, theatrical productions, radio and television works, creative writing, and any other such creative projects deemed

worthy of consideration by the individual departments. Specific limitations or parameters will be defined by department tenure documents, in departments where such documents are available. In these documents it is essential that the performance or artistic areas of the college define categorical boundaries for their individual disciplines. In departments without tenure documents it will be incumbent on the candidate to not only demonstrate an appropriate degree and quality of creative activity but also demonstrate promise for sustained achievement in the field.

Professional activity may be interpreted rather broadly as professional and scholarly activities that are of a nature that do not typically culminate in publications. Membership in professional organizations shall generally be considered as "service." However, important positions within professional organizations are to be considered favorably within this category. Involvement in workshops at regional or national levels should also be considered. Professional activities should include continuing formal post-graduate education that goes beyond mere maintenance of one's credentials within the discipline or field, development of entirely new fields or areas of expertise which prove of benefit to both the candidate and the department, presentation of professional papers at scholarly meetings, as well as funded research. Research may be interpreted rather broadly, but normally shall be limited to those activities which go beyond mere maintenance of professional credentials and/or staying current in the literature of the candidate's discipline.

Classifications to be included under scholarly/creative/professional activity are as follows in their order of importance. (Area A is more important than Area B.)

•Area A (Primary Importance)

Publication of specific research or theoretical work in the form of a book or monograph. Publication of articles subject to review and formal acceptance processes.

Textbook publications. The key to including textbooks under publication lies in the fact that good textbooks improve teaching effectiveness not only of the author, but more importantly, for others in the profession.

Publication, performance, and exhibition may also take the form of electronic presentation.

Creative projects are generally disseminated through public performances, concerts, exhibitions, presentations, and readings. It is understood that quality in a creative area is judged most often by subjective means that may vary greatly. It is not the purpose of this document to define the judging criteria. Specific criteria are the responsibility of the departments involved.

Important positions in significant academic associations. This activity will qualify as one of primary importance when it is combined with significant professional activity in the field of academic interest to the association.

Consulting in the field of expertise. This activity will qualify as one of primary importance when such activities are non-routine and of significant importance.

Organizing and presenting seminars, workshops, and conferences in one's field of expertise. This activity will qualify as one of primary importance when such activities are of significant importance.

Research which does not result in publication will normally not be considered in Area A. When such research activities are significant, however, they may be included in Area A.

Other professional activities not specifically identified herein shall be evaluated by the committee within the implied guidelines established in this document. Candidates should consult with the department chair and dean to establish legitimacy and appropriateness for tenure evaluation purposes.

Area B (Secondary Importance)

Activities not deemed to qualify in Area A may qualify in Area B.

Delivery of scholarly papers at academic meetings, subsequently published in a Proceedings Volume. Although of lesser importance than papers that face formal acceptance review processes, including papers delivered at meetings and subsequently published in academic journals, papers published in Proceedings are significant. Again, Proceedings of national meetings are normally of greater importance than locally sponsored meetings of local interest. There may be exceptions that could qualify Proceedings to be included in Area A; candidates will need to provide justification.

Delivery of scholarly papers at academic meetings. Although a paper may not have been subsequently published, the oral delivery to one's peers at academic meetings is a form of publication to be included in this criterion. A presented paper not subsequently published, however, is of lower importance than a published article. As a general rule, papers that have been selected for presentation in a formal evaluation and review process are more important than papers "accepted" sight unseen by the meeting organizers.

Publications for readers other than academic community. Publication of books which popularize material from one's academic field for readers normally outside that academic field and applied trade publications are included in this publication classification.

Grant work and associated output. Significant professional development may take place through research/creative projects. Successful grant work, however, is typically placed within the service category. To be considered in the scholarly/creative/professional activity category, the funded project will normally meet the requirements of subsequent publication/presentation of results. If the results are subject to formal review and acceptance, similar to those attending academic journal acceptance, the publication/presentation may be considered as equivalent, subject to determination of quality and importance.

Research reports, monographs, working papers, etc., not subject to formal academic review and acceptance may qualify in Area B, as determined by the evaluation committee.

Other professional activities not specifically identified herein shall be reviewed by the evaluation committee within the implied guidelines established in this document. Candidates should consult with the department chair and dean to establish legitimacy and appropriateness for tenure evaluation purposes.

(3) Professional Service

Service includes such activities as: speech making in the area of the candidate's expertise; consulting; committee work; popular publications; university, college, department, community and professional workshops or seminars; participation in executive development; assumption of duties and projects relating to operation of the department, college, and university, and participation in similar professional activities. Attendance at professional meetings, active membership in professional societies, and similar activities enhance the reputation of the college beyond the "maintenance of professional credentials," which accrues directly to the candidate. The criterion is that service must utilize in a professional way the candidate's area of academic expertise. Service to the university through committee assignment is apparent. Chair positions on such committees will be weighted more heavily than committee membership. Service activities can be of primary, secondary, or tertiary importance. Although determination will be made separately in each case, the evaluation committee shall be guided by the understanding that national service is more important than regional, university service is more important than college service, college service is more important than department service, and speeches to statewide audiences are more important than those to local clubs.

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RATINGS

Candidates for tenure will be evaluated in the following three categories: (1) Teaching, (2) Scholarly/Creative/Professional Activity, and (3) Service, noted on the Channel table on page 2. A rating of excellent, good, ~~satisfactory~~, or ~~unsatisfactory~~, shall be determined and interpreted relative to the candidate's discipline, department, and peers. All levels of review should refer to department tenure documents in departments where such documents are available for department criteria and examples of activities appropriate for tenure.

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The following general description of the ratings shall serve as a guide to the evaluation committees:

•Excellent: The candidate will be rated excellent if normal duties required of all faculty members are performed consistently in an outstanding manner.

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The candidate will be rated excellent in the **TEACHING** category if rated consistently outstanding or well above good by peers and administrators ~~and there is substantial evidence that the candidate used student and peer evaluations and/or other student and peer feedback to improve teaching effectiveness, and there is evidence that the candidate has made substantial and beneficial innovations to course material and teaching methods.~~

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The candidate will be rated excellent in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) excellent performance in Area A, or (2) a minimal rating of ~~satisfactory~~, performance in Area A combined with excellent performance in Area B.

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The candidate will be rated excellent in the **PROFESSIONAL SERVICE** category if rated consistently outstanding by peers and administrators.

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•Good: A rating of good in any category means the candidate has demonstrated a substantial degree of achievement above ~~satisfactory~~ levels of performance.

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The candidate will be rated good in the **TEACHING** category if rated consistently better than ~~satisfactory~~ by peers, and administrators, ~~there is some evidence the candidate used student and peer evaluations and/or other student and peer feedback to improve teaching effectiveness, there is evidence that the candidate has made some worthwhile innovations to course material and teaching methods, and that they have addressed and reduced any substantial deficiencies in teaching performance noted in a previous review.~~

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The candidate will be rated good in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) good performance in Area A, or (2) excellent performance in Area B, or (3) ~~Satisfactory~~ performance in Area A, combined with good performance in Area B.

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The candidate will be rated good in the **PROFESSIONAL SERVICE** category when the candidate is performing at a level judged by peers and administrators to be above average significant duties.

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Satisfactory: The candidate will be rated satisfactory if normal duties required of all faculty members are performed in an acceptable manner. The candidate must complete assigned duties and share in unassigned workload in the department, college, and university.

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The candidate will be rated satisfactory in the **TEACHING** category when rated consistently satisfactory by peers, and administrators and there is little evidence that the candidate used student and peer evaluations and/or other student and peer feedback to improve teaching effectiveness, there is evidence that the candidate has made few innovations to course material or teaching methods, and that they have taken action to address any substantial deficiencies in teaching performance noted in a previous review.

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The candidate will be rated satisfactory in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) satisfactory performance in Area A, or (2) good performance in Area B.

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The candidate will be rated satisfactory in the **PROFESSIONAL SERVICE** category when significant activities and performance levels indicate that the candidate is doing the bare minimum.

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Unsatisfactory: Shall be given to a candidate who does not meet the minimum requirements of the satisfactory category

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ADHERENCE TO PROFESSIONAL ETHICS

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The College of Arts and Humanities endorses the statement of "Professional Responsibilities, Ethics, and Standards of Behavior" contained in the Weber State University Policy and Procedures Manual, Sections 9-4 through 9-8. Candidates for tenure shall be evaluated against those ethical canons and standards of behavior. A general indication of the faculty member's adherence to those ethical principles and standards of behavior shall be noted on the Tenure Evaluation Report, with a "yes" or "no" response. If the response is "no" then there must evidence to support that decision. Letters indicating the findings of the evaluation committees and the dean shall indicate strengths and weaknesses in this regard.

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College of Arts and Humanities

POST-TENURE REVIEW (Policy and Procedures Manual, Section 8-11)

PURPOSE

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

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

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PROCEDURES

After tenure is granted, faculty will be evaluated every five years or more often at the discretion of the department chair or dean or at the request of the faculty member. The post-tenure review covers the most recent five years, or the time period since the last formal review. Within the College of Arts and Humanities, post-tenure review will evaluate the following professional activities:

1. Teaching, through student, collegial, and department chair evaluation;
2. The quality of scholarly and creative performance and/or research productivity, and
3. Service to the profession, school, and community, through department chair evaluation.

Dated Guidelines and Process for Faculty Members Undergoing Post-Tenure Review

To occur by:	(Please note: dates will be adjusted yearly for weekends and holidays.)
▲ Oct 15	The department chair or dean will notify the faculty member of the upcoming post-tenure review.
▲ Oct 15	Deadline for a faculty member to initiate a request for a Post-Tenure Review.
▲ Dec 1	Deadline for the department chair and faculty member to jointly select a three- member team for collegial evaluations.
▲ Jan 5	The faculty member under review submits an updated vitae (or the College of Arts & Humanities Annual Faculty Reports) and any other pertinent artifacts to his or her department chair.
▲ Mar 2	The faculty member under review receives the findings (in writing) of the team for collegial evaluations.
▲ Mar 16	The faculty member under review may submit a written response concerning the findings of the team for collegial evaluations to his or her department chair.

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Mar 16	The faculty member under review may request, in writing, an optional interview with the department chair to discuss the faculty member's teaching, scholarly and creative performance and/or research productivity, and service.
Mar 31	Deadline for the department chair to interview the faculty member under review if the interview was requested by Mar 16.
Apr 10	Deadline for the department chair to submit the post-tenure review report to the faculty member under review.
Apr 17	Deadline for the faculty member under review to request, in writing, an optional meeting with the department chair to discuss the report.
Apr 30	Deadline for the department chair to submit the post-tenure review report to the dean for inclusion in the faculty member's personnel file.
May 15	Deadline for the faculty member under review to submit a written response concerning the post-tenure review report to the dean.

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STUDENT EVALUATIONS

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

COLLEGIAL EVALUATIONS

Collegial evaluation involves seeking feedback from informed colleagues for the purposes of improving the faculty member's teaching practice (formative assessment) and/or evaluating it (summative assessment). There are many possible components to collegial evaluations, such as observing classroom teaching, evaluating and giving feedback on course design and assessment practices, and reviewing examples of student products. Formative evaluations, if done well, can help improve teaching and inform summative decisions.

The team for collegial evaluations will be determined through consultation between each faculty member and his or her department chair. Faculty members under review are encouraged to submit teaching materials to the review team. The collegial evaluation review for the College of Arts and Humanities will be limited to three pages of comments and observations. The chair, the faculty member, and the dean shall see the results of those evaluations. The summaries of these evaluations will be kept on file in the offices of the chair and the dean.

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REMEDIAL ACTIONS BASED ON POST-TENURE REVIEW

Tenured faculty members are expected to maintain the requirements they fulfilled to earn tenure as noted by the channels in the chart below. Failure to maintain the requirements will result in a rating of “~~unsatisfactory~~” in teaching, in scholarly/creative/professional activity and/or in service.

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Channel	Teaching	Scholarly/Creative/Professional Activity	Service
I	Excellent	Good	Satisfacto ry
II	Good	Good	Good
III	Excellent	Satisfacto ry	Good
IV	Good	Excellent	Satisfacto ry

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If, as a result of the post-tenure review process, the faculty member is not found to meet the minimum standards required of a tenured member of ~~their~~ discipline, ~~they are~~ responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. The faculty member, the department chair, and the College dean must mutually decide upon a timeline for remediation. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in the Policy and Procedures Manual, Sections 9-9 through 9-16.

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The purpose of this document is twofold: to aid reviewers in the evaluation of candidates seeking tenure in departments within the Telitha E. Lindquist College of Arts and Humanities and to establish criteria for post-tenure review. Its primary method is to provide guidelines to ensure as objective evaluation as possible.

TENURE REVIEW

Standards have been set to assure that faculty who exhibit high performance levels in Teaching, Scholarly/Creative/Professional Activity, and Service receive a positive tenure recommendation. Diversity within the standards accommodates faculty members with different backgrounds, talents, and professional interests. Additional clarification can be found in the tenure document for the Department of Performing Arts. The departments of Communication, English, Foreign Languages, and Visual Arts do not have their own tenure documents.

It is incumbent upon the candidate to provide all levels of review with pertinent information with respect to the categories considered. When in doubt concerning information provided, reviewers should seek clarification, including, but not limited to, consulting department tenure documents, in departments where such documents are available and requesting the candidate to appear before them. In all cases, due process, procedure, reasonableness, and fairness should be followed.

To be recommended for tenure a candidate must:

(1) Have an earned terminal degree in the discipline of primary responsibility. The recognized and accepted terminal degrees in the College of Arts & Humanities include:

- Ph.D.
- D.M.A.
- D.A.
- Ed.D.
- M.F.A. in all studio areas of the Visual Arts
- M.F.A. in all creative areas of Dance and Theatre
- M.F.A. for the area of creative writing in English
- M.F.A. for Digital Media & Film
- M.G.D in all studio areas of the Visual Arts
- Master's degree in translation, interpretation, or localization for the clinical areas of translation, interpretation, and localization.

Degree requirements shall be interpreted as requiring a degree from an institution accredited by an institutional accrediting agency that is recognized by the U.S. Secretary of Education or the foreign equivalent of such a degree. Equivalence of foreign degrees shall be evaluated by the regular faculty of the academic department and will be reviewed and approved by the college Ranking Tenure Evaluation Committee. Foreign degrees may be accepted as terminal degrees with documented evidence of equivalency and approval by the discipline as evidenced by its general acceptance in other universities and upon approval by the department and the Dean. In the event the terminal degree is not in the candidate's discipline, a terminal degree in a closely related discipline (as approved in writing by the Provost, in consultation with the Appointment, Promotion, Academic Freedom, and Tenure

Committee and the Dean) shall be required.

(2) Provide evidence of appropriate performance in the following categories. In order to receive a positive recommendation for progress toward tenure or to be recommended for tenure, a candidate must fulfill the requirements of at least one of the following channels. For each category, the listed ratings within each channel are the minimum ratings necessary for a positive recommendation.

Channel	Teaching	Scholarly/Creative/Professional Activity	Service
I	Excellent	Good	Satisfactory
II	Good	Good	Good
III	Excellent	Satisfactory	Good
IV	Good	Excellent	Satisfactory

(3) Must adhere to professional standards of behavior as outlined in PPM Sections 9-4 through 9-8.

DEFINITIONS OF CRITERIA AND CATEGORIES

Candidates for tenure will be evaluated in the following three categories: (1) Teaching, (2) Scholarly/Creative/Professional Activity, and (3) Service. Within each category the faculty member being considered for tenure shall be rated as excellent, good, satisfactory, or unsatisfactory.

(1) Teaching

Teaching is defined as instruction conducted under the auspices of Weber State University. Teaching embraces activities related to instruction and learning that occur inside and outside the classroom, including community-engaged teaching, international experiences, and other diverse modalities and settings. Teaching activities may include, but are not limited to the following: instruction; advising, supervision, guiding, and mentoring; developing learning activities; sustaining teaching effectiveness; and community-engaged teaching.

Teaching performance will be evaluated by students, peers, and administrators. The teaching category will also include the preparation and use of teaching materials intended for instructional use. Candidate should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching.

Candidates will be evaluated on the basis of their individual full-load requirements.

(2) Scholarly/Creative/Professional Activity

Publication as a form of scholarly activity includes formally published professional work which has been subject to editorial review and formal acceptance processes. Research reports and published articles that have been peer reviewed and accepted will also be included.

Creative activities must be interpreted rather broadly because of the diversity of disciplines within the college. Creative activities include artistic works, musical compositions and performances, theatrical productions, radio and television works, creative writing, and any other such creative projects deemed

worthy of consideration by the individual departments. Specific limitations or parameters will be defined by department tenure documents, in departments where such documents are available. In these documents it is essential that the performance or artistic areas of the college define categorical boundaries for their individual disciplines. In departments without tenure documents it will be incumbent on the candidate to not only demonstrate an appropriate degree and quality of creative activity but also demonstrate promise for sustained achievement in the field.

Professional activity may be interpreted rather broadly as professional and scholarly activities that are of a nature that do not typically culminate in publications. Membership in professional organizations shall generally be considered as "service." However, important positions within professional organizations are to be considered favorably within this category. Involvement in workshops at regional or national levels should also be considered. Professional activities should include continuing formal post-graduate education that goes beyond mere maintenance of one's credentials within the discipline or field, development of entirely new fields or areas of expertise which prove of benefit to both the candidate and the department, presentation of professional papers at scholarly meetings, as well as funded research. Research may be interpreted rather broadly, but normally shall be limited to those activities which go beyond mere maintenance of professional credentials and/or staying current in the literature of the candidate's discipline.

Classifications to be included under scholarly/creative/professional activity are as follows in their order of importance. (Area A is more important than Area B.)

•Area A (Primary Importance)

Publication of specific research or theoretical work in the form of a book or monograph. Publication of articles subject to review and formal acceptance processes.

Textbook publications. The key to including textbooks under publication lies in the fact that good textbooks improve teaching effectiveness not only of the author, but more importantly, for others in the profession.

Publication, performance, and exhibition may also take the form of electronic presentation.

Creative projects are generally disseminated through public performances, concerts, exhibitions, presentations, and readings. It is understood that quality in a creative area is judged most often by subjective means that may vary greatly. It is not the purpose of this document to define the judging criteria. Specific criteria are the responsibility of the departments involved.

Important positions in significant academic associations. This activity will qualify as one of primary importance when it is combined with significant professional activity in the field of academic interest to the association.

Consulting in the field of expertise. This activity will qualify as one of primary importance when such activities are non-routine and of significant importance.

Organizing and presenting seminars, workshops, and conferences in one's field of expertise. This activity will qualify as one of primary importance when such activities are of significant importance.

Research which does not result in publication will normally not be considered in Area A. When such research activities are significant, however, they may be included in Area A.

Other professional activities not specifically identified herein shall be evaluated by the committee within the implied guidelines established in this document. Candidates should consult with the department chair and dean to establish legitimacy and appropriateness for tenure evaluation purposes.

•Area B (Secondary Importance)

Activities not deemed to qualify in Area A may qualify in Area B.

Delivery of scholarly papers at academic meetings, subsequently published in a Proceedings Volume. Although of lesser importance than papers that face formal acceptance review processes, including papers delivered at meetings and subsequently published in academic journals, papers published in Proceedings are significant. Again, Proceedings of national meetings are normally of greater importance than locally sponsored meetings of local interest. There may be exceptions that could qualify Proceedings to be included in Area A; candidates will need to provide justification.

Delivery of scholarly papers at academic meetings. Although a paper may not have been subsequently published, the oral delivery to one's peers at academic meetings is a form of publication to be included in this criterion. A presented paper not subsequently published, however, is of lower importance than a published article. As a general rule, papers that have been selected for presentation in a formal evaluation and review process are more important than papers "accepted" sight unseen by the meeting organizers.

Publications for readers other than academic community. Publication of books which popularize material from one's academic field for readers normally outside that academic field and applied trade publications are included in this publication classification.

Grant work and associated output. Significant professional development may take place through research/creative projects. Successful grant work, however, is typically placed within the service category. To be considered in the scholarly/creative/professional activity category, the funded project will normally meet the requirements of subsequent publication/presentation of results. If the results are subject to formal review and acceptance, similar to those attending academic journal acceptance, the publication/presentation may be considered as equivalent, subject to determination of quality and importance.

Research reports, monographs, working papers, etc., not subject to formal academic review and acceptance may qualify in Area B, as determined by the evaluation committee.

Other professional activities not specifically identified herein shall be reviewed by the evaluation committee within the implied guidelines established in this document. Candidates should consult with the department chair and dean to establish legitimacy and appropriateness for tenure evaluation purposes.

(3) Professional Service

Service includes such activities as: speech making in the area of the candidate's expertise; consulting; committee work; popular publications; university, college, department, community and professional workshops or seminars; participation in executive development; assumption of duties and projects relating to operation of the department, college, and university, and participation in similar professional activities. Attendance at professional meetings, active membership in professional societies, and similar activities enhance the reputation of the college beyond the "maintenance of professional credentials," which accrues directly to the candidate. The criterion is that service must utilize in a professional way the candidate's area of academic expertise. Service to the university through committee assignment is apparent. Chair positions on such committees will be weighted more heavily than committee membership. Service activities can be of primary, secondary, or tertiary importance. Although determination will be made separately in each case, the evaluation committee shall be guided by the understanding that national service is more important than regional, university service is more important than college service, college service is more important than department service, and speeches to statewide audiences are more important than those to local clubs.

RATINGS

Candidates for tenure will be evaluated in the following three categories: (1) Teaching, (2) Scholarly/Creative/Professional Activity, and (3) Service, noted on the Channel table on page 2. A rating of excellent, good, satisfactory, or unsatisfactory, shall be determined and interpreted relative to the candidate's discipline, department, and peers. All levels of review should refer to department tenure documents in departments where such documents are available for department criteria and examples of activities appropriate for tenure.

The following general description of the ratings shall serve as a guide to the evaluation committees:

•Excellent: The candidate will be rated excellent if normal duties required of all faculty members are performed consistently in an outstanding manner.

The candidate will be rated excellent in the **TEACHING** category if rated consistently outstanding or well above good by peers and administrators and there is substantial evidence that the candidate used student and peer evaluations and/or other student and feedback to improve teaching effectiveness, and there is evidence that the candidate has made substantial and beneficial innovations to course material and teaching methods.

The candidate will be rated excellent in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) excellent performance in Area A, or (2) a minimal rating of satisfactory performance in Area A combined with excellent performance in Area B.

The candidate will be rated excellent in the **PROFESSIONAL SERVICE** category if rated consistently outstanding by peers and administrators.

•Good: A rating of good in any category means the candidate has demonstrated a substantial degree of achievement above satisfactory levels of performance.

The candidate will be rated good in the **TEACHING** category if rated consistently better than satisfactory by peers, and administrators, there is some evidence the candidate used student and peer evaluations and/or other student and peer feedback to improve teaching effectiveness, there is evidence that the candidate has made some worthwhile innovations to course material and teaching methods, and that they have addressed and reduced any substantial deficiencies in teaching performance noted in a previous review.

The candidate will be rated good in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) good performance in Area A, or (2) excellent performance in Area B, or (3) Satisfactory performance in Area A, combined with good performance in Area B.

The candidate will be rated good in the **PROFESSIONAL SERVICE** category when the candidate is performing at a level judged by peers and administrators to be above average significant duties.

Satisfactory: The candidate will be rated satisfactory if normal duties required of all faculty members are performed in an acceptable manner. The candidate must complete assigned duties and share in unassigned workload in the department, college, and university.

The candidate will be rated satisfactory in the **TEACHING** category when rated consistently satisfactory by peers, and administrators and there is little evidence that the candidate used student and peer evaluations and/or other student and peer feedback to improve teaching effectiveness, there is evidence that the candidate has made few innovations to course material or teaching methods, and that they have taken action to address any substantial deficiencies in teaching performance noted in a previous review.

The candidate will be rated satisfactory in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) satisfactory performance in Area A, or (2) good performance in Area B.

The candidate will be rated satisfactory in the **PROFESSIONAL SERVICE** category when significant activities and performance levels indicate that the candidate is doing the bare minimum.

Unsatisfactory: Shall be given to a candidate who does not meet the minimum requirements of the satisfactory category

ADHERENCE TO PROFESSIONAL ETHICS

The College of Arts and Humanities endorses the statement of "Professional Responsibilities, Ethics, and Standards of Behavior" contained in the Weber State University Policy and Procedures Manual, Sections 9-4 through 9-8. Candidates for tenure shall be evaluated against those ethical canons and standards of behavior. A general indication of the faculty member's adherence to those ethical principles and standards of behavior shall be noted on the Tenure Evaluation Report, with a "yes" or "no" response. If the response is "no" then there must evidence to support that decision. Letters indicating the findings of the evaluation committees and the dean shall indicate strengths and weaknesses in this regard.

College of Arts and Humanities

POST-TENURE REVIEW (Policy and Procedures Manual, Section 8-11)

PURPOSE

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

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

PROCEDURES

After tenure is granted, faculty will be evaluated every five years or more often at the discretion of the department chair or dean or at the request of the faculty member. The post-tenure review covers the most recent five years, or the time period since the last formal review. Within the College of Arts and Humanities, post-tenure review will evaluate the following professional activities:

1. Teaching, through student, collegial, and department chair evaluation;
2. The quality of scholarly and creative performance and/or research productivity, and
3. Service to the profession, school, and community, through department chair evaluation.

Dated Guidelines and Process for Faculty Members Undergoing Post-Tenure Review

To occur by:	(Please note: dates will be adjusted yearly for weekends and holidays.)
Oct 15	The department chair or dean will notify the faculty member of the upcoming post-tenure review.
Oct 15	Deadline for a faculty member to initiate a request for a Post-Tenure Review.
Dec 1	Deadline for the department chair and faculty member to jointly select a three- member team for collegial evaluations.
Jan 5	The faculty member under review submits an updated vitae (or the College of Arts & Humanities Annual Faculty Reports) and any other pertinent artifacts to his or her department chair.
Mar 2	The faculty member under review receives the findings (in writing) of the team for collegial evaluations.
Mar 16	The faculty member under review may submit a written response concerning the findings of the team for collegial evaluations to his or her department chair.

Mar 16	The faculty member under review may request, in writing, an optional interview with the department chair to discuss the faculty member's teaching, scholarly and creative performance and/or research productivity, and service.
Mar 31	Deadline for the department chair to interview the faculty member under review if the interview was requested by Mar 16.
Apr 10	Deadline for the department chair to submit the post-tenure review report to the faculty member under review.
Apr 17	Deadline for the faculty member under review to request, in writing, an optional meeting with the department chair to discuss the report.
Apr 30	Deadline for the department chair to submit the post-tenure review report to the dean for inclusion in the faculty member's personnel file.
May 15	Deadline for the faculty member under review to submit a written response concerning the post-tenure review report to the dean.

STUDENT EVALUATIONS

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

COLLEGIAL EVALUATIONS

Collegial evaluation involves seeking feedback from informed colleagues for the purposes of improving the faculty member's teaching practice (formative assessment) and/or evaluating it (summative assessment). There are many possible components to collegial evaluations, such as observing classroom teaching, evaluating and giving feedback on course design and assessment practices, and reviewing examples of student products. Formative evaluations, if done well, can help improve teaching and inform summative decisions.

The team for collegial evaluations will be determined through consultation between each faculty member and his or her department chair. Faculty members under review are encouraged to submit teaching materials to the review team. The collegial evaluation review for the College of Arts and Humanities will be limited to three pages of comments and observations. The chair, the faculty member, and the dean shall see the results of those evaluations. The summaries of these evaluations will be kept on file in the offices of the chair and the dean.

REMEDIAL ACTIONS BASED ON POST-TENURE REVIEW

Tenured faculty members are expected to maintain the requirements they fulfilled to earn tenure as noted by the channels in the chart below. Failure to maintain the requirements will result in a rating of “unsatisfactory” in teaching, in scholarly/creative/professional activity and/or in service.

Channel	Teaching	Scholarly/Creative/Professional Activity	Service
I	Excellent	Good	Satisfactory
II	Good	Good	Good
III	Excellent	Satisfactory	Good
IV	Good	Excellent	Satisfactory

If, as a result of the post-tenure review process, the faculty member is not found to meet the minimum standards required of a tenured member of their discipline, they are responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. The faculty member, the department chair, and the College dean must mutually decide upon a timeline for remediation. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in the Policy and Procedures Manual, Sections 9-9 through 9-16.



WEBER STATE UNIVERSITY
Lindquist College of Arts & Humanities

Dated guidelines and processes for faculty members undergoing Post-Tenure Review and Professor Performance Compensation Plan (PCP) application in the same year.

A faculty member may be eligible for a maximum of two PCP awards during their career at Weber State University.

To occur by:	(Please note: dates will be adjusted for weekends and holidays.)
Sept 8	The department chair or dean will notify the faculty member of the upcoming post-tenure review or PCP application.
Sept 22	The deadline for a faculty member to initiate, in writing, a request for Post -Tenure Review and PCP evaluation.
Sept 29	Deadline for the department chair and faculty member to jointly select a three-member team for department peer evaluations (required of the post-tenure process).
Nov 15	The faculty member under review receives the findings (in writing) of the department peer evaluation. The results of department peer evaluations shall be placed in the candidates' professional files with a Chair's Letter and any other materials the dean deems appropriate.
Monday after Thanksgiving	The faculty member under review will submit an updated CV on Canvas to their department chair and college dean.

<p>Second Tuesday of the spring semester</p>	<p>For PCP eligibility, the chair and dean complete their reviews and inform the candidates, in writing, of their recommendations and place a copy in the candidates' files. The dean notifies the provost of the recommendations. The provost will make the final determination of the PCP award.</p>
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Post-Tenure Review (Policy and Procedures Manual, Section 8-11)

and

Professor Performance Compensation Plan (PCP)

Post Tenure Review Purpose and Procedures

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

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

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

1. Teaching, through responding to student, peer, and administrative assessment;
2. The quantity and quality of scholarly and creative performance and research productivity; and
3. Service to the profession, school, and community through department chair evaluation.

STUDENT EVALUATIONS

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each tenured faculty member shall have student evaluations administered in at least two courses each year. The two courses to be evaluated will be determined through consultation between each faculty member and their

department chair. Suppose the faculty member and the chair cannot agree on which the students should evaluate two courses. In that case, the choice of courses to be evaluated will be subject to binding arbitration by the dean after consultation with the faculty member and the chair. The chair, the faculty member, and the dean shall see the results of those evaluations. The summaries of these evaluations will be kept on file in the chair and the dean's offices.

DEPARTMENT PEER EVALUATIONS

Department peer evaluation involves seeking feedback from informed colleagues to improve the faculty member's teaching practice (formative assessment) and evaluate it (summative assessment). There are many possible components to collegial evaluations, such as observing classroom teaching, evaluating and giving feedback on course design and assessment practices, and reviewing examples of student products. Formative assessment, if done well, can help improve teaching and inform summative decisions.

The team for department peer evaluations will be determined through consultation between each faculty member and their department chair. Faculty members under review are encouraged to submit teaching materials to the review team. The collegial evaluation review for the College of Arts & Humanities will be limited to three pages of comments and observations. The chair, the faculty member, and the dean shall see the results of those evaluations. The summaries of these evaluations will be kept on file in the chair and the dean's offices.

REMEDIAL ACTIONS BASED ON POST-TENURE REVIEW

Tenured faculty members are expected to maintain the requirements they fulfilled to earn tenure, as noted by the chart below's channels. Failure to maintain the requirements will result in an "unsatisfactory" rating in Teaching, Scholarly/Creative/Professional activity, or Service.

Channel	Teaching	Scholarly/Creative/ Professional Activity	Service
I	Excellent	Good	Satisfactory
II	Good	Good	Good
III	Excellent	Satisfactory	Good
IV	Good	Excellent	Satisfactory

If, as a result of the post-tenure review process, the faculty member is not found to meet the minimum standards required of a tenured member of their discipline, they are responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. The faculty member, the department chair, and the college dean must mutually decide upon a remediation timeline. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process according to the standards described in the Policy and Procedures Manual, Sections 9-9 through 9 -16.

Synchronous Post-Tenure Review and the Performance Compensation Plan (PCP)

A faculty member may be eligible for a maximum of two PCP awards during their career at Weber State University. Please follow the dated guidelines for the post-tenure review on pages 2-3 of this document.

1. All tenured faculty who are in at least their fifth year at the rank of professor and who have not undergone a successful Performance Compensation Plan review for at least five years will be eligible to apply.
2. Criteria for earning the Performance Compensation Plan salary increase will mirror university requirements for promotion from associate professor to professor. The faculty member under review-submits a completed updated CV on Canvas to their department chair, which reflects the applicant's professional achievements in the areas of teaching, scholarship, and service during the five years immediately preceding the application.
3. Financial support of the Performance Compensation Plan salary increase will be from money specifically intended to fund the Plan. It will not draw from funds obtained to address annual cost-of-living increases, equity adjustments, or merit increases.
4. Because funding is likely to vary from year to year, and total funds available to support the Performance Compensation Plan in a particular year cannot be anticipated before applications are due, the number of faculty that receive a performance salary increase in a given year will be limited to no more than the number whose applications can be funded. Should there be a more significant number of meritorious applicants than available funding can support, awardees will be randomly chosen from the pool of meritorious applicants for that year. Meritorious applicants that do not receive the Performance Compensation Plan salary increase in the funding cycle for their application due to lack of sufficient funds will receive the salary increase as soon as funding becomes available.

See the WSU Policies and Procedures Manual Section 8-11 for specific requirements related to promotion from associate professor to professor. Below are some suggestions of activities that you may wish to include in your application. College or department tenure documents may also provide guidance on appropriate activities in each area. Please limit your application to activities of the most recent five years.

A faculty member who applies for the PCP, but does not receive a favorable report from the chair or dean, will not naturally be deemed to have passed the post-tenure review.

If the chair and the dean agree that the faculty member meets the requirements for a successful post-tenure review according to the standard criteria, the dean will write a letter to that fact, and the faculty member will be presumed to have passed the post-tenure review. However, a faculty member who may not have received support from the chair and the dean for the PCP may still pass their post-tenure review. In the event that a faculty member does not receive post-tenure support from the chair and the dean, the faculty member will be expected to proactively address areas of concern for a follow-up review by the end of the next academic year.

Jerry and Vickie Moyes College of Education

TENURE DOCUMENT

Draft for approval

Introduction

The purpose of this document is to outline the criteria and the procedures used to evaluate faculty members for tenure in the Jerry and Vickie Moyes College of Education.

Review Process

The normal probationary period for a faculty member in a tenure track appointment is six years, with a formal interim review scheduled during the third year, and a formal final tenure review scheduled during the sixth year. The time in rank for normal promotion from assistant to associate professor is six years. To be promoted from assistant to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank (see PPM 8-11, 8-26).

Diversity, Equity, and Inclusion

The Moyes College of Education is committed to improving diversity, equity, and inclusion in the college and values efforts by faculty to help achieve this goal. Faculty are strongly encouraged to incorporate these values into their teaching, scholarship, and/or service. In addition, faculty should highlight their efforts toward this goal, and the results, in the appropriate section of their review documentation.

Eligibility

To be eligible for tenure candidacy, individuals must

1. Have a doctorate in the discipline of primary responsibility or a closely related discipline and be on a tenure track.
2. Be in the sixth year of the probationary period for the final tenure review.

** For early tenure, candidates must be recommended by their department chair or dean and meet the criteria for early tenure and early promotion as outlined in PPM-8-11 V.C.*

Professional Portfolio

Candidates are responsible for updating their professional electronic portfolio according to the dated guidelines of the review process (see PPM 8-12 and 8-13) and organizing their file using the approved autobiographical form. This portfolio should clearly document the candidate's teaching and teaching philosophy, scholarship, and administrative and/or

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professionally related service activities. Candidates should include brief narrative summaries throughout the portfolio and include supporting artifacts that are referenced in the narrative summaries. Activities and artifacts not included in the professional portfolio will not be taken into consideration for evaluation

Peer Review

Every candidate for promotion or tenure review shall undergo peer review. *Peer review for tenure must be completed during the academic year prior to the year of formal review.* The peer review committee will be selected in collaboration with the department chair by October 1st of the peer review year.

The purpose of the peer review is to facilitate the evaluation process primarily through evidence-gathering and review. Peer review promotes a more accurate understanding of teaching effectiveness by observing teaching and reviewing and assessing documentation provided by the candidate demonstrating teaching effectiveness. The peer reviewers should observe at least two examples of teaching/classes and may also review materials regarding the candidates' scholarship and service activities. Peer reviewers interpret this information in terms of department and college expectations and summarize, without rating, the candidate's strengths and weaknesses in the designated areas. The summary of the peer review is a required artifact in the candidate's professional portfolio and will be evaluated by the department Ranking Tenure Evaluation Committee, the College Ranking Tenure Evaluation Committee, the Dean and others as described in the Dated Guidelines for the Ranking Tenure Review process (PPM 8-12).

Categories of Formal Review

To assist and guide candidates preparing for tenure evaluations, the competencies to be considered are in four categories: 1) Teaching, 2) Scholarship, 3) Administrative and/or Professionally Related Service, 4) Professional Behaviors/Ethics. Although most activities will fall within one area or another, aspects of some activities may be described in different areas. For example, aspects of undergraduate research may be described in Teaching (mentoring activities), Scholarship (conference presentations or publications), and Service (BIS supervision).

Evaluation Summary

1. Competencies in each of the categories are rated from Unsatisfactory to Excellent. Credentials/Probationary Period and Professional Behaviors/Ethics are rated as Met or Unmet.
2. Each committee and administrator in the review process will interpret information presented by the candidate under review in terms of the 1) expectations of the college, 2) specific professional duties expected of the individual and 3) overall pattern of professional behaviors/ethics.

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3. At each level of review, a formal written evaluation summary prepared by each review committee and administrator will be provided to the candidate and department chair and submitted to the professional file in the Dean's office. The summary will include the rationale for the ratings. The pattern of ratings must meet or exceed one of the channels described below:

	Eligibility	Teaching	Scholarship	Administrative/ Professional Service	Professional Behaviors/ Ethics
A	Met	Excellent	Good	Satisfactory	Met
B	Met	Good	Good	Good	Met
C	Met	Excellent	Satisfactory	Good	Met
D	Met	Good	Excellent	Satisfactory	Met
E	Met	Good	Satisfactory	Excellent	Met

4. The candidate under review is responsible to update their professional electronic portfolio with supporting evidence according to the dated guidelines of the review process (see PPM 8.12 and 8.13) and organized according to the approved autobiographical form. The candidate must include narrative summaries that support their argument for being granted tenure throughout the professional digital portfolio. The candidate must include artifacts as evidence and should link artifacts in the portfolio.

Ratings

The ratings are to reflect the faculty member's academic career trends rather than a single year's efforts. The ratings mean that the evidence describing the quality and quantity of the candidate's professional efforts support a continuing level of performance judged by the evaluators as Unsatisfactory, Satisfactory, Good, or Excellent.

The interim review is expected to be formative in nature and both the ratings and the committee commentary should provide helpful feedback to the candidate as he/she evaluates priorities in preparation for the final tenure review. Candidates should act on recommendations provided by each committee and administrator and demonstrate improvements with evidence in their next review. A candidate's recent work at other institutions, while it may be taken into consideration, is not weighed as heavily as work at Weber State University. Ratings assigned for a formal interim (3rd year) review reflect the committee's judgment of the candidate's work and progress towards tenure at that point and should be based on reasonable expectations for a third-year faculty member.

Rating Definitions

Unsatisfactory: This rating shall be given to a candidate who does not meet

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the minimum requirements of the satisfactory category.

Satisfactory: The candidate will be rated satisfactory if duties required of all faculty members are performed in an acceptable manner. Satisfactory means adequate and should not imply undesirable or below average performance.

Good: The candidate will be rated good if duties required of all faculty members are performed consistently in a more than satisfactory manner. Good implies commendable and desirable levels of achievement. A rating of good in any category implies a substantial degree of achievement above satisfactory levels.

Excellent: The candidate will be rated excellent if duties required of all faculty members are performed consistently in an outstanding manner. In as much as a good rating in any category implies a substantial degree of achievement above satisfactory levels, a rating of excellent in any category implies a substantial degree of achievement above those considered appropriate for a good rating.

Unmet: Evidence of not meeting the Credentials/Probationary Period or Professional Behaviors/Ethics shall automatically disqualify a candidate from tenure.

Met: A candidate shall be rated as having met the criteria if there is no contradictory evidence at the Program, Department, College, and/or Institutional levels.

Definitions of Categories and Criteria

Teaching

Teaching is defined as the processes or behaviors related to organizing and delivering content; evaluating and facilitating learning; and in general, developing knowledge in students (see PPM 8-11.D. 2a-c, 8-11.E.).

Evidence of teaching includes the following elements from the autobiographical form. Candidates must address a-k & o.

- a. Teaching Experience. For each experience provide the institution, position and description, and dates.
- b. Other employment or academic experience which has contributed significantly to your position at Weber State University. For each experience provide the institution, position and description, and dates.
- c. List of courses taught. For each course provide the title, institution and dates.
- d. Development of teaching through travel, participation in conferences, workshops, seminars, short courses, etc. Include dates and explain how you have improved your teaching through participation in each.

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- e. Subject Knowledge/Subject Matter Mastery. Candidates shall demonstrate that they possess the current knowledge and/or skills necessary to provide up-to-date instruction for the courses they teach. (see PPM 8-11, D.2, a).
- f. Pedagogy. Candidates shall demonstrate an acquaintance with the pedagogy of their disciplines. They should demonstrate knowledge of the issues surrounding the pedagogical approach they choose and articulate their purposes for their choices. They should also demonstrate a continuing effort to improve instruction. (see PPM 8-11, D.2, b).
- g. Teaching innovations and/or developments. Not merely updates, include dates.
- h. Employment of engaged learning strategies such as service-learning, community-based research, undergraduate research, etc. Include dates.
- i. Assessment of Student Learning. Candidates must demonstrate that they assess students' learning with valid, reliable assessment methods and tools. (see PPM 8-11, D.2, c)
- j. Student Evaluations. Please summarize your student evaluations from all courses taught. Identify trends and progress across semesters. Describe what has been done well and any areas for improvement. If applicable, discuss how your student evaluations were used to improve the quality of teaching and student learning. Provide a link to your course evaluations. (See PPM 8-11 IV, D. IV.G.)
- k. Peer Review. Summarize the feedback received from Peer Evaluations and how you have used the feedback to improve your teaching. Provide peer evaluation letter(s).
- l. Development of new courses and/or programs within a college as well as significant modifications of existing courses or programs.
- m. List scholarships, awards, and other honors received in recognition of teaching. Include dates.
- n. Other teaching activities germane to your position. Include dates.
- o. Teaching Philosophy.

Clarification of Ratings for Teaching: A candidate shall be rated Good (minimum rating in channels B, D, & E) if they are consistently rated by peers as good, and if the candidate provides evidence of additional valuable accomplishments in multiple areas above (a-o). To be eligible for tenure the candidate must have a minimum rating of Good in this category to be considered acceptable.

Scholarship

Scholarship is defined as those activities that contribute to the profession and increase the individual's effectiveness as a professor. The evidence should indicate ongoing scholarly endeavors since arriving at Weber State University, and articulate a clear research agenda. The quality and quantity of effort achieved with professional and ethical behaviors and the results obtained are the standards of measurement.

Evidence of scholarship includes:

- a. Peer-reviewed publications, such as articles in refereed journals, articles in professional periodicals, chapters in refereed books, (all authorship positions recognized).

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- b. Scholarship, research, and/or creative works not subjected to peer-review.
- c. Unpublished manuscripts, thesis, dissertation, and within institution reports, community-based research, such as technical reports or evaluation.
- d. Professional presentations at international, national, regional, or state conferences or annual meetings.
- e. Papers and/or addresses to community groups. This includes presentations you and your students give to the community organization and for whom community-based research was conducted. Discuss the specific purpose of the presentation, who was in attendance, and how the research has been utilized by the community organization.
- f. Creative productions, e.g., painting, music, theater, etc.
- g. Development of technically oriented improvements or inventions that have a significant impact at the regional and/or national level.
- h. Research projects, such as grants; undergraduate, graduate, community-engaged, and action research; pedagogical research.
- i. Post-terminal degree, professional education and/or professional improvement, such as additional degrees beyond the terminal degree, formal post-graduate study, documentation of additional training, additional or increased expertise through self-study.
- j. Meaningful connections between scholarship and teaching.
- k. Other scholarly activities. Describe and include dates.

Clarification of Rating for Scholarship: A candidate shall be rated Good (minimum rating channel A, B, and D) based on the following for the formal interim and final tenure reviews. The faculty member is not expected to be equally active in all areas listed above but must demonstrate a pattern of scholarly work which includes activities from multiple areas (a-k) and

- for the interim review, provide evidence of a regional and/or national peer-reviewed publication in a non-predatory outlet, since employment began at Weber State University or negotiated years toward tenure prior to employment, or a submitted publication and evidence of a clear research agenda;
- for the final tenure review, provide evidence of two regional and/or national peer-reviewed publications in a non-predatory professional outlet since employment.

Administrative and/or Professionally Related Service

Professional service is defined as those activities which provide professionally related value to the community, the institution, or professional organizations. An individual is not expected to be equally active in all areas listed below. It is the candidate's responsibility to provide evidence of successful administrative and/or professionally-related service.

Evidence of Administrative and/or Professionally Related Service includes;

- a. University committee work and projects; departmental, college, university, administrative, academic, senate, committee assignments, etc.
- b. Academic or nonacademic administrative performance as program director, department chair, director of substantial grant, or center director.
- c. Membership in or positions held in professional organizations.

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- d. Outreach and service to schools and professionally-related organizations.
- e. Speech-making to community (nonprofessional) groups in the candidate's expertise.
- f. Consulting and/or work experience.
- g. Work with students to promote success; such as student success initiatives.
- h. Other professionally related activities or service best described as public relations for the university that benefitted the university exclusive of area e.

Clarification of Rating for Professionally Related Service: A candidate shall be rated **Good** (minimum rating in channels B, C, and E) if he/she accepts and performs in a professional manner the duties in at least three areas (a-h), including assignments in more than one level (ranging from program to university) in area a.

Professional Behaviors/Ethics

No evidence is submitted by the candidate for this section, although it is part of the review process. University faculty members have a unique role in exemplifying professional behaviors/ethics as they work and cooperate with those around them for a common purpose. Faculty members are responsible to themselves and to their students, colleagues, profession, community, and ultimately the University in engaging in professionalism and ethics. The way faculty members go about their job duties should adhere to the standards of Professional Behaviors as specified in PPM 9-3 through 9-8, uphold personal, professional, and academic integrity, and be compatible with the program, department, college, and institution's mission, as well as short- and long-term goals. Weber State values academic freedom and simple disagreement is not considered unprofessional behavior.

Professional Behaviors/Ethics include:

- a. Responsibilities to self and profession
- b. Responsibilities to students and colleagues (i.e., encouraging and promoting professionalism with peers, students, and staff, respecting differing views and voices, being timely and available).
- c. Responsibilities to the institution and community (i.e., representing and supporting the mission and goals of Weber State University).

Clarification of Rating for Professional Behavior/Ethics: A candidate shall be rated as having Met or Not Met based on evidence in the faculty personnel file housed in the Dean's office. It is the responsibility of the department and college ranking tenure evaluation committee chairs to review the hard copy files in the Dean's office for such evidence.

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Jerry and Vickie Moyes College of Education

TENURE DOCUMENT

Draft for approval

Introduction

The purpose of this document is to outline the criteria and the procedures used to evaluate faculty members for tenure in the Jerry and Vickie Moyes College of Education.

Review Process

The normal probationary period for a faculty member in a tenure track appointment is six years, with a formal interim review scheduled during the third year, and a formal final tenure review scheduled during the sixth year. The time in rank for normal promotion from assistant to associate professor is six years. To be promoted from assistant to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank (see PPM 8-11, 8-26).

Diversity, Equity, and Inclusion

The Moyes College of Education is committed to improving diversity, equity, and inclusion in the college and values efforts by faculty to help achieve this goal. Faculty are strongly encouraged to incorporate these values into their teaching, scholarship, and/or service. In addition, faculty should highlight their efforts toward this goal, and the results, in the appropriate section of their review documentation.

Eligibility

To be eligible for tenure candidacy, individuals must

1. Have a doctorate in the discipline of primary responsibility or a closely related discipline and be on a tenure track.
2. Be in the sixth year of the probationary period for the final tenure review,

** For early tenure, candidates must be recommended by their department chair or dean and meet the criteria for early tenure and early promotion as outlined in PPM-8-11 V.C.*

Professional Portfolio

Candidates are responsible for updating their professional electronic portfolio according to

the dated guidelines of the review process (see PPM 8-12 and 8-13) and organizing their file using the approved autobiographical form. This portfolio should clearly document the candidate's teaching and teaching philosophy, scholarship, and administrative and/or professionally related service activities. Candidates should include brief narrative summaries throughout the portfolio and include supporting artifacts that are referenced in the narrative summaries. Activities and artifacts not included in the professional portfolio will not be taken into consideration for evaluation

Peer Review

Every candidate for promotion or tenure review shall undergo peer review. ***Peer review for tenure must be completed during the academic year prior to the year of formal review.*** The peer review committee will be selected in collaboration with the department chair by October 1st of the peer review year.

The purpose of the peer review is to facilitate the evaluation process primarily through evidence-gathering and review. Peer review promotes a more accurate understanding of teaching effectiveness by observing teaching and reviewing and assessing documentation provided by the candidate demonstrating teaching effectiveness. The peer reviewers should observe at least two examples of teaching/classes and may also review materials regarding the candidates' scholarship and service activities. Peer reviewers interpret this information in terms of department and college expectations and summarize, without rating, the candidate's strengths and weaknesses in the designated areas. The summary of the peer review is a required artifact in the candidate's professional portfolio and will be evaluated by the department Ranking Tenure Evaluation Committee, the College Ranking Tenure Evaluation Committee, the Dean and others as described in the Dated Guidelines for the Ranking Tenure Review process (PPM 8-12).

Categories of Formal Review

To assist and guide candidates preparing for tenure evaluations, the competencies to be considered are in four categories: 1) Teaching, 2) Scholarship, 3) Administrative and/or Professionally Related Service, 4) Professional Behaviors/ Ethics. Although most activities will fall within one area or another, aspects of some activities may be described in different areas. For example, aspects of undergraduate research may be described in Teaching (mentoring activities), Scholarship (conference presentations or publications), and Service (BIS supervision).

Evaluation Summary

1. Competencies in each of the categories are rated from Unsatisfactory to Excellent. Credentials/Probationary Period and Professional Behaviors/Ethics are rated as Met or Unmet.
2. Each committee and administrator in the review process will interpret information presented by the candidate under review in terms of the 1) expectations of the college, 2) specific professional duties expected of the individual and 3) overall pattern of

professional behaviors/ethics.

3. At each level of review, a formal written evaluation summary prepared by each review committee and administrator will be provided to the candidate and department chair and submitted to the professional file in the Dean's office. The summary will include the rationale for the ratings. The pattern of ratings must meet or exceed one of the channels described below:

	Eligibility	Teaching	Scholarship	Administrative/ Professional Service	Professional Behaviors/ Ethics
A	Met	Excellent	Good	Satisfactory	Met
B	Met	Good	Good	Good	Met
C	Met	Excellent	Satisfactory	Good	Met
D	Met	Good	Excellent	Satisfactory	Met
E	Met	Good	Satisfactory	Excellent	Met

4. The candidate under review is responsible to update their professional electronic portfolio with supporting evidence according to the dated guidelines of the review process (see PPM 8-12 and 8-13) and organized according to the approved autobiographical form. The candidate must include narrative summaries that support their argument for being granted tenure throughout the professional digital portfolio. The candidate must include artifacts as evidence and should link artifacts in the portfolio.

Ratings

The ratings are to reflect the faculty member's academic career trends rather than a single year's efforts. The ratings mean that the evidence describing the quality and quantity of the candidate's professional efforts support a continuing level of performance judged by the evaluators as Unsatisfactory, Satisfactory, Good, or Excellent.

The interim review is expected to be formative in nature and both the ratings and the committee commentary should provide helpful feedback to the candidate as he/she evaluates priorities in preparation for the final tenure review. Candidates should act on recommendations provided by each committee and administrator and demonstrate improvements with evidence in their next review. A candidate's recent work at other institutions, while it may be taken into consideration, is not weighed as heavily as work at Weber State University. *Ratings assigned for a formal interim (3rd year) review reflect the committee's judgment of the candidate's work and progress towards tenure at that point and should be based on reasonable expectations for a third-year faculty member.*

Rating Definitions

Unsatisfactory: This rating shall be given to a candidate who does not meet the minimum requirements of the satisfactory category.

Satisfactory: The candidate will be rated satisfactory if duties required of all faculty members are performed in an acceptable manner. Satisfactory means adequate and should not imply undesirable or below average performance.

Good: The candidate will be rated good if duties required of all faculty members are performed consistently in a more than satisfactory manner. Good implies commendable and desirable levels of achievement. A rating of good in any category implies a substantial degree of achievement above satisfactory levels.

Excellent: The candidate will be rated excellent if duties required of all faculty members are performed consistently in an outstanding manner. In as much as a good rating in any category implies a substantial degree of achievement above satisfactory levels, a rating of excellent in any category implies a substantial degree of achievement above those considered appropriate for a good rating.

Unmet: Evidence of not meeting the Credentials/Probationary Period or Professional Behaviors/Ethics shall automatically disqualify a candidate from tenure.

Met: A candidate shall be rated as having met the criteria if there is no contradictory evidence at the Program, Department, College, and/or Institutional levels.

Definitions of Categories and Criteria

Teaching

Teaching is defined as the processes or behaviors related to organizing and delivering content; evaluating and facilitating learning; and in general, developing knowledge in students (see PPM 8-11. D, 2a-c, 8-11. E;).

Evidence of teaching includes the following elements from the autobiographical form. Candidates must address a-k & o.

- a. Teaching Experience. For each experience provide the institution, position and description, and dates.
- b. Other employment or academic experience which has contributed significantly to your position at Weber State University. For each experience provide the institution, position and description, and dates.
- c. List of courses taught. For each course provide the title, institution and dates.
- d. Development of teaching through travel, participation in conferences, workshops, seminars, short courses, etc. Include dates and explain how you have improved your

- teaching through participation in each.
- e. Subject Knowledge/Subject Matter Mastery. Candidates shall demonstrate that they possess the current knowledge and/or skills necessary to provide up-to-date instruction for the courses they teach. (see PPM 8-11, D, 2, a).
 - f. Pedagogy. Candidates shall demonstrate an acquaintance with the pedagogy of their disciplines. They should demonstrate knowledge of the issues surrounding the pedagogical approach they choose and articulate their purposes for their choices. They should also demonstrate a continuing effort to improve instruction. (see PPM 8-11, D, 2, b).
 - g. Teaching innovations and/or developments. Not merely updates, include dates.
 - h. Employment of engaged learning strategies such as service-learning, community-based research, undergraduate research, etc. Include dates.
 - i. Assessment of Student Learning. Candidates must demonstrate that they assess students' learning with valid, reliable assessment methods and tools. (see PPM 8-11, D, 2, c)
 - j. Student Evaluations. Please summarize your student evaluations from all courses taught. Identify trends and progress across semesters. Describe what has been done well and any areas for improvement. If applicable, discuss how your student evaluations were used to improve the quality of teaching and student learning. Provide a link to your course evaluations. (See PPM 8-11 IV, D. IV.G.).
 - k. Peer Review. Summarize the feedback received from Peer Evaluations and how you have used the feedback to improve your teaching. Provide peer evaluation letter(s).
 - l. Development of new courses and/or programs within a college as well as significant modifications of existing courses or programs.
 - m. List scholarships, awards, and other honors received in recognition of teaching. Include dates.
 - n. Other teaching activities germane to your position. Include dates.
 - o. Teaching Philosophy.

Clarification of Ratings for Teaching: A candidate shall be rated Good (minimum rating in channels B, D, & E) if they are consistently rated by peers as good, and if the candidate provides evidence of additional valuable accomplishments in multiple areas above (a-o). To be eligible for tenure the candidate must have a minimum rating of Good in this category to be considered acceptable.

Scholarship

Scholarship is defined as those activities that contribute to the profession and increase the individual's effectiveness as a professor. The evidence should indicate ongoing scholarly endeavors since arriving at Weber State University and articulate a clear research agenda. The quality and quantity of effort achieved with professional and ethical behaviors and the results obtained are the standards of measurement.

Evidence of scholarship includes:

- a. Peer-reviewed publications, such as articles in refereed journals, articles in professional periodicals, chapters in refereed books (all authorship positions recognized).

- b. Scholarship, research, and/or creative works not subjected to peer-review.
- c. Unpublished manuscripts, thesis, dissertation, and within institution reports, community-based research, such as technical reports or evaluation.
- d. Professional presentations at international, national, regional, or state conferences or annual meetings.
- e. Papers and/or addresses to community groups. This includes presentations you and your students give to the community organization and for whom community-based research was conducted. Discuss the specific purpose of the presentation, who was in attendance, and how the research has been utilized by the community organization.
- f. Creative productions, e.g., painting, music, theater, etc.
- g. Development of technically oriented improvements or inventions that have a significant impact at the regional and/or national level.
- h. Research projects such as grants; undergraduate, graduate, community--engaged, and action research; pedagogical research.
- i. Post-terminal degree professional education and/or professional improvement, such as additional degrees beyond the terminal degree, formal post-graduate study, documentation of additional training, additional or increased expertise through self-study.
- j. Meaningful connections between scholarship and teaching.
- k. Other scholarly activities. Describe and include dates.

Clarification of Rating for Scholarship: A candidate shall be rated Good (minimum rating channel A, B, and D) based on the following for the formal interim and final tenure reviews. The faculty member is not expected to be equally active in all areas listed above but must demonstrate a pattern of scholarly work which includes activities from multiple areas (a-k) and

- for the interim review, provide evidence of a regional and/or national peer-reviewed publication in a non-predatory outlet since employment began at Weber State University or negotiated years toward tenure prior to employment, or a submitted publication and evidence of a clear research agenda;
- for the final tenure review, provide evidence of two regional and/or national peer-reviewed publications in a non-predatory professional outlet since employment.

Administrative and/or Professionally Related Service

Professional service is defined as those activities which provide professionally related value to the community, the institution, or professional organizations. An individual is not expected to be equally active in all areas listed below. It is the candidate's responsibility to provide evidence of successful administrative and/or professionally-related service.

Evidence of Administrative and/or Professionally Related Service includes:

- a. University committee work and projects; departmental, college, university, administrative, academic, senate, committee assignments, etc.
- b. Academic or nonacademic administrative performance as program director, department chair, director of substantial grant, or center director.
- c. Membership in or positions held in professional organizations.

- d. Outreach and service to schools and professionally-related organizations.
- e. Speech-making to community (nonprofessional) groups in the candidate's expertise.
- f. Consulting and/or work experience.
- g. Work with students to promote success; such as student success initiatives.
- h. Other professionally related activities or service best described as public relations for the university that benefitted the university exclusive of area e.

Clarification of Rating for Professionally Related Service: A candidate shall be rated Good (minimum rating in channels B, C, and E), if he/she accepts and performs in a professional manner the duties in at least three areas (a-h), including assignments in more than one level (ranging from program to university) in area a.

Professional Behaviors/Ethics

No evidence is submitted by the candidate for this section, although it is part of the review process. University faculty members have a unique role in exemplifying professional behaviors/ethics as they work and cooperate with those around them for a common purpose. Faculty members are responsible to themselves and to their students, colleagues, profession, community, and ultimately the University in engaging in professionalism and ethics. The way faculty members go about their job duties should adhere to the standards of Professional Behaviors as specified in PPM 9-3 through 9-8, uphold personal, professional, and academic integrity, and be compatible with the program, department, college, and institution's mission, as well as short- and long-term goals. Weber State values academic freedom and simple disagreement is not considered unprofessional behavior.

Professional Behaviors/Ethics include:

- a. Responsibilities to self and profession
- b. Responsibilities to students and colleagues (i.e., encouraging and promoting professionalism with peers, students, and staff, respecting differing views and voices, being timely and available).
- c. Responsibilities to the institution and community (i.e., representing and supporting the mission and goals of Weber State University)

Clarification of Rating for Professional Behavior/Ethics: A candidate shall be rated as having Met or Not Met based on evidence in the faculty personnel file housed in the Dean's office. It is the responsibility of the department and college ranking tenure evaluation committee chairs to review the hard copy files in the Dean's office for such evidence.

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

Institution Submitting Request: Weber State University

Proposed Program Title: Physical Science

Sponsoring School, College, or Division: College of Science

Sponsoring Academic Department(s) or Unit(s): Depts of Chemistry & Biochemistry / Earth & Environmental Sciences / Physics

Classification of Instructional Program Code¹ : 40.0101

Min/Max Credit Hours Required of Full Program: 63 / 65

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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

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

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Associate's degree(s): Physical Science effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The CIP Code for **physical science** describes a program that "focuses on the major topics, concepts, processes, and interrelationships of physical phenomena as studied in any combination of the physical science disciplines" (National Center for Education Statistics, 40.0101). From a workforce perspective, **physical science technicians** use their knowledge of the physical sciences to assist senior scientists and engineers by collecting, analyzing, managing, and interpreting a wide array of physical science data and information. Both perspectives/definitions are embodied in the proposed Associates of Applied Science in Physical Science. This degree program will build scientific knowledge and develop workforce skills through classroom, laboratory, and field-based educational experiences. The well-equipped laboratories of Tracy Hall Science Center are a major asset for this program. In addition, the varied landscapes and ecosystems of northern Utah provide a rich natural laboratory in which students can observe and apply the basic principles of field-based physical science.

This new degree will utilize existing courses and will not require new faculty lines at this time. It will be a college-level degree program, not assigned to a single department, similar to the other interdisciplinary programs at Weber State. The Departments of Chemistry & Biochemistry, Earth & Environmental Sciences, and Physics will contribute courses and faculty expertise to the degree program. The program will have a dedicated academic advisor. The advisor, working with the chairs of the three sponsoring departments, will oversee the assessment of program-level learning outcomes and future program reviews.

The proposed degree requires 63 credits, including the completion of WSU Core general education (GE) requirements in writing/composition (EN), quantitative literacy (QL), and information literacy (IL), and Breadth GE requirements in physical and life sciences. However, students will complete 15 of the 24 Breadth credit hour requirements (approx. 63%) as part of the AAS. These GE and overall credit requirements are aligned with policy (R401) for the AAS degree and similar to the AAS in Chemistry Technician

The physical science core (26 credit hours) includes coursework in Chemistry (CHEM), Geoscience (GEO), and Physics (PHYS), providing students with a broad background in the physical sciences. The final group of required courses (Foundational Courses for the Discipline / 8-13 credits) gives students the flexibility to complete their degree with a focus in Chemistry, Geoscience, or Physics, depending on their academic and career goals.

The program is designed to function equally well as a "terminal" degree for those students wishing to enter the workforce as a Physical Science Technician OR as a 2-year common academic credential that prepares students for upper-division coursework and a bachelor's degree in one of the physical science disciplines.

Consistency with Institutional Mission

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

Offering WSU's students the opportunity to complete an Associate of Applied Science degree in Physical Science aligns directly with our stated mission: "Weber State University provides associate, baccalaureate and master 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."

Training professionals who will work to advance scientific research and development, which supports economic growth and

prosperous communities, strongly aligns with WSU's emphasis on community engagement. The need for such professionals will surely increase over time. In addition, the faculty of the College of Science at Weber State have a successful and sustained track record of engaging students in undergraduate research, a high-impact educational experience that is built on extensive student-faculty contact and collaboration. Weber State has long been engaged in physical science education, research, and service; we will now have a unique degree for students that directly aligns with the mission and ongoing work of the university.

Section III: Needs Assessment

Program Rationale

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

The proposed AAS in Physical Science will build on the success of the relatively new AAS in Chemistry Technician and AS in Biology at WSU. In addition, this new degree will be distinctly interdisciplinary, sponsored by the Departments of Chemistry & Biochemistry, Earth & Environmental Sciences, and Physics, similar to the interdisciplinary AS in Biology and BS in Environmental Science.

The new degree was designed to fulfill 3 overlapping goals or outcomes:

1. The AAS in Physical Science will be a post-secondary credential for a variety of science technician jobs that require an associate degree (e.g., Physical Science Technician, Geoscience Technician, Chemistry Technician, Environmental Science Technician, Materials Testing Technician, etc.). Unlike the AS in General Studies, the AAS in Physical Science is a STEM degree that will specifically prepare students for STEM jobs and the degree name communicates the degree's emphasis to potential employers. With this associate degree, all of the disciplines and 4-year programs in the College of Science will have a corresponding associate degree to assist students in achieving their career and educational goals.
2. The AAS in Physical Science will serve as a common curricular credential providing an initial 2-year program of study for students who may choose to go on for a bachelor's degree in Chemistry, Geology, or Physics.
3. The AAS in Physical Science will prepare students to participate in robust undergraduate research experiences during their junior and/or senior years of a bachelor's degree program. Students wanting to join a research program can be directed to the AAS in Physical Science, and the new *Elements of Research in the Sciences* course (CHEM/ GEO/PHYS 2820), as the corresponding academic training that will help them get the most out of undergraduate research as a high-impact educational experience (HIEE).

Labor Market Demand

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

The Bureau of Labor Statistics (BLS) does not track physical science technicians as a distinct occupation, however many departments and agencies of the federal government use that job title. The BLS does project the demand for geological technicians to grow by 5% between 2019 and 2029, faster than the average for all occupations. The demand for chemical technicians is projected to grow by 3%, equal to the average growth rate for all occupations. In May 2019, the median annual salary for geological technicians working in the U.S. was \$51,130 -- \$49,260 for chemical technicians.

Related job titles at the bachelor's level include:

Chemists and Materials Scientists: Median salary = \$78,790/yr; 93,700 jobs in 2019; 5% growth in jobs by 2029 (faster than average) (BLS).

Geoscientists: Median salary = \$92,040/yr; 31,800 jobs in 2019; 5% growth in jobs by 2029 (faster than average) (BLS).

Physicists and Astronomers: Median salary = \$122,220/yr; 20,500 jobs in 2018; 7% growth in jobs by 2029 (faster than average) (BLS).

Student Demand

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

At one time, the General Studies (AS) was the only associate-level degree available for students majoring in science or mathematics at WSU. The success of our relatively-new associate degrees in Biology (AS), Chemical Technician, (AAS), and Mathematics (AS) is a significant indicator of student demand. If approved, the proposed AAS in Physical Science would mean that every science and math discipline will now have a STEM-focused degree at the associate level.

The AAS in Physical Science has a general structure like the AAS in Chemical Technician (63-66 credit hours), which has enrolled on average 9 students per year over the past 10 years. It is also similar to the AS in Biology by being a degree program that serves the first two-years of a range of bachelor degree programs. The AAS will prepare students for bachelor degree programs in departments of Physics, Chemistry/Biochemistry, and Earth and Environmental Science. The creation of the AS in Biology, which prepares students for bachelor degree programs in Microbiology, Botany, and Zoology, saw a quick spike in enrollment to 36 students in the first year it was offered. We expect the student demand for the AAS in Physical Science will be between these two degree programs, climbing to 20 students in 5 years.

Similar Programs

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

The only other associate-level degree in Physical Science offered by a USHE institution is the Associate of Science (AS) in Physical Science offered by the Department of Earth Science (College of Science) at Utah Valley University. The UVU degree has a similar structure and, as an Associate of Science (AS) degree, requires students to complete all of the institution's general education requirements.

Dixie State University (College of Science, Engineering, and Technology) offers an Associate of Science (AS) degree in Earth & Environmental Science, which students can complete with either an Environmental Science or Geoscience emphasis. Those two emphases make these interdisciplinary degrees distinctly different from WSU's proposed Physical Science AAS.

Beyond Utah, Western Wyoming Community College offers an Associate of Science (AS) degree in Natural Sciences that includes coursework in biology, in addition to chemistry, geoscience, and physics.

Collaboration with and Impact on Other USHE Institutions

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

There are no plans at present to deliver this program outside of WSU's designated service area. No significant loss of students at other USHE institutions is anticipated due to the regional nature of WSU's student body. The USHE course-articulation program will ensure that transfer students can apply appropriate credits earned at other USHE institutions toward the requirements of this degree. Furthermore, discussions with other USHE institutions will ensure students can transfer the degree as expected.

External Review and Accreditation

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

The Physical Science program will not be subject to accreditation by an external body or organization. However, program faculty, advisors, and career services specialists will be informed by resources developed by local and

national professional societies for physical scientists and technicians (e.g., American Chemical Society, American Institute of Professional Geologists, and American Physical Society).

Section IV: Program Details

Graduation Standards and Number of Credits

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

Institutional Requirements:

Complete a minimum of 63 credit hours for an Associate of Applied Science degree.

Complete a minimum of 15 credit hours at WSU for institutional residency.

Complete General Education Requirements (completion of QL, EN, IL, PS/LS Gen Ed requirements, but partial or no completion of CA, HU, SS, and AI)

Maintain a cumulative GPA of 2.00/4.00 or higher for WSU graduation.

Degree Requirements:

Grade of C- or higher is required for all physical science core and elective courses.

Admission Requirements

List admission requirements specific to the proposed program.

Students will declare this major with the program advisor. There are no special admission or application requirements beyond WSU's admission requirements.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

This program will utilize the expertise of current faculty members, along with a curriculum comprised of courses already being taught (with the exception of one new course). Weber State University and the College of Science are prepared to implement the Physical Science major immediately without additional resources, faculty, or staff. The only organizational change needed will be the designation of a science faculty member to serve as the academic advisor for the program majors. The College of Science occupies the relatively new Tracy Hall Science Center -- a modern, inviting, and well-equipped classroom and laboratory building (approx. 157,000 sq. ft.). The new interdisciplinary Physical Science degree will complement the college's existing programs in the departments of Chemistry, Biochemistry, Earth and Environmental Science, and Physics.

Faculty

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

This program will not have dedicated faculty. Instead, it will utilize the existing broad expertise within the College of Science related to a wide-range of physical science teaching, research, and service. The position announcements for future hires in the individual departments of the College may consider ways in which that hire could strengthen and bolster the Physical Science program while, at the same time, serving the staffing and expertise needs of the department. The faculty listed in Appendix C are recognized physical scientists, but do not represent a full listing of the College of Science faculty who may be involved in delivering this program.

Staff

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

The existing administrative and lab-manger staff of the College of Science will be sufficient to support this program. One of the current departmental administrative specialists will be designated to work with the program advisor and to serve as a point of contact for students and public inquiries.

Student Advisement

Describe how students in the proposed program will be advised.

Students seeking information about this program (pre-majors) and declared Physical Science majors will receive advising from three principle sources: (1) the College of Science Advising Office will assist students with initial requests for information, transfer issues, selection of general education courses, and retention (using the university-wide Starfish communication and retention tool); (2) a dedicated faculty/program advisor; and (3) the College of Science liaison in the Career Services Office. The faculty advisor will work to ensure close coordination and consistent messaging from the three advising centers. The CoS advising staff and the faculty advisor will work with students to ensure they enroll in appropriate Math and elective courses to compete their bachelor degree requirements.

Library and Information Resources

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

Faculty, staff, and students of the College of Science at Weber State have access to excellent central-library resources. Students use a variety of library materials for writing exercises, literature searches, labs in a number of classes, and research projects. The Stewart Library has a dedicated science librarian who consults with College of Science faculty to update and add library resources, and who notifies them of new items of interest. Science departments, as well as individual Science faculty members, frequently recommend the purchase of new books and monographs, sample sets, and other materials. The library licenses many full-text databases, including ScienceDirect (663 physical science journals), Wiley Online Library (594 physical science journals, previously called *Wiley InterScience*), and *SpringerLink* (490 physical science journals), all three of which have been available to students and faculty since before 2012. More recently licensed databases important to the environmental sciences include AGU 100 (21 geoscience journals, previously the American Geophysical Union Digital Library), the Environmental Studies and Policy Collection (84 environmental science and technology journals), and the National Geologic Map Database. In addition to these, the library maintains a license to Scopus, an index and analytical tool for the sciences. Students and faculty also have access to an excellent interlibrary loan system (*Iliad*) and thousands of regional maps covering the Great Basin region and the surrounding states in the holdings of the Stewart Library.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

At the end of their program of study at WSU, program majors will have knowledge and skills related to the core concepts of physical science. These core concepts will be introduced in the 26 credit hours of foundational course that make up the program core, including basic concepts and skills from chemistry, physics, geoscience, and mathematics. The key learning outcomes for each course are described in the university catalog. After completing the core courses, students will select a focus from three options (Chemistry, Earth/Geoscience, or Physics), based on their personal interest and career goals, and complete an additional 8-13 credits that develop more-advanced concepts and techniques of a specific physical-science discipline. Assessment of the learning outcomes associated with each individual course will remain the responsibility of the sponsoring department.

Additionally, WSU's general education program, combined with the major requirements, will have students

developing the following "soft"/transferable/essential workforce skills: (1) critical-thinking skills; (2) problem-solving skills; (3) communication and presentation skills; (4) technical and laboratory skills; and (5) teamwork skills.

Student Standards of Performance

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

The curriculum task force (with faculty representatives from the Departments of Chemistry & Biochemistry, Earth & Environmental Sciences, and Physics) considered the major goals of this degree (preparing students for life-long learning, entry-level jobs as physical science technicians, and/or more advanced study leading to a bachelor's degree) and developed the following program-level learning outcomes:

1. Students can trace scientific understandings, theory, and models back to their sources in their primary discipline.
2. Students demonstrate how scientific knowledge is derived, reviewed, and communicated.

The required courses in this program will progressively advance the students' attainment of these outcomes, and will be mapped to these outcomes in a curriculum grid that will guide the program assessment.

The two program-level outcomes are built upon a foundation of course-level outcomes, focused on science processes, skills, and basic content knowledge, that are articulated as part of WSU's General Education Program. Specifically, the required CHEM 1210, GEO 1110, and PHYS 2210 are designed to have students demonstrate the following physical-science (PS) breadth-area outcomes:

- 1. Nature of science.** Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.
- 2. Integration of science.** All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.
- 3. Science and society.** The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the Earth's environment.
- 4. Problem solving and data analysis.** Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.
- 5. Organization of systems:** The universe is scientifically understandable in terms of interconnected systems. The systems evolve over time according to basic physical laws.
- 6. Matter:** Matter comprises an important component of the universe, and has physical properties that can be described over a range of scales.
- 7. Energy:** Interactions within the universe can be described in terms of energy exchange and conservation.
- 8. Forces:** Equilibrium and change are determined by forces acting at all organizational levels.

Appendix A: Program Curriculum

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				
Required Courses				
+ -			WSU General education Requirements for AAS degree (23 credits)	
+ -				
+ -			Oral and Written Communication (6 credit hours, 2 courses)	
+ -	ENGL 1010		Introductory College Writing (3 credits) OR	3
+ -	ENGL 2010 EN		Intermediate College Writing (3 credits) OR	3
+ -	COMM 1020 HU		Principles of Public Speaking (3 credits) OR	
+ -	COMM 2110 HU		Interpersonal & Small Group Communication (3 credits) OR	
+ -	ENGL 2100		Technical Writing (3 credits) OR	
+ -	ENGL 3100		Technical & Professional Writing (3 credits)	
+ -				
+ -			Mathematics (Quantitative Literacy) (4-7 credit hours)	
+ -	MATH 1050 QL		College Algebra (4 credits) AND	4
+ -	MATH 1060		Trigonometry (3 credits) OR	3
+ -	MATH 1080 QL		Precalculus (5 credits) OR	
+ -	MATH 1210 QL		Calculus I (4 credits)	
+ -				
+ -			Information Literacy (1 credit hour)	
+ -	LIBS 1504		Information Literacy Competency Exam OR	1
+ -	LIBS 1704		Information Navigator	
+ -				
+ -			General Education Breadth Requirements (9 credit hours, 3 courses)	
+ -	HU or CA		1 Humanities (HU) or Creative Arts (CA) course	3
+ -	SS		1 Social Science (SS) course	3
+ -	LS		1 Life Science (LS) course	3

	Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:				
+ -			Physical Science Core Courses (26 credits)	
+ -	CHEM 1200		Preparation for College Chemistry	3
+ -	CHEM 1210 PS		Principles of Chemistry I	5
+ -	CHEM 1220		Principles of Chemistry II	5
+ -	GEO 1110 PS		Dynamic Earth: Physical Geology	3
+ -	GEO 1115		Physical Geology Lab	1
+ -	PHYS 2010 PS		College Chemistry I (or PHYS 2210 PS)	5
+ -	GEO 2600		Laboratory Safety (or CHEM/PHYS 2600)	1
+ -	GEO 2820	×	Elements of Research in Science (or CHEM/PHYS 2820)	3
+ -				
+ -			Foundational Courses for the Discipline (8-13 credits) Geosci option	
+ -	GEO 1220		Historical Geology	4
+ -	GEO 2050		Earth Materials	4
+ -			The chemistry (10 credits) and physics (13 credits) options are	
+ -			described in the Curriculum Narrative below.	
Required Course Credit Hour Sub-Total				57
Elective Courses				
+ -	MATH 1010		Intermediate Algebra (prereq for MATH 1050)	4
+ -			Free elective credits	2
Elective Credit Hour Sub-Total				6
Core Curriculum Credit Hour Sub-Total				63

Program Curriculum Narrative

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

This interdisciplinary degree is sponsored by the Departments of Chemistry & Biochemistry, Earth & Environmental Sciences, and Physics.

This curriculum outline and degree map assumes that students will place into MATH 1010 and ENGL 1010. Well prepared students may start directly with MATH 1050 and ENGL 2010, thus freeing up additional elective credits. Some students may need to complete developmental math and/or writing courses before taking MATH/ENGL 1010, which will extend their time to graduation.

The Physical Science core includes 8 courses for a total of 26 credit hours. The core will provide students with a broad cross-disciplinary foundation in chemistry, Earth/geoscience, and physics. The required prerequisite coursework in mathematics is accounted for in the degree requirements.

The required Foundational Courses for the Discipline allows for 3 options: a chemistry focus; an Earth/geoscience focus; and a physics focus. The Geoscience focus (8 credit hours) is shown in the Curriculum Program above. The Chemistry focus (10 credit hours) requires the 2-semester organic chemistry sequence (CHEM 2310, CHEM 2315, CHEM 2320, and CHEM 2325). The Physics focus (13 credit hours) requires the second semester of the

sophomore Physics sequence (PHYS 2220) and a course in Computational Physics (PHYS 2300), along with the Math prerequisites (MATH 1200 and MATH 1220), which may increase the maximum credits in the program to 65 credits.

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
GEO 1110 PS Dynamic Earth: Physical Geology	3	GEO 1220 Historical Geology	4
GEO 1115 Physical Geology Lab	1	MATH 1050 QL College Algebra	4
ENGL 1010 Introductory College Writing	3	CHEM 1210 QL Principles of Chemistry I	5
MATH 1010 Intermediate Algebra	4	ENGL 2010 EN Intermediate College Writing	3
CHEM 1200 Preparation for College Chemistry	3		
LIBS 1704 Information Navigator	1		
Total	15	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
GEO 2050 Earth Materials	4	GEO 2820 Elements of Research in Science	3
GEO 2600 Laboratory Safety	1	PHYS 2010 PS College Physics I	5
MATH 1060 Trigonometry or other options	3	General Education (SS)	3
CHEM 1220 Principles of Chemistry	5	General Education (LS)	3
General Education (HU/CA)	3	Electives	2
Total	16	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	5	5	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	/ / / / /	/ / / / /	
Staff: Full Time			
Staff: Part Time			2

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Laine	Berghout	T	PhD		5	
	Brandon	Burnett	TT	PhD		10	
	Charles	Davidson	T	PhD		10	
	Michelle	Paustenbaugh	T	PhD		10	
	Elizabeth	Balgord	TT	PhD		10	
	David	Matty	T	PhD		40	
	Caitlin	Ems	TT	PhD		10	
	Jonathan	Cornell	TT	PhD		10	
	Stacy	Paten	T	PhD		10	
	Kristin	Strabo	TT	PhD		10	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)	//////	6	12	18	24	30
# of Graduates from Department						
# Graduates in New Program(s)	//////	0	4	9	14	19
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,324,012					
Operating Expenses (equipment, travel, resources)	\$59,547					
Other:						
TOTAL PROGRAM EXPENSES	//////	\$0	\$0	\$0		
TOTAL EXPENSES	\$1,383,559	\$1,383,559	\$1,383,559	\$1,383,559		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,354,129					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	\$29,430					
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	//////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$1,383,559	\$1,383,559	\$1,383,559	\$1,383,559		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

No additional expenses since courses are already taught. The budget listed is the average of the three sponsoring departments.

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.



May 3, 2021

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

Dear Chair Karras,

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

- **Associate of Applied Science in Physical Science**

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

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme", with a long, sweeping underline.

David R. Woolstenhulme, EdD
Commissioner of Higher Education

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



APRIL PRR - WSU - AAS in Physical Science

[Trina Weller](#)

[All Sections](#)

6

[WSU AAS in Physical Sciencev2](#)

Please use this page for comments

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



← [Reply](#)





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

Apr 7, 2021

The AAS in Physical Science proposed by Weber State University is generally well designed and should serve a valuable stepping stone for students going into the workforce or on to bachelor's degree programs. I do have one suggestion regarding the proposed curriculum:

PHYS 2010 is one of the required courses for this proposed AAS. The R401 states that the AAS will "prepare students for bachelor's degree programs in departments of Physics, Chemistry/Biochemistry, and Earth and Environmental Science." PHYS 2010 does not, however, count toward the bachelor's degree programs in Physics or Chemistry/Biochemistry (these programs require PHYS 2210). PHYS 2010 would thus be an unneeded course for students going on to bachelor's degree programs in Physics or Chemistry/Biochemistry. This could be avoided by replacing PHYS 2010 as a requirement with "PHYS 2010 or PHYS 2210." Adding PHYS 2210 would of course create some hidden math requirements (MATH 1060 and 1210 are pre-and co-requisites). The unneeded PHYS 2010 could also be avoided through the advising of students planning to go into physics or chemistry.

Dr. Daniel Horns

Dean, UVU College of Science

[← Reply](#)



[Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719)

Saturday

Thanks for the review and the support. Dr. Rick Ford (Professor, Earth and Environmental Sciences), the AAS program architect, addressed Dr. Horn's comment.

The curriculum (catalog copy is linked) for the AAS does, in fact, allow students to choose between the PHYS 2010/2020 and PHYS 2210/2220 sequences, depending on their interests, career goals, and likely bachelor's program (chemistry, geology, physics). The same is true for the required mathematics (MATH 1050 and 1060 OR 1080 OR 1210), which will provide the appropriate preparation for the selected physics sequence. We have 3 different grad maps ([chem focus](#)

(https://drive.google.com/file/d/1K_WNEPOWimmUk4S8gntdJXrj_RGSoJva/view?usp=sharing), [geo focus](#) (https://drive.google.com/file/d/15ys4IY98YD9_bvLtBcZGsPiOsuM5VEZI/view?usp=sharing), and [physics focus](#) (<https://drive.google.com/file/d/1y1kPCxP4h5xDKO7y0vviCJmljJiFQb3m/view?usp=sharing>) but only showed the geo focus on the R401 document. This may have led to Dr. Horns' question/suggestion.

[Physical Science AAS DRAFT 16Feb2021.docx](#) (https://uen.instructure.com/files/100526979/download?download_frd=1&verifier=AMeLrDV6fANuhyowPqYN11FQhOT34CJFTEXqV0wn)

← [Reply](#)



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

Apr 7, 2021

Conceptually, this program makes a lot of sense by serving the dual purpose of preparing students for transfer and/or for the workforce. However, based on the information provided, there appear to be some pieces missing that, if included, would strengthen the proposal and better position it for its dual purpose.

Since one of the stated purposes for the degree is to prepare students for baccalaureate studies in Physics, Chemistry/Biochemistry, and Earth and Environmental Science, it seems it would make the program more appealing to students to have formal articulation agreements with other USHE institutions beyond the course articulations that currently exist within the USHE system. Specifically, for the baccalaureate programs at WSU as well as other programs with which the proposed program is articulated, it would be helpful to include degree maps or other descriptions that show how a student can complete each baccalaureate program within the normal credit hours required (typically 122), inclusive of the proposed AAS program and any remaining general education credits that would need to be completed beyond the AAS degree.

The proposal does not indicate whether or not the program was reviewed by external stakeholders. Because this is an AAS program and is designed, at least in part, to prepare people to enter the workforce, it would seem that validation of the program's curriculum by potential employers would be essential before the program is formally approved by the WSU Board of Trustees.

Edited by [Blair Carruth](https://uen.instructure.com/courses/44955/users/555886) (<https://uen.instructure.com/courses/44955/users/555886>) on Apr 7 at 2:57pm

← [Reply](#)



Eric Amsel (<https://uen.instructure.com/courses/44955/users/719>)

Yesterday



Thanks for the review and thoughtful comments. The two comments acknowledge the challenges of designing an AAS degree program serving as both a workforce credential for students who wish to enter the job market and a milestone degree for (sometimes the same) students who may wish to continue to the Bachelor's degree. Add to that the fact that the proposed AAS in Physical Science was meant to serve three physical science tracks -- chemistry, geoscience, and physics: This increases the complexity of the job of designing the degree, which explains its long two-year gestation. The three departments have collaborated extensively, making use of their collective experience and expertise to design program curricula that simultaneously prepare students academically and occupationally.

The first comment addresses whether the AAS Program serves as a milestone degree for the Physical Sciences. The three linked grad maps demonstrate pathways to Bachelor's degrees in [geoscience](https://drive.google.com/file/d/1gRnr6ScJ4NoJKBGpsfnohN0pp5gCoy1/view?usp=sharing) (<https://drive.google.com/file/d/1gRnr6ScJ4NoJKBGpsfnohN0pp5gCoy1/view?usp=sharing>), [physics](https://drive.google.com/file/d/1qSC6RhQSh59N5mcJ20aFyRZkWbtLOmOh/view?usp=sharing) (<https://drive.google.com/file/d/1qSC6RhQSh59N5mcJ20aFyRZkWbtLOmOh/view?usp=sharing>), and [chemistry](https://drive.google.com/file/d/1nqTiZPgSmdKo_puV1wExDoE_N_NyLxBU/view?usp=sharing) (https://drive.google.com/file/d/1nqTiZPgSmdKo_puV1wExDoE_N_NyLxBU/view?usp=sharing) from each AAS track. In each case, students who have completed an AAS degree in a given track can earn a Bachelor's degree that track in two years. Each Bachelor's Degree program of study is between 120-126 credit hours and fulfills the WSU requirements for Gen Ed and 40 credit hours of upper-division courses.

The second comment addresses whether the AAS program was developed with a meaningful workforce credential in mind that was informed by industry needs. The Department of Chemistry & Biochemistry established its Chemical Technician AAS degree in the 1990s and updated the curriculum in 2016. The Department is home to the well-established Center for Chemical Technology, which has a long history of working with local and regional industries to support applied research and community service. Helped by these industry connections and background preparing students for the workforce, the Chemi-Tech students have been employed by Northrop Grumman, Fresenius, Nutraceutical, ARUP, and others. The design team modeled the AAS tracks after the successful AAS in Chemical Technician program.

Additionally, the College of Science Advisory Board supported the AAS in Physical Science proposal. The board includes the local and state-wide companies who hired Chem-Tech students and the other technicians described in the Utah Department of Workforce Services analysis in the R401. That list also includes local hospitals, Hill AFB, and Northrup Grumman, to name a few.

Alumni of the College have reported that the Chem-Tech AAS has been a beneficial "extra credential" for students earning other STEM bachelor's degrees. We think the new AAS in Physical Science will be able to serve the same role.

Edited by [Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719) on Apr 14 at 1:23pm

← [Reply](#)



[Johnny MacLean \(https://uen.instructure.com/courses/44955/users/1867199\)](https://uen.instructure.com/courses/44955/users/1867199)

Saturday



Colleagues at SUU reviewed WSU's proposal to create a new AAS in Physical Science. My colleagues here at SUU did not raise any significant questions or concerns. They did note that there is an error on page 10. The PHYS 2010 should have the Course Title College Physics I, not College Chemistry as it is currently listed. We wish WSU the very best as they implement this new program.

← [Reply](#)



[Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719)

Saturday



Thanks for the review and support. We corrected the error on the R401 template for the program.

← [Reply](#)

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

Institution Submitting Request: Weber State University

Proposed Program Title: Associates of Science in Sound Production and Recording

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas): Sound Production and Recording

Sponsoring School, College, or Division: College of Arts & Humanities, Weber State University

Sponsoring Academic Department(s) or Unit(s): Department of Performing Arts

Classification of Instructional Program Code¹ : 15.0307

Min/Max Credit Hours Required of Full Program: 60 / 60

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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

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

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

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

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Associate's degree(s): Associates of Science in Sound Production and Recording effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

This collection of courses will address techniques, philosophy, and artistry of Sound Production and Recording. The bulk of the classes will be hands-on and project-oriented. Students will learn principles of recording in both the analog and digital domains, receive training on ProTools (the industry standard recording software), and study the history of recording.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

As a dual-mission university, Weber State seeks to offer Associate's degrees with stackable credentials and pathways to employment. The proposed degree will be a new Associate's degree housed in the Department of Performing Arts that would be stackable with bachelor's degrees, and the emphasis of Sound Production and Recording has direct pathways to employment in the recording industry.

Section III: Needs Assessment

Program Rationale

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

An Associate's degree builds on the already successful Sound Production and Recording minor by giving students the option of receiving the stand-alone degree and credential instead. The stackable credential means that students can finish their Associate's and move into a bachelor's program of their choice. Additionally, this degree would be a designated CTE pathway that provides training directly for jobs including audio technician and sound engineer, and could therefore be eligible for additional funding from various sources.

Labor Market Demand

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

- According to the Bureau of Labor Statistics, the job titles of Audio Technician (27-4011) and Sound Engineer (27-4014) are projected to grow nationally by 12.3% and 6%, respectively, by 2029. In 2019, it was estimated that there were approximately 92,000 working Audio Technicians and 16,000 working Sound Engineers. This data was pulled from <https://data.bls.gov/projections/occupationProj>.

- Median income in 2017 was \$42,190/yr for an Audio Technician and \$55,810/yr for a Sound Engineer, with salary ranges from \$24,710-\$78,570/yr (Audio Technician) and \$25,880-\$125,230/yr (Sound Engineer). This data was pulled from <https://www.bls.gov/oes/2017/may/oes274011.htm> and <https://www.bls.gov/oes/2017/may/oes274014.htm>.

- Utah's Department of Workforce Services projects 240 openings for Audio Technicians and 40 openings for Sound Engineers in the short term (<https://jobs.utah.gov/wi/data/library/employment/shorttermoccproj.html>), while long term projections of 50 and 10 (respectively, from 2014-2024) and a growth rate of 3.6% place these professions near the top of growth professions in the Arts Industry (<https://jobs.utah.gov/wi/data/library/employment/longocc.html>).

This data shows that the industry is growing, and given that there is only one other competing degree in the state (at SLCC), there is still demand and opportunity for students entering the field.

Student Demand

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

This program was originally introduced as a Minor, and in the two years it's been available, has been the fastest-growing minor in the Department of Performing Arts. Using data from Spring 2019 and Spring 2020, courses in the sound production minor grew in SCH by an aggregate of 48.48%. Students are clearly interested in the opportunities provided by this program, and a new Associate's gives them the option of a stackable credential.

Similar Programs

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

The only other program offered is at Salt Lake Community College. The program at SLCC is much more focused on Music, while the program we are proposing is broader by encouraging students to get experience in all manners of Sound Production and Recording, including Music, but also Film/TV, and other media.

Collaboration with and Impact on Other USHE Institutions

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

We do not intend to offer this program outside of our service area, and we believe that it is different enough from the SLCC program to not compete with their enrollment.

External Review and Accreditation

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

n/a

Section IV: Program Details

Graduation Standards and Number of Credits

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

The overall degree is 60 credits. Students must pass required coursework in the Sound Production and Recording area with a "C" or higher.

Admission Requirements

List admission requirements specific to the proposed program.

There are no formal requirements, although a brief informal interview with the program director is expected to ensure that the program is a good fit with the students' needs and goals.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

Courses in the program of study are already being offered and taught as part of the minor or other programs. As a result, there the institution is ready to offer this program immediately.

Faculty

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

Our current faculty are already teaching the courses and we do not need additional faculty to offer this program.

Staff

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

We do not need additional staff.

Student Advisement

Describe how students in the proposed program will be advised.

Students will meet with the college advisor, and then be advised by the program director.

Library and Information Resources

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

No additional resources are required for the this program.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The program goals are the competencies and skills identified in the next section. These competencies and skills will be assessed through graded assignments and embedded measures of performance in classes where the competencies and skills are supposed to be mastered.

Student Standards of Performance

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

Standards:

Students will earn a C or better in all SPR coursework. Specific outcomes vary by course.

Competencies:

- (a) How to engineer a multi-track recording session.
- (b) How to effectively use a DAW for music or post production.
- (c) How to make informed microphone choices and learn about their correct placement and purpose.
- (d) How to successfully plan and complete a music or post project, from pre-production to final deliverable.
- (e) How to use software plugins and outboard hardware.

Marketable Skills:

- (a) critical thinking/problem-solving : students must make both technical and creative decisions, navigating small and large-scale issues
- (b) oral/written communication : students must be able to articulate both technical detail and creative intent
- (c) teamwork/collaboration : students must understand how to work as a team, both among peers and with clients
- (d) digital technology : facility with digital (and analog) technology is imperative for this program
- (e) professionalism/work ethic : students will demonstrate personal accountability and effective work habits, in particular punctuality and time management.

Assessment Measures:

- (a) Rubrics assessing completed hands-on project-based summative exercises
- (b) Performance on exams, quizzes, and writing assignments
- (c) Rubrics assessing completed hands-on project-based formative exercises

Appendix A: Program Curriculum

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				37
Required Courses				
+ -	MUSC 2820		Pro Tools 101	2
+ -	MUSC 2821		Pro Tools 110	2
+ -	MUSC 1820 INT		The Art and Science of Recording I	3
+ -	MUSC 1821 INT		The Art and Science of Recording II	3
+ -	MUSC 1720		Analog Audio	2
+ -	MUSC 1721 INT		Live Sound in the 21st Century	2
+ -	MUSC 1722		History of Recording	2
+ -	MUSC 1911		Intro to Music Technology	1
+ -	MUSC 1723		Field Recording/Sound for Picture	2
+ -	MUSC 1724		Studio Construction	1
+ -	MUSC 1725		Alternative Digital Audio Workshops	2
+ -	MUSC 1726		Creative Lab	1
Choose of the following courses:				
+ -				
+ -				
Required Course Credit Hour Sub-Total				23
Elective Courses				
+ -				
Elective Credit Hour Sub-Total				
Core Curriculum Credit Hour Sub-Total				60

Program Curriculum Narrative

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

The curriculum is designed to balance the creative and technical sides of Sound Production/Recording. In addition, it is not music-specific, since Sound Production/Recording also encompasses media on stage and screen.

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
MUSC 1722 History of Recording	2	MUSC 2820 - Pro Tools 101	2
MUSC 1911 - Intro to Music Technology	1	MUSC 1726 - Creative Lab	1
Breadth General Education Course	3	MUSC 1725 - Alternative DAW	2
ENGL 1010 - Introduction to College Writing	3	MUSC 1035 - History of Rock and Roll (recommended)	3
Social Sciences/DV General Education Course	3	Social Sciences/DV General Education Course	3
MATH 1030 - Contemporary Mathematics	3	ENGL 2010 - Intermediate College Writing	3
		LIBS 1704 - Information Literacy	1
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
MUSC 1820 - ASSR I	3	MUSC 1821- ASSR II	3
MUSC 1720 - Analog Audio	2	MUSC 1721 - Live Sound	2
MUSC 2821 - Pro Tools 110	2	MUSC 1724 - Studio Construction	1
MUSC 1723 - Field Recording/Sound for Picture	2	Breadth General Education Course	3
Breadth General Education Course	3	Breadth General Education Course	3
Breadth General Education Course	3	American Institutions General Education Course	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	10	2	0
Faculty: Part Time with Doctorate	0	0	10
Faculty: Full Time with Masters	0	0	1
Faculty: Part Time with Masters	0	0	4
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	17
Teaching / Graduate Assistants	/ / / / /	/ / / / /	0
Staff: Full Time	0	0	3
Staff: Part Time	0	0	0

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Carey	Campbell	T	PhD	University of Minnesota	7%	
	Mark	Maxson	Other	BA	Weber State University	50%	staff
	Andrea	Baltazar	TT	MFA	Pepperdine University	5%	
Part Time Faculty							
	Aaron	Hubbard	Other		experience in lieu of*	100%	adjunct
	David	Evanoff	Other	BA	University of Utah*	100%	adjunct
					*note, Aaron and Dave have decades of professional experience in the industry.		

Part III: New Faculty / Staff Projections for Proposed Program

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	188	190	195	200	205	210
# of Majors in Proposed Program(s)		10	13	15	17	20
# of Graduates from Department	14	20	30	40	50	60
# Graduates in New Program(s)		0	10	13	15	17
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$2,786,838	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$44,418	\$0	\$0	\$0		
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$2,831,256	\$2,831,256	\$2,831,256	\$2,831,256		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0		
Appropriation	\$2,827,848	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$0	\$0	\$0		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees	\$3,408	\$0	\$0	\$0		
Tuition	\$0	\$0	\$0	\$0		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$2,831,256	\$2,831,256	\$2,831,256	\$2,831,256		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The proposed AS degree will use the same resources and personnel as the existing Minor in SPR, so there will be no additional expenses.

Part III: Describe funding sources

Revenue Narrative 1

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

The proposed AS degree will use the same resources and personnel as the existing Minor in SPR, so there will be no additional expenses to reallocate nor impact to existing programs or services.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The proposed AS degree will use the same resources and personnel as the existing Minor in SPR, so there will be no additional expenses nor need to acquire new funding sources.



May 3, 2021

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

Dear Chair Karras,

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

- **Associate of Science in Sound Production and Recording**

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

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme", with a long, sweeping underline.

David R. Woolstenhulme, EdD
Commissioner of Higher Education

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



APRIL PRR - WSU - AS in Sound Production and Recording

2 8

[Trina Weller](#)

All Sections

[WSU AS in Sound Production and Recording](#)

Please use this page for comments

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



← [Reply](#)



[https://](https://uen.instructure.com/courses/44955/users/454693)

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

Apr 7, 2021



Digital Media faculty at UVU do not see a problem with WSU offering this degree. WSU has been offering Pro Tools certifications for years, and their other courses can certainly give their students a decent grounding in audio. UVU wishes WSU good luck in their new program.

Edited by [Sabine Berlin \(https://uen.instructure.com/courses/44955/users/454693\)](https://uen.instructure.com/courses/44955/users/454693) on Apr 7 at 10:43am

← [Reply](#)



[Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719)

Saturday

Thanks for the review and support.

← [Reply](#)



[Blair Carruth \(https://uen.instructure.com/courses/44955/users/555886\)](https://uen.instructure.com/courses/44955/users/555886)

Apr 7, 2021

WSU may wish to consider if the CIP code designated for the program, 15.0307 Audio Engineering Technology/Technician, is the best fit. From the proposal narrative the program seems to focus more on the intersection of arts and technology rather than on engineering technology. All of the required courses have a MUSC prefix and there are no required courses in math or engineering. Here is the description for 15.0307:

A program of study that prepares individuals to apply mathematical and scientific principles to the mixing, recording, and production of music. Includes instruction in acoustics, audio mixing, audio production, audio recording, computer composition of music, music theory, digital devices, and sound technology.

Alternatively, here are a couple of related CIP codes, 10.0203 Recording Arts Technology/Technician and 50.0913 Music Technology, that may better describe the program:

10.0203: A program that prepares individuals to apply technical knowledge and skills to the production of sound recordings as finished products or as components of film/video, broadcast, live, or mixed media productions. Includes instruction in sound

equipment operation and maintenance; music, dialogue, and sound effects recording; soundtrack editing; dubbing and mixing; sound engineering; tape, disk, and CD production; digital recording and transmission; amplification and modulation; and working with producers, editors, directors, artists, and production managers.

50.0913: A program that focuses on the creative aspects of the blending of music and technology; and that prepares individuals to apply technical knowledge and skills to the composition, recording, synthesis, and performance of music; audio-visual production; scoring for film and multimedia; and software and multimedia development. Includes instruction in music theory, music history, composition, acoustics, recording technology, computer composition, electronic music synthesis, technology-based performance, 3D sound and spatial audio, and music business and law.

WSU may wish to consider if 15.0307 is the best fit for the program or if another CIP code would be more appropriate.

Being an associate of science degree, the proposal should describe baccalaureate programs this degree feeds into along with articulation agreements. It would also be helpful to describe through degree maps or otherwise how a student can complete each baccalaureate program within the normal credit hours required (typically 122), inclusive of the proposed AS program.

← Reply



[Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719)

Saturday

Thanks for the review and comments. The program designers (Mark Maxson, Carey Campbell, and Daniel Jonas) discussed the CIP options and agreed on 10.0203. We have made the change in the R401.

The design team was focused on the AS being a potential milestone degree and job credential for students seeking a BA and worked through Grad Map from the AS in Sound Production and Recording to the Bachelor of Arts in Music (see [grad map \(https://drive.google.com/file/d/1XlzY7EdmGekVAzdJoRYDPP8uwdK3wojW/view?usp=sharing\)](https://drive.google.com/file/d/1XlzY7EdmGekVAzdJoRYDPP8uwdK3wojW/view?usp=sharing)). The AS was never meant to be a milestone degree for Bachelor of Music students, whose attention is on pedagogy or performance. There was no expectation for them to acquire the technical competencies and skills central to the AS that were easily incorporated into the BA Music degree program. We look forward to working with other institutions to create articulation agreements for the new AS degree, but those discussions have not yet begun.

[← Reply](#)

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

Saturday



Colleagues at SUU reviewed WSU's proposal to create a new AS in Sound Production & Recording. My colleagues here at SUU are generally excited about this new degree, and they see some potential for students who earn this degree to transfer to SUU to complete a bachelor's degree in the commercial music program that we are developing.

One colleague did note a couple of concerns, pasted here:

“As Weber is NASM accredited, I wonder if they have consulted NASM in the formation of the degree. There are no required studies in musicianship, either in standard theory courses, or private applied instrument or voice study. The only history required is fairly narrow in focus and doesn't treat "various cultures and historical periods" (NASM Handbook). Anyone transferring to a 4-year degree would have a lot of ground to make up in Music Theory, Aural Skills (ear training), History, and applied studies. Essentially, they would still have four years of study to obtain a Bachelor's degree. I would refer them to the NASM Handbook, VI B, among other sections. I would love to see an Associate's degree developed that would transfer more easily and allow students to complete a Bachelor's Degree in a reasonable amount of time.”

We wish WSU the very best as they implement this new program.

[← Reply](#)

[Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719)

Sunday



Thanks for the review and support. Dr. Carey Campbell (Professor and Associate Chair of the Department of Permisng Arts) was a member of the degree design team and responded to the important comment.

The degree design team did consult the NASM handbook. As we describe in our response to the commissioner's office, we designed the AS in Sound Production and Recording to map from a two-year degree to a four-year Liberal Arts degree (BA in Music), but not the professional degree (Bachelor in Music). We further recognize that because of the technical training and vocational opportunities that the AS degree program offers students (section VI 6 C), it is likely that it can not transfer to Bachelor of Music programs and perhaps only to certain Bachelor of Arts in Music programs.

We have learned quickly about the range of students potentially interested in the AS in Sound/Recording program from our minor in Sound Recording. It enrolled students from across the campus who were similarly interested in technical training and vocational opportunities. However, the minor is not transcribed, and employers may not fully appreciate their preparation. So we created AS in Sound Production and Recording, and we suspect that a diversity of students will seek it out. Nonetheless, we think it is important that the AS students have pathways to a bachelor's degree and will work with all intuitions to find additional opportunities, perhaps like SUU's new Commerical Music program.

[← Reply](#)



[Rachel Lewis \(https://uen.instructure.com/courses/44955/users/697075\)](https://uen.instructure.com/courses/44955/users/697075)

8:32am



This program proposal was reviewed by faculty & academic leaders in the Communication & Performing Arts Division at SLCC who returned the following comments:

Thanks for providing degree proposal and an opportunity to respond. The student competencies in this Weber program proposal very nearly match the skills SLCC teaches in the SLCC Music Recording Technology (MRT) program. SLCC MRT students definitely are able to gain experience in "all manners of Sound Production and Recording." SLCC disagrees that the SLCC program is primarily music focused; the SLCC MRT certificates and degree are purposely technical programs. SLCC covers both analog and digital technologies, and these courses, MUSC 2580 Audio Production and Mixing for Live Performance and FLM 2065 Motion Picture Sound, cover essentially equivalent learning objectives as Weber is proposing to cover.

~ (Robert) Nick Burns, Associate Dean Communication & Performing Arts

[← Reply](#)



Eric Amsel (<https://uen.instructure.com/courses/44955/users/719>)

10:01am



Thanks for the review and comments. We will edit the R401 proposal accordingly.

[← Reply](#)

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

Institution Submitting Request: Weber State University

Proposed Program Title: Geography BA

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Social and Behavioral Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Geography, Environment & Sustainability

Classification of Instructional Program Code¹ : 450701

Min/Max Credit Hours Required of Full Program: 121 / Max Cr Hr

Proposed Beginning Term²: Fall 2021

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/data/cipcode/Default.asp?y=65>.

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

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

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

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Geography BA effective Fall 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The proposed BA option in Geography recognizes that some students may come to the major through foreign language or experiences that they had living, working, and volunteering internationally (especially returned LDS missionary students). These students may well have an interest in completing language requirements required for the BA degree. Other than that slight difference, the program of study parallels the coursework for the BS degree in Geography. Currently, only the University of Utah offers a BA in Geography in the state of Utah.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

The proposed Geography BA program is consistent with Weber State University's mission to provide baccalaureate degrees that are responsive to student demand and community needs. Geography is enjoying its greatest expansion in decades, with excellent career opportunities for graduates. Consistent with the institutional goal of keeping costs down for students and minimizing institutional costs for growing a program, the new major program in Geography builds on already existing resources, so there is no cost for expanding the major in the way proposed. The program will also keep a long tradition of student-focused education in Geography, with opportunities for students to take part in undergraduate research, field experiences, and other high-impact activities. Thus, offering a Geography BA is consistent with the institution's responsibility to contribute to the quality of life, to offer an accessible and effective education, and to promote economic development at the local and state levels.

Section III: Needs Assessment

Program Rationale

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

As part of a complete overhaul of the Geography department at Weber State University, we're making changes to our core classes, electives, tracks, majors, minors, and BIS requirements. This is the culmination of a 3-year effort. This resulted from, among many things, a survey of current students and graduates, participation in the Geography Chairs' worldwide discussion group that focused on rebuilding and rebranding geography, and especially after the AAG's (American Association of Geographers) recent release (first in April of 2019 and finalized and published in November 2020) of a nearly 5000 response survey that tested names, topics, and trends in geography. Our recent new department name, core curriculum, and seven new tracks match squarely with the state of the discipline, departments nationwide, and where both are headed in the future. I can assure any reviewer that we have done our homework and have thoroughly vetted what we propose here.

Labor Market Demand

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

Based on the Economic Development and Employer Planning System (EDEPS), Utah DWS Occupational Information Data

Viewer, and the US Bureau of Labor Statistics (BLS), Geography has enjoyed recent sustained growth and is poised for even more expansion. Students have already discovered this demand. The EDEPS, for example, reports a 154.5% increase in Geography degrees awarded from 2015-2019. The Federal BLS reports growth in job outlook for Geographers and closely related fields that is 4%-11% faster than that for all jobs nationwide. And with a Bachelor's degree, Geographers' median pay of \$81,540 is considerably better than the average for all Bachelor's degree holders. Utah's Department of Workforce Services projects solid demand for job seekers with foreign language experience, technical skills (like GIS), environmental training (like that received by all Weber Geography students), and expertise in planning and sustainability. Weber's Geography program specializes in all of those subfields of Geography, as evidenced by our full department name: Geography, Environment & Sustainability.

Simply put, everything is global now: Our countries, people, environment, economies, political systems, natural and human resources, social spaces and marketplaces have never been so interconnected and never so interdependent. And who better to understand these planet-wide realities than a Geographer. Nationally, the Association of American Geographers (AAG) reports Geography opportunities at a 4-decade high. One substantial reason for this growth has to do with Geospatial Technologies. Computer Mapping, GIS, Satellite Imagery, GPS, and Navigation Systems have found exponentially more uses and more users each year. The U.S. Department of Labor placed GIS with Biomedical and Nanotechnologies as the three most important technologies of the 21st Century. If one has these tools in their technological toolbox, their employment prospects have never looked brighter. It is indeed an exciting and lucrative time to be a geographer at Weber State.

Student Demand

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

Additionally, we've had a modest but sustained request for a BA option in Geography. For many foreign language students and for those that have lived, worked, and volunteered internationally (especially returned LDS missionary students), a geography degree will nicely compliment their language and cultural skills and experiences. After listening locally and surveying other departments across the country, we believe there is demand to establish the BA in Geography. Currently, only the University of Utah offers a BA in Geography in the state of Utah.

Similar Programs

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

The University of Utah is the only USHE institution in the state to offer a Geography BA.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

None.

External Review and Accreditation

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

None

Section IV: Program Details

Graduation Standards and Number of Credits

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

Program Prerequisite: Not required.

Minor: Not required.

Grade Requirements: A grade of "C" or better in courses required for this major, and an overall GPA in the major of 2.00.

Credit Hour Requirements: The BA in Geography requires 120 total credits, with a total of 39 credits in the major --18 credit

Core requirement plus a 21 credit Elective requirement. Of these 39 credit hours, 15-21 will be upper-division credits.

Admission Requirements

List admission requirements specific to the proposed program.

No special admission or application requirements are needed for this program other than a student declaring the BA in Geography as their major.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

Existing administrative structures, facilities, and staff can easily accommodate this new program with no changes.

Faculty

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

Existing faculty can easily accommodate this proposed program.

Staff

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

Existing staff can easily accommodate this proposed program.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by College- and University-level professional advisors as well as by the Geography Department Chair who is also the department's lead advisor. Beyond face-to-face advising, students will also be guided by the Catalog description for entry for the program, Grad. Maps, and the department's website.

Library and Information Resources

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

No additional library resources will be required; a letter of support from the University Library is included.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The proposed program will be guided by the current geography department goals, strategic plan, and learning outcomes assessment already in place. The department is guided by these objectives:

1. To provide students with knowledge about the earth's natural environment and its relationship to society.
2. To provide students with knowledge about the world's peoples, nations, cultural environments and spatial organization.
3. To provide students with a good grounding in the modern technical skills of the discipline, including computer cartography, spatial analysis, spatially oriented quantitative methods and techniques and geographic information systems.
4. To provide interested students with training that emphasizes a comprehensive grasp of the planning profession and issues related to that field.
5. To instill within each student an appreciation for the great variety of cultural forms and ways of thinking throughout the world and to help students formulate a worldview that uses this appreciation to become responsible citizens in America.

Student Standards of Performance

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

Each class offered in the department is structured around introducing, developing, or mastering the knowledge, skills, and attitudes associated with learning outcomes listed above in the Program Assessment.

Our courses are regularly reviewed by students, faculty, administration, and every few years, by outside reviewers. These assessments are based on class assignments, exams, and other assessments that are aligned with national and professional guidance in geography.

Appendix A: Program Curriculum

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				36
Required Courses				
+ -	GEOG 1790		Exploring Our World Through Geospatial Technology	3
+ -	GEOG 2790		Exploring Geography, Environment & Sustainability	1
+ -	GEOG 1300 or		Places & Peoples of the World (3) OR	3
+ -	GEOG 1520		Geography of the United States and Canada (3)	
+ -	GEOG 1000 or		Natural Environments of the Earth (3) OR	3
+ -	GEOG 1500		Science of Global Warming (3)	
+ -	GEOG 3790		Research Methods in Geography	3
+ -	GEOG 4990		Senior Seminar in Geography	3
+ -	GEOG 1002, 1005, <input type="checkbox"/>		GEOG high impact experiences (minimum 2 credits)	2
+ -				
Required Course Credit Hour Sub-Total				18
Elective Courses				
+ -			Required Foreign Language Courses for the Bachelor of Arts	12
+ -	FL 1010		Level 1 (3)	
+ -	FL 1020		Level 2 (3)	
+ -	FL 2010		Level 3 (3)	
+ -	FL 2020		Level 4 (3) Gen Ed HU	
Choose _____ of the following courses:				
+ -				
+ -				
Choose _____ of the following courses:				
+ -				
+ -				
Choose _____ of the following courses:				
+ -				
+ -				

	Course Number	NEW Course	Course Title	Credit Hours
Choose 1 of the following courses:				
+ -			Choose 1 of the following Regional Geography Courses	3
+ -	GEOG 3540		Geography of Latin America (3)	
+ -	GEOG 3590		Geography of Europe (3)	
+ -	GEOG 3640		Geography of Asia (3)	
+ -	GEOG 3740		Geography of Africa (3)	
+ -	GEOG 3780		Geographic Area Studies (3)	
+ -				
Choose 2 of the following courses:				
+ -			Choose any 2 upper-division Geography Electives	6
+ -				
Choose 15 of the following courses:				
+ -			Choose 15 electives	45
+ -				
Elective Credit Hour Sub-Total				66
Core Curriculum Credit Hour Sub-Total				120

Program Curriculum Narrative

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

Students may complete either a PS or SS Gen Ed course in the department, but not both. The foreign language requirements for the Geography BA degree replaces a track as required in BS Geography programs of study. No Minor is required in Geography, although both a Geography and Teaching Geography Minor are offered. One elective may be a SS 3600 course which served as an prerequisite for GEOG 3790 if MATH 1040 QL is not completed.

Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
GEOG 1300 or GEOG 1520 (may be used for GS)	3	GEOG 1000 or GEOG 1500 (may be used for GS)	3
GEOG 1790	3	Gen Ed CA	3
MATH QL 1040 (recommended)	3	Gen Ed LS	3
Gen Ed CA	3	FL 1010	3
ENGL 1010	3	ENG 2010	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
GEOG 2790	1	Gen Ed SS	3
FL 1020	3	Gen Ed PS / LS or Gen Ed SS	3
Gen Ed PS	3	FL 2010	3
Gen Ed AI	3	Elective (2 Courses)	6
Gen Ed CA / HU	3		
LIBS 1740	1		
GEOG 1002, 1005, or 2950	1		
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Geography Regional Course	3	GEOG 3790	3
FL 2020 (Gen Ed HU)	3	GEOG 1002, 1005, 2950 or 4950	1
Elective Course or SS 3600 (see curriculum notes)	3	Elective Course	3
Elective Course (2 courses)	6	GEOG Elective	3
		Electives (2 courses)	5
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
GEOG 4990	3	GEOG Elective	3
Electives (4 courses)	12	Electives (4 courses)	12
Total	15	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure-Track	# Non-Tenure Track
Faculty: Full Time with Doctorate	6	1	2
Faculty: Part Time with Doctorate			2
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			4
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time	1		
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Daniel	Bedford	T	PhD	Univ. of Colorado	20%	
	Jeremy	Bryson	T	PhD	Syracuse University	20%	
	Bryan	Dorsey	T	PhD	Univ. of Colorado	20%	
	Eric	Ewert	T	PhD	Univ. of Idaho	20%	
	Ryan	Frazier	TT	PhD	Univ. of British Columbia	20%	
	Maria	Groves		PhD	Univ. of Utah	20%	
	Alice	Mulder	T	PhD	Univ. of Colorado	20%	
	Julie	Rich	T	PhD	Univ. of Oxford, England	20%	
	Jose	Torres		PhD	Univ. of Connecticut	20%	
Part Time Faculty							
	N/A						

Part III: New Faculty / Staff Projections for Proposed Program

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

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	60	62	64	68	70	72
# of Majors in Proposed Program(s)	////	2	4	8	10	12
# of Graduates from Department	18	18	18	20	22	24
# Graduates in New Program(s)	////	0	0	2	4	6
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$726,574					
Operating Expenses (equipment, travel, resources)	\$15,200					
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$741,774	\$741,774	\$741,774	\$741,774		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$741,774					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$741,774	\$741,774	\$741,774	\$741,774		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The proposed program will add no additional expenses.

Part III: Describe funding sources

Revenue Narrative 1

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

The proposed program will require no internal reallocations.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A



May 3, 2021

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

Dear Chair Karras,

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

- **Bachelor of Science in Geography**

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

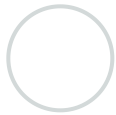
Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Woolstenhulme".

David R. Woolstenhulme, EdD
Commissioner of Higher Education

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



APRIL PRR - WSU - BA in Geography

[Trina Weller](#)

[All Sections](#)

2 10

[WSU BA in Geography](#)

Please use this page for comments

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



← [Reply](#)



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

Apr 7, 2021



UVU Earth Science faculty reviewed this and see no major issues of concern. UVU does not offer a BA in the subject and it does not appear to compete with our degrees. We wish WSU the best in their new program.

← [Reply](#)



Eric Amsel (<https://uen.instructure.com/courses/44955/users/719>)

Saturday

Thanks for the review and support.

← [Reply](#)



Blair Carruth (<https://uen.instructure.com/courses/44955/users/555886>)

Apr 7, 2021

The proposal for a Bachelor of Arts in Geography appears to be a promising option for students wishing to major in geography and who either have or wish to develop foreign language abilities and more diverse cultural perspectives. Among the elective courses, will students have an opportunity to receive guided focus in a particular area, similar to what is available within the BS program?

← [Reply](#)



Eric Amsel (<https://uen.instructure.com/courses/44955/users/719>)

Saturday

Thanks for the review and support. Dr. Eric Ewert (Chair of WSU's Department of Geography, Environment & Sustainability) notes that the department chair does all formal advising in the department. Individual faculty may recruit students and guide them toward a particular track, often in their area of the faculty's expertise. However, once students declare the major, they remain in close contact with the chair and department office administrator. This will ensure that a "guided focus" will be available to the Geography BA as they are to the BS students as they select elective courses.

Edited by [Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719) on Apr 10 at 8:32am

[← Reply](#)



[cao@utah.edu \(https://uen.instructure.com/courses/44955/users/880020\)](mailto:cao@utah.edu)

Apr 7, 2021

Feedback from: Tim Collins, Professor and Director of Undergraduate Studies, University of Utah, Department of Geography

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?

Yes. I have no concerns.

2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.

Yes. I do not feel deficiencies in the proposed program exist.

3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples.

No. I do not have any specific structural or programmatic concerns with the degree.

4. Are there any other concerns not addressed above?

No. It is clear that the WSU Geography Department worked hard to prepare this proposal. The proposal is well justified. I have no suggestions for substantive changes to the proposal. I did note that the proposal includes an error. Specifically, in the “Labor Market Demand” box (p. 4), “Association of American Geographers” should be “American Association of Geographers”. The AAG changed names several years ago. Despite knowing that, many geographers in the U.S. write the old name of the organization out of habit.

← [Reply](#)



[Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719)

Saturday

Thanks for the review and support. We altered the name of the AAG in the R401.

← [Reply](#)



[Johnny MacLean \(https://uen.instructure.com/courses/44955/users/1867199\)](https://uen.instructure.com/courses/44955/users/1867199)

Saturday

Colleagues at SUU reviewed WSU’s proposal to create a new AS in Geography. My colleagues here at SUU did not raise any significant questions or concerns. We wish WSU the very best as they implement this new program.

← [Reply](#)



[Eric Amsel \(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719)

Saturday

Thanks for the review and the support.

[← Reply](#)



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

11:25am



The faculty in the Geography program at USU have reviewed the program and responded with not concerns. We wish WSU the best with this new degree.

[← Reply](#)



Eric Amsel (<https://uen.instructure.com/courses/44955/users/719>)

11:42am



Thanks for the review and support.

[← Reply](#)

Policy Proposal Summary

Policy Title: PPM 1-13, Faculty Senate Constitution and Bylaws

Policy Sponsor (President or VP): Ravi Krovi, Provost and Vice President for Academic Affairs

Responsible Office: Academic Affairs

Reason for Policy Proposal and Brief Summary:

Provide a brief summary of the revisions and the reason for the proposal. This could include what legal, regulatory, financial, operational, accreditation, technological, and/or social needs or obligations this policy addresses; what advantages this policy proposal will bring to the university; and/or what problems this policy proposal resolves. (Word limit 200)

It is proposed that the scope of the Committee on Teaching, Learning, and Assessment be narrowed to remove the assessment piece. It is also proposed that the Director of the Teaching and Learning Forum serve as an ex-officio member of the committee.

Impact on the University and steps needed for implementation:

Identify what resources (human, financial, physical, operational, technological, training and other) and/or steps will be needed to implement and comply with this policy proposal. (Word limit 200)

This revision will narrow the responsibilities of the identified committee, which will give that committee a greater ability to focus on teaching and learning, rather than assessment. Revising this committee in this manner will not create significant new costs or need for further resources.

Potential Stakeholders:

Indicate who would be a stakeholder in the creation of the policy proposal based on who may need to provide resources (human, financial, physical, operational, technological, training and other) to implement the policy proposal and who may be most directly impacted by the policy proposal. (Word limit 200)

The current committee will need to be cognizant of their duties, as well as others on campus who associate with that committee.



PPM 1-13, Faculty Senate Constitution and Bylaws

CONSTITUTION OF THE

WEBER STATE UNIVERSITY FACULTY GOVERNMENT

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

ARTICLE C-I. THE GENERAL FACULTY

Section 1. Membership

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

Section 2. Officers

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

Section 3. Meetings

Meetings shall be held

- 3.1 on the call of the president or chair;
- 3.2 on the call of the Faculty Senate;
- 3.3 on the written petition of 10 percent of the general faculty.

ARTICLE C-II. FACULTY SENATE

Section 1. Name

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

Section 2. Powers

2.1 Formulation of Policy

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

- 2.1.1 standards for admission and retention of students;
- 2.1.2 requirements for all degrees, certificates, titles, etc.;
- 2.1.3 curriculum;
- 2.1.4 appointment, promotion, tenure and dismissal of faculty personnel;
- 2.1.5 standards for student activities and general student conduct;
- 2.1.6 academic freedom for faculty personnel;
- 2.1.7 grievances which may arise;
- 2.1.8 formulation of bylaws governing all nominations and elections provided for in the faculty Constitution and governing such other procedures and processes as require detailed clarification.
- 2.1.9 The listing of the foregoing functions shall not be construed as denying the Faculty Senate other functions of concern to the general faculty.

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

- 2.1.10 expenditure of funds allocated for instruction, research and travel;
- 2.1.11 faculty salaries, annuities, insurance programs and leaves of absence;
- 2.1.12 selection and retention of academic administrators;

2.1.13 teaching load of faculty personnel.

2.2 Establishment and Maintenance of Committees

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

2.3 Ratification and Review of Policy by General Faculty

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

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

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

2.4 Emergency Business

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

Section 3. Membership

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

3.1 Faculty Members

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

3.2 Administrative Members

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

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

3.3 Student Members

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

Section 4. Officers

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

Section 5. Executive Committee

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

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

Section 6. Meetings

6.1 Regular Meetings

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

6.2 Special Meetings

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

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

6.2.2 upon request by a majority of the Executive Committee,

- 6.2.3 by a majority vote of the Faculty Senate at any regular or special meeting,
- 6.2.4 by petition to the chair of at least 25 percent of the Faculty Senate members, or
- 6.2.5 by petition to the chair of at least 10 percent of the members of the general faculty.

6.3 Faculty Attendance at Senate Meetings

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

6.4 Rules and Procedures

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

ARTICLE C-III. AMENDMENTS

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

ARTICLE C-IV. BYLAWS

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

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

CONSTITUTIONAL BYLAWS OF THE WEBER STATE UNIVERSITY FACULTY GOVERNMENT

ARTICLE B-I. RIGHTS AND RESPONSIBILITIES OF FACULTY SENATE

Section 1. Rights of Members

- 1.1 Elected faculty members shall have full privileges of the Faculty Senate, including the right to introduce and to second motions and to vote.
- 1.2 Administrative members shall have the right to introduce and to second motions and all other rights and responsibilities specified in the Constitution and Bylaws but not the right to vote.
- 1.3 Duly appointed student members shall have the right to introduce and to second motions and to vote.
- 1.4 A representative delegated by a Senate member to attend a Faculty Senate meeting in his or her place shall exercise full rights of the member on any issue brought before the Senate at the meeting and not be limited to the particular issue for which the proxy was granted. Their name must be communicated to the Senate chair at the commencement of the meeting.

Section 2. Attendance Requirement

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

Section 3. Availability of Members

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

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

Section 1. Terms of Office

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

Section 2. Ratios for Representation

- 2.1 Each organizational unit shall elect members according to the following determined ratio: total number of general faculty members eligible to vote divided into the total

number of voting faculty for each organizational unit times the total number of elected members on the Senate.

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

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

Section 3. Election of New Members

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

Section 4. Election Procedures

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

Section 5. Disputed Elections

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

Section 6. Maximum Representation

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

Section 7. Election Procedures Results

- 7.1 Results of the election of new members of the Senate shall be reported officially to the chair of the Senate by the organizational units no later than the eighth week of the spring semester.
- 7.2 Prior to the eleventh week of spring semester, the Executive Committee shall conduct a formal, documented vote of the general faculty for the purpose of electing members of the Executive Committee for the following year. The faculty must vote for nine members; and in the case of a tie for the ninth member, it shall be decided by the flip of a coin. A secret ballot shall be used. There is no requirement that every organizational unit be represented on the secret ballot. The highest vote recipient from each organizational unit represented on the secret ballot shall serve as an elected member of

the Executive Committee. The next highest vote recipients shall also be elected to the Executive Committee. No more than two members from the same organizational unit shall serve on the Executive Committee at the same time; for this purpose, a top-vote recipient will be eliminated in favor of the next highest vote recipient from another organizational unit.

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

Section 8. Vacancies

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

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

Section 1. Powers of the Chair

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

1.1 Power to Call Special Meetings

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

1.2 Spokesperson for the Senate

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

1.3 Spokesperson for the Executive Committee

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

1.4 Supervisor of the Activities of the Secretary

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

Section 2. Powers of the Vice Chair

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

Section 3. Secretarial Duties

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

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

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

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

Section 2. Vacancies

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

Section 3. Composition of the Executive Committee

- 3.1 The general faculty shall annually elect an Executive Committee of nine (9) members from the elected members of the Faculty Senate. The chair, vice chair and secretary of the Faculty Senate shall serve as chair, vice chair and secretary of the Executive Committee.
- 3.2 The president and the provost shall serve as the administrative members of the Executive Committee of the Faculty Senate without the right to vote.

Section 4. Powers and Duties of the Executive Committee

- 4.1 The Executive Committee of the Senate shall have such powers and duties as are delegated to it by the Constitution and Bylaws and by the Faculty Senate.
- 4.2 As the steering committee of the Senate, the Executive Committee shall give attention to all matters within the scope of the Senate's action, either on its own initiative or upon the request of individual members of the faculty.

- 4.3 The Executive Committee shall hold a meeting not less than one week before each regular meeting of the Senate. It shall approve the agenda proposed by the chair for the meetings of the Senate and shall cause the agenda and committee reports to be published and distributed to all members of the Senate at least four days prior to regular Senate meetings and as early as practicable prior to special meetings.
- 4.4 Committee reports to be placed on the Senate agenda must be submitted to the Executive Committee at least four days in advance of the Executive Committee meeting preceding the Senate meeting at which consideration of the report is planned and shall be distributed with the agenda to members of the Faculty Senate.
- 4.5 The Executive Committee shall include on the Senate agenda any items requested in writing by one-fifth of the voting members of the Faculty Senate, one-tenth of the voting members of the faculty or by the request of the president.
- 4.6 The Executive Committee may make recommendations to the Senate concerning proposed actions.
- 4.7 The Executive Committee shall recommend to the Faculty Senate the chairs and members for faculty committees.
- 4.8 The Executive Committee shall propose a calendar of regular meetings of the Senate for the ensuing year.
- 4.9 The meetings of the Executive Committee shall be open to all Senate members. The Executive Committee shall keep minutes of its meetings and make them available to all Senate members.
- 4.10 Members of the Executive Committee of the Faculty Senate shall serve as a faculty advisory board to the president of the University and shall meet with the president to give advice and recommendations on matters concerning Weber State University.

ARTICLE B-V. COMMITTEES OF THE FACULTY SENATE

Section 1. General Provisions

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

Section 2. Action on Committee Reports

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

Section 3. Membership of Standing Committees

- 3.1 Faculty members are appointed to three-year terms with the immediate eligibility for reappointment at the discretion of the Faculty Senate. Those who have completed two consecutive three-year terms on the same committee are not eligible for reappointment until at least one calendar year has elapsed. Students may be appointed to committees for one-year terms with immediate eligibility for reappointment. A student may not serve more than two terms on one committee. Faculty and student committee members have full participation privileges in the work of committees. The number of members on a committee will vary according to the functions of the respective committee.
- 3.2 The administrative members are appointed by the Faculty Senate at the recommendation of the president. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of administrative members may vary but will not exceed more than one-fifth of the total membership of the committee.
- 3.3 Ex officio members are appointed by the Faculty Senate at the recommendation of the Executive Committee and Standing Committee. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of ex officio members may vary but will not exceed more than one-fifth of the total membership of the committee.
- 3.4 All members of the general faculty and all members of the student body in good standing shall be eligible to serve on such committees.
- 3.5 A member of the Executive Committee may be appointed to serve as a liaison to a Senate standing committee. The liaison has participation privileges in the work of that committee but is not eligible to vote.

Section 4. Standing Committees

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

4.1 Committee on Academic Resources and Computing

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

4.2 Committee on Admissions, Standards and Student Affairs

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

4.3 Committee on Appointment, Promotion, Academic Freedom and Tenure

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

4.4 Committee on Constitutional Review, Apportionment, and Organization

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

4.5 Committee on Curriculum

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

4.6 Environmental Initiatives Committee

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

4.7 Committee on General Education Improvement and Assessment

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

4.8 Committee on Honorary Degrees

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

4.9 Committee on Research, Scholarship and Professional Growth

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

4.10 Committee on Salary, Benefits, Budget, and Fiscal Planning

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

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

4.11 Committee on Teaching, ~~and Learning, and Assessment~~

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

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

~~Teaching, Learning, and Assessment. The Chair of the Committee shall be responsible for the day-to-day operations of the Forum on Teaching and Learning.~~

Section 5. Establishment of Subcommittees

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

Section 6. Establishment of Ad Hoc Committees

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

Section 7. Committee Procedures

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

Section 8. Staffing of Committees

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

Section 9. Attendance Requirement

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

Section 10. Review of Committee Functions and Responsibilities

The Faculty Senate shall inform faculty members of the organization and operation of the University's committee system; shall keep a record of the names, functions and membership of all committees in an office; shall keep files of the minutes of committees and shall make an annual review of the University committee system, including the functions and responsibilities of each of the committees; and shall submit an annual report to the general faculty.

ARTICLE B-VI. REVIEW FUNCTIONS OF THE FACULTY

Section 1. Areas of Application

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

Section 2. The Faculty Board of Review

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

Section 3. Responsibilities of the Faculty Board of Review

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

Section 4. Faculty Code of Rights and Responsibilities

4.1 Academic Freedom, Tenure, Discipline, and Termination

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

4.2 Hearing

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

4.3 Procedure of the Faculty Board of Review

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

4.4 Publicity

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

4.5 Report to the Faculty Senate

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

Section 5. Disqualification

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

Section 6. Personal Disqualification

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

Section 7. Appointment of Temporary Member

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

If no alternate members remain to fill the vacancy, the Executive Committee shall appoint a member to fill the vacancy for the particular case pending before the Board.

Section 8. Disposition of Records

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

ARTICLE B-VII. QUORUMS

Section 1. Faculty Senate Quorum

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

Section 2. Committee Quorums

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

ARTICLE B-VIII. PROCEDURES TO FORMALIZE SENATE ACTIONS

Section 1. Voting in the Faculty Senate

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

Section 2. Effective Dates of Action Taken

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

Section 3. Transmittal to the Board of Trustees

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

Section 4. Transmittal to the Board of Trustees and the Board of Higher Education

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

ARTICLE B-IX. PARLIAMENTARY AUTHORITY

Section 1. Authorities Utilized

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

ARTICLE B-X. POLL AND CHALLENGE PROCEDURE

Section 1. Poll Procedure

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

Section 2. Challenge Procedures

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

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

ARTICLE B-XI. RECONSIDERATION BY THE FACULTY SENATE

Section 1. Veto Procedures

When the action of the Senate does not meet with approval of the president, the president shall return it, together with the reasons for vetoing it, to the Executive Committee within 21 (twenty-one) days. The Executive Committee shall resubmit the action to the Senate with a motion to reconsider. The Senate shall decide whether to suspend, rescind, amend or confirm its previous action. If the Senate reconfirms its previous action, it shall direct the Executive Committee to prepare an explanatory statement of the Senate's position. If, after the Senate's response to the president's disapproval has been transmitted to the president, agreement between the Senate and president cannot be reached, either party may elect to submit the matter to the Board of Trustees. Such transmittal from the Senate shall be through the president.

Section 2. Board of Trustees' Requests

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

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

Section 1. Closed Session


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

ARTICLE B-XIII. AMENDMENTS

Section 1. The Amending Process

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

Revision History
Creation Date: 4-20-77
Amended: 9-13-18, [insert new date]

 <p>WEBER STATE UNIVERSITY</p>	<p>PPM 1-13, Faculty Senate Constitution and Bylaws</p>
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**CONSTITUTION OF THE
WEBER STATE UNIVERSITY FACULTY GOVERNMENT**

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

ARTICLE C-I. THE GENERAL FACULTY

Section 1. Membership

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

Section 2. Officers

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

Section 3. Meetings

Meetings shall be held

- 3.1 on the call of the president or chair;
- 3.2 on the call of the Faculty Senate;
- 3.3 on the written petition of 10 percent of the general faculty.

ARTICLE C-II. FACULTY SENATE

Section 1. Name

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

Section 2. Powers

2.1 Formulation of Policy

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

- 2.1.1 standards for admission and retention of students;
- 2.1.2 requirements for all degrees, certificates, titles, etc.;
- 2.1.3 curriculum;
- 2.1.4 appointment, promotion, tenure and dismissal of faculty personnel;
- 2.1.5 standards for student activities and general student conduct;
- 2.1.6 academic freedom for faculty personnel;
- 2.1.7 grievances which may arise;
- 2.1.8 formulation of bylaws governing all nominations and elections provided for in the faculty Constitution and governing such other procedures and processes as require detailed clarification.
- 2.1.9 The listing of the foregoing functions shall not be construed as denying the Faculty Senate other functions of concern to the general faculty.

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

- 2.1.10 expenditure of funds allocated for instruction, research and travel;
- 2.1.11 faculty salaries, annuities, insurance programs and leaves of absence;
- 2.1.12 selection and retention of academic administrators;
- 2.1.13 teaching load of faculty personnel.

2.2 Establishment and Maintenance of Committees

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

2.3 Ratification and Review of Policy by General Faculty

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

- 2.3.1 Distribution of Minutes -- an abstract of the minutes of all Faculty Senate meetings shall be distributed to the general faculty.
- 2.3.2 Challenging Senate Action -- the general faculty may challenge decisions made by the Faculty Senate as established in the Bylaws.

2.4 Emergency Business

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

Section 3. Membership

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

3.1 Faculty Members

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

3.2 Administrative Members

The president, the provost and 11 (eleven) additional administrators of the University shall be administrative members of the Faculty Senate without the right to vote but with the right to discuss, to make motions and to second motions. The 11 administrative members shall be appointed by the president for a term of not less than one academic year. Administrators above the position of department chair shall be eligible for appointment as administrative members of the Senate but shall not be eligible for election as faculty members.

3.3 Student Members

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

Section 4. Officers

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

Section 5. Executive Committee

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

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

Section 6. Meetings

6.1 Regular Meetings

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

6.2 Special Meetings

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

- 6.2.1 by the chair of the Faculty Senate or the president of the University,
- 6.2.2 upon request by a majority of the Executive Committee,
- 6.2.3 by a majority vote of the Faculty Senate at any regular or special meeting,
- 6.2.4 by petition to the chair of at least 25 percent of the Faculty Senate members, or
- 6.2.5 by petition to the chair of at least 10 percent of the members of the general faculty.

6.3 Faculty Attendance at Senate Meetings

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

6.4 Rules and Procedures

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

ARTICLE C-III. AMENDMENTS

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

ARTICLE C-IV. BYLAWS

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

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

CONSTITUTIONAL BYLAWS OF THE WEBER STATE UNIVERSITY FACULTY GOVERNMENT

ARTICLE B-I. RIGHTS AND RESPONSIBILITIES OF FACULTY SENATE

Section 1. Rights of Members

- 1.1 Elected faculty members shall have full privileges of the Faculty Senate, including the right to introduce and to second motions and to vote.
- 1.2 Administrative members shall have the right to introduce and to second motions and all other rights and responsibilities specified in the Constitution and Bylaws but not the right to vote.
- 1.3 Duly appointed student members shall have the right to introduce and to second motions and to vote.
- 1.4 A representative delegated by a Senate member to attend a Faculty Senate meeting in his or her place shall exercise full rights of the member on any issue brought before the Senate at the meeting and not be limited to the particular issue for which the proxy was granted. Their name must be communicated to the Senate chair at the commencement of the meeting.

Section 2. Attendance Requirement

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

Section 3. Availability of Members

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

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

Section 1. Terms of Office

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

Section 2. Ratios for Representation

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

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

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

Section 3. Election of New Members

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

Section 4. Election Procedures

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

Section 5. Disputed Elections

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

Section 6. Maximum Representation

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

Section 7. Election Procedures Results

- 7.1 Results of the election of new members of the Senate shall be reported officially to the chair of the Senate by the organizational units no later than the eighth week of the spring semester.
- 7.2 Prior to the eleventh week of spring semester, the Executive Committee shall conduct a formal, documented vote of the general faculty for the purpose of electing members of the Executive Committee for the following year. The faculty must vote for nine members; and in the case of a tie for the ninth member, it shall be decided by the flip of a coin. A secret ballot shall be used. There is no requirement that every organizational unit be represented on the secret ballot. The highest vote recipient from each organizational unit represented on the secret ballot shall serve as an elected member of the Executive Committee. The next highest vote recipients shall also be elected to the Executive Committee. No more than two members from the same organizational unit shall serve on the Executive Committee at the same time; for this purpose, a top-vote recipient will be eliminated in favor of the next highest vote recipient from another organizational unit.
- 7.3 The newly elected senators shall be designated as "Senators-elect." They shall assume their duties after the last day of spring semester and continue in office until the last day of the spring semester ending their term.

Section 8. Vacancies

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

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

Section 1. Powers of the Chair

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

1.1 Power to Call Special Meetings

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

1.2 Spokesperson for the Senate

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

1.3 Spokesperson for the Executive Committee

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

1.4 Supervisor of the Activities of the Secretary

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

Section 2. Powers of the Vice Chair

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

Section 3. Secretarial Duties

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

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

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

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

Section 2. Vacancies

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

Section 3. Composition of the Executive Committee

- 3.1 The general faculty shall annually elect an Executive Committee of nine (9) members from the elected members of the Faculty Senate. The chair, vice chair and secretary of the Faculty Senate shall serve as chair, vice chair and secretary of the Executive Committee.
- 3.2 The president and the provost shall serve as the administrative members of the Executive Committee of the Faculty Senate without the right to vote.

Section 4. Powers and Duties of the Executive Committee

- 4.1 The Executive Committee of the Senate shall have such powers and duties as are delegated to it by the Constitution and Bylaws and by the Faculty Senate.
- 4.2 As the steering committee of the Senate, the Executive Committee shall give attention to all matters within the scope of the Senate's action, either on its own initiative or upon the request of individual members of the faculty.
- 4.3 The Executive Committee shall hold a meeting not less than one week before each regular meeting of the Senate. It shall approve the agenda proposed by the chair for the meetings of the Senate and shall cause the agenda and committee reports to be published and distributed to all members of the Senate at least four days prior to regular Senate meetings and as early as practicable prior to special meetings.
- 4.4 Committee reports to be placed on the Senate agenda must be submitted to the Executive Committee at least four days in advance of the Executive Committee meeting preceding the Senate meeting at which consideration of the report is planned and shall be distributed with the agenda to members of the Faculty Senate.
- 4.5 The Executive Committee shall include on the Senate agenda any items requested in writing by one-fifth of the voting members of the Faculty Senate, one-tenth of the voting members of the faculty or by the request of the president.
- 4.6 The Executive Committee may make recommendations to the Senate concerning proposed actions.
- 4.7 The Executive Committee shall recommend to the Faculty Senate the chairs and members for faculty committees.

- 4.8 The Executive Committee shall propose a calendar of regular meetings of the Senate for the ensuing year.
- 4.9 The meetings of the Executive Committee shall be open to all Senate members. The Executive Committee shall keep minutes of its meetings and make them available to all Senate members.
- 4.10 Members of the Executive Committee of the Faculty Senate shall serve as a faculty advisory board to the president of the University and shall meet with the president to give advice and recommendations on matters concerning Weber State University.

ARTICLE B-V. COMMITTEES OF THE FACULTY SENATE

Section 1. General Provisions

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

Section 2. Action on Committee Reports

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

Section 3. Membership of Standing Committees

- 3.1 Faculty members are appointed to three-year terms with the immediate eligibility for reappointment at the discretion of the Faculty Senate. Those who have completed two consecutive three-year terms on the same committee are not eligible for reappointment until at least one calendar year has elapsed. Students may be appointed to committees for one-year terms with immediate eligibility for reappointment. A student may not serve more than two terms on one committee. Faculty and student committee members have full participation privileges in the work of committees. The number of members on a committee will vary according to the functions of the respective committee.
- 3.2 The administrative members are appointed by the Faculty Senate at the recommendation of the president. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of administrative members may vary but will not exceed more than one-fifth of the total membership of the committee.
- 3.3 Ex officio members are appointed by the Faculty Senate at the recommendation of the Executive Committee and Standing Committee. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of

ex officio members may vary but will not exceed more than one-fifth of the total membership of the committee.

- 3.4 All members of the general faculty and all members of the student body in good standing shall be eligible to serve on such committees.
- 3.5 A member of the Executive Committee may be appointed to serve as a liaison to a Senate standing committee. The liaison has participation privileges in the work of that committee but is not eligible to vote.

Section 4. Standing Committees

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

- 4.1 **Committee on Academic Resources and Computing**
The Committee on Academic Resources and Computing shall recommend policies and operational procedures on the acquisition and utilization of computers and academic resource material.
- 4.2 **Committee on Admissions, Standards and Student Affairs**
The Admissions, Standards and Student Affairs Committee shall be concerned with standards for admission, retention and graduation from the University and policies pertaining to student affairs.
- 4.3 **Committee on Appointment, Promotion, Academic Freedom and Tenure**
The Committee on Appointment, Promotion, Academic Freedom and Tenure shall formulate policies and operational procedures on these matters and on due process and merit.
- 4.4 **Committee on Constitutional Review, Apportionment, and Organization**
The Committee on Constitutional Review, Apportionment, and Organization shall review, update and preserve the integrity of the Constitution and Bylaws of the Weber State University faculty government. This Committee shall study ratios of college representation on the Senate and recommend procedures for electing its members. The Committee shall also be responsible for recommending policies on the organization and operational procedures of the University.
- 4.5 **Committee on Curriculum**
The University Curriculum Committee (UCC) shall study and evaluate the curriculum needs of the University by reviewing program, certificate, and course proposals (including courses proposed to fulfill specific General Education designations as defined in the UCC manual), which have been approved by college curriculum committees or programs that report directly to the Office of Academic Affairs.

- 4.6 Environmental Initiatives Committee
The Environmental Initiatives Committee, working in conjunction with the Sustainability Practices and Research Center (SPARC), facilitates the integration of environmental and sustainability initiatives into Academic Affairs, Student Affairs, and Facilities Management. This committee also supports SPARC in its activities and role as a local and statewide resource for scientifically-based information and for leadership in addressing sustainability challenges. The committee serves as both advisory board to SPARC and a rotating working group of faculty from across the colleges, which studies, evaluates and makes recommendations for sustainability- supportive policy affecting the campus community. The committee shall be led by Co-Chairs: one faculty member from the EIC and the other the Director of the SPARC, or the Director's designee.
- 4.7 Committee on General Education Improvement and Assessment
The General Education Committee (GE) shall articulate the mission and goals for the General Education program and University core requirements and review these on a regular basis. The General Education Committee shall define the standards for the General Education program and oversee the assessment of the General Education program and University core requirements.
- 4.8 Committee on Honorary Degrees
Faculty members on the Honorary Degrees Committee shall review the recommendations presented to them and shall act as the faculty representatives on the Committee on Commencement and Honorary Degrees.
- 4.9 Committee on Research, Scholarship and Professional Growth
The Committee on Research, Scholarship and Professional Growth shall recommend policies on research, scholarship, teaching loads, instructional and faculty development and faculty productivity. It shall facilitate faculty in obtaining grants, travel funds, physical facilities, etc., to pursue research and scholarly activities.
- 4.10 Committee on Salary, Benefits, Budget, and Fiscal Planning
The Committee on Salary, Benefits, Budget, and Fiscal planning shall study, evaluate and make recommendations on faculty salaries, benefits, budgets and fiscal planning issues.
- This Committee shall not exceed nine members with representation from each organization unit. The Faculty Senate chair shall serve as the Executive Committee liaison. A subcommittee shall serve under the direction of this Committee and represent the faculty in salary and related negotiations with the University administration. No two members of this subcommittee shall be from the same organizational unit. This subcommittee shall consist of the Faculty Senate chair, the chair of the Committee on Salary, Benefits, Budget, and Fiscal Planning and a third member nominated by the Committee and approved by the Faculty Senate.
- 4.11 Committee on Teaching and Learning
The Committee on Teaching and Learning endeavors to enhance the learning environment at Weber State University. When the opportunity and need arise, and as

charged by the Executive Committee of the Faculty Senate, the committee studies, evaluates, and makes recommendations on issues affecting the teaching environment at Weber State University. This committee also supports the Teaching and Learning Forum in its mission to provide faculty development opportunities to enhance the teaching and learning environment at the University.

This committee shall have one faculty representative from each organizational unit. The Director of the Teaching and Learning Forum shall serve on the committee as an ex-officio member.

Section 5. Establishment of Subcommittees

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

Section 6. Establishment of Ad Hoc Committees

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

Section 7. Committee Procedures

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

Section 8. Staffing of Committees

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

Executive Committee shall avoid nominating a faculty member to more than one committee during any given year.

Section 9. Attendance Requirement

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

Section 10. Review of Committee Functions and Responsibilities

The Faculty Senate shall inform faculty members of the organization and operation of the University's committee system; shall keep a record of the names, functions and membership of all committees in an office; shall keep files of the minutes of committees and shall make an annual review of the University committee system, including the functions and responsibilities of each of the committees; and shall submit an annual report to the general faculty.

ARTICLE B-VI. REVIEW FUNCTIONS OF THE FACULTY

Section 1. Areas of Application

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

Section 2. The Faculty Board of Review

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

Section 3. Responsibilities of the Faculty Board of Review

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

Section 4. Faculty Code of Rights and Responsibilities

4.1 Academic Freedom, Tenure, Discipline, and Termination

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

4.2 Hearing

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

4.3 Procedure of the Faculty Board of Review

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

4.4 Publicity

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

4.5 Report to the Faculty Senate

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

Section 5. Disqualification

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

Section 6. Personal Disqualification

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

Section 7. Appointment of Temporary Member

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

Section 8. Disposition of Records

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

ARTICLE B-VII. QUORUMS

Section 1. Faculty Senate Quorum

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

Section 2. Committee Quorums

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

ARTICLE B-VIII. PROCEDURES TO FORMALIZE SENATE ACTIONS

Section 1. Voting in the Faculty Senate

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

Section 2. Effective Dates of Action Taken

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

Section 3. Transmittal to the Board of Trustees

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

Section 4. Transmittal to the Board of Trustees and the Board of Higher Education

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

ARTICLE B-IX. PARLIAMENTARY AUTHORITY

Section 1. Authorities Utilized

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

ARTICLE B-X. POLL AND CHALLENGE PROCEDURE

Section 1. Poll Procedure

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

Section 2. Challenge Procedures

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

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

ARTICLE B-XI. RECONSIDERATION BY THE FACULTY SENATE

Section 1. Veto Procedures

When the action of the Senate does not meet with approval of the president, the president shall return it, together with the reasons for vetoing it, to the Executive Committee within 21 (twenty-one) days. The Executive Committee shall resubmit the action to the Senate with a motion to reconsider. The Senate shall decide whether to suspend, rescind, amend or confirm its previous action. If the Senate reconfirms its previous action, it shall direct the Executive Committee to prepare an explanatory statement of the Senate's position. If, after the Senate's response to the president's disapproval has been transmitted to the president, agreement between the Senate and president cannot be reached, either party may elect to submit the matter to the Board of Trustees. Such transmittal from the Senate shall be through the president.

Section 2. Board of Trustees' Requests

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

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

Section 1. Closed Session

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

ARTICLE B-XIII. AMENDMENTS

Section 1. The Amending Process

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

Revision History
Creation Date: 4-20-77
Amended: 9-13-18, [insert new date]

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Teacher Education*
School or Division or Location: *Moyes College of Education*
Department(s) or Area(s) Location: *Department of Teacher Education*
Institutional Board of Trustees' Approval Date: *MM/DD/2021*

Proposal Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: *MM/DD/YEAR*

Printed Name: *Ravi Krovi, Provost*

Seven-Year Program Review
Weber State University
Teacher Education
02/05-06/2020

Reviewers:

- The Association for Advancing Quality in Educator Preparation

Program Description:

From the beginning of Weber State University over 125 years ago, teacher preparation has been a focus of the institution. This emphasis continues today in the Teacher Education Department with majors in Elementary Education, Special Education, and licensure programs in Early Childhood Education and Secondary Education.

The Weber State University Educator Preparation Program works within the WSU communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices. This mission is well situated within the core themes of the university and the mission of the Moyes College of Education (MCOE). Faculty and staff are committed to helping students become successful teacher candidates and practicing teachers.

The WSU Educator Preparation Program (EPP) is aligned with the Utah Effective Teaching Standards (UETS), which are aligned to the Interstate Teacher Assessment and Support Consortium's model standards ([INTASC](#), Council of Chief State School Officers, 2014). These standards are used as "big picture" to provide a shared vision within the WSU EPP, to communicate with teacher candidates the standards of effective teaching, and to inform the greater education community of the abilities of our graduates.

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

R411 Data Table					
Department or Unit—Teacher Education	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	11	11	12	13	13
Full-time Non-Tenured	10	10	10	8	9
Part-time	0	0	0	0	1
With Master's Degrees	0	0			
Full-time Tenured					
Full-time Non-Tenured				1	
Part-time			3	2	6
With Bachelor's Degrees	0	0			
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other	0	0			
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	21	21	25	24	29
Full-time Tenured	11	11	12	13	13
Full-time Non-Tenured	10	10	10	10	9
Part-time	0	0	3	1	7
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	23.4	20.72	22.40	22.84	19.53
Teaching Assistants					
Part-time (May include TAs)	3.43	4.35	5.58	6.51	7.03
Total Faculty FTE	26.83	25.07	27.98	29.35	26.55
Number of Graduates					
Certificates					
Associate Degrees	4	7	8	8	8
Bachelor's Degrees	95	49	61	62	48

Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	596	487	491	481	489
Total Department FTE*	359.2	302.5	257.4	237.2	259.7
Total Department SCH*	10,776	9,076	7,721	7,115	7,791
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	13.39	12.07	9.20	8.08	9.78
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,646,778	2,551,691	2,598,234	2,757,126	2,976,870
Cost Per Student FTE	\$7,369	\$8,434	\$10,095	\$11,625	\$11,463
Funding					
Appropriated Fund	2,559,207	2,470,569	2,502,681	2,676,105	2,752,951
Other:					
Special Legislative Appropriation					
Grants of Contracts	55,554	48,299	60,022	60,896	197,202
Special Fees/Differential Tuition	32,017	32,823	35,531	20,125	26,717
Total	2,646,778	2,551,691	2,598,234	2,757,126	2,752,951

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

Weber State University's Teacher Education program is accredited through the Association for Advancing Quality in Educator Preparation (AAQEP). There are four AAQEP standards against which programs are evaluated:

1. Candidate/Completer Performance – the primary question addressed by this standard is “At the end of the program, are completers ready to fill their target professional role effectively?”
2. Completer Professional Competence and Growth – the primary question addressed by this standard is “Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals?”
3. Quality Program Practices – the primary question addressed by this standard is “Does the program have the capacity (internally and with partners) to ensure that completers are prepared and succeed professionally?”
4. Program Engagement in System Improvement – the primary question addressed by this standard is “Is the program engaged in strengthening the education system in conjunction with its stakeholders and in keeping with its institutional mission?”

Each of those standards identify the kinds of evidence that an accreditation candidate must provide and those pieces of evidence align well with UBHE standards. Those alignments will be detailed below.

Standard A: Mission Statement

Aligns with standard 4 (Program Engagement in System Improvement). The request for evidence includes:

1. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments. The Teacher Education program shared their mission and showed how that mission aligns with both the College and University missions.

The reviewers found the program to be in compliance in regards to the evidence requested and provided.

Standard B: Curriculum

Aligns with standard 3 (Quality Program Practices). The request for evidence includes:

1. Coherent curriculum with clear expectations that are aligned with state and national standards,
2. Develops and implements quality clinical experiences in the context of documented and effective partnerships with P-12 schools and districts

The reviewers found the program to be in compliance in regards to the evidence requested and provided.

Standard C: Student Learning Outcomes and Assessment

Aligns with standards 1 and 3, (Candidate/Completer Performance and Completer Professional Competence & Growth). The request for evidence includes:

1. From standard 1 - At the time of completion, candidates exhibit knowledge, skills, and abilities of professional educations appropriate to their target credential, including:
 - a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought,
 - b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory
 - c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identify and expression, sexual identify, and the impact of language acquisition and literacy development on learning
 - d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice
2. From standard 3:
 - a. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system.

The reviewers found the program to be in compliance in regards to the evidence requested and provided.

Standard D: Academic Advising

Aligns with standard 3 (Quality Program Practice). The request for evidence includes:

1. Demonstrate adequate advising that results in students completing requirements and meeting state requirements for licensing.
 - a. The accreditation guide indicates the site visitors may request appointments with student support services, which include advising.

The reviewers found the program to be in compliance in regards to the evidence requested and provided.

Standard E: Faculty

Aligns with standard 3 (Quality Program Practices). The request for evidence includes:

1. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment.
 - a. Evidence must show sufficient and well-qualified faculty and staff.

The reviewers found the program to be in compliance in regards to the evidence requested and provided.

Standard F: Support

Aligns with standard 3 (Quality Program Practices). The request for evidence includes:

1. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment.
 - a. Adequacy of facilities in relation to the needs of the program(s) and candidates
 - b. Fiscal support that is sufficient to maintain program quality
 - c. Evidence of support services to all candidates on an equitable basis
(These are outlined in the [reviewer guide](#) - Appendix C)

The reviewers found the program to be in compliance in regards to the evidence requested and provided.

Standard G: Relationships with External Communities

Aligns with standards 2 (Completer Professional Competence & Growth) 3 (Quality Program Practices), and 4 (Program Engagement in System Improvement). The request for evidence includes:

1. (Std 2) Understand and engage local school and cultural communities
2. (Std 2) Engage in culturally responsive educational practices
3. (Std 3) Develops and implements clinical experience, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts.
4. (Std 3) Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation.
5. (Std 4) engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.
6. (Std 4) meets obligations and mandates established by state, states, or jurisdiction within which it operates.

The reviewers found the program to be in compliance in regards to the evidence requested and provided.

Standard H: Results of previous reviews

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

Institutional Program Review Committee Response

Date: April 15, 2021

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

Guests: Louise Moulding, Professor, Department of Teacher Education; Kristin Hadley, Dean, Moyes College of Education

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.

AAQEP has accredited the Weber State University Educator Preparation Program through June of 2027.

Dean's Department Chair Recommendation

College	Name	Department	Term	Start Date	New/ Reappointment
Goddard School of Business & Economics	Seokwoo Song	Supply Chain Management & Management Information Systems	3 yrs	7/1/21	R

Emeritus Faculty Recommendations

May 7, 2021

Brooke Arkush, Professor Emeritus of Anthropology
Velton Casler, Professor Emeritus of Professional Sales
Michael Cena, Professor Emeritus of Teacher Education
Larry Clarkson, Associate Professor Emerita of Visual Arts and Design
Forrest Crawford, Professor Emeritus of Teacher Education
Richard Ford, Professor Emeritus of Earth and Environmental Sciences
Susan Hafen, Professor Emerita of Communication
Edward Hahn, Associate Professor Emeritus of Library Instruction
Francis Harrold, Professor Emeritus of Anthropology
Deborah Judd, Professor Emerita of Nursing

Weber State University
Human Resources Agenda Report
from 4/1/2021 thru 4/30/2021

<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>	
Exempt					
HIRE	William Cook	New Position	Director	Office of Community Development	01-Apr-2021
HIRE	Andrew Crookston	Replaces Cassandra Lynn Tello	Coordinator	Provost's Office	26-Apr-2021
HIRE	Kali Winn	Replaces Jeannette Lopez Smith	Coordinator	Academic Support Centers - Programs	23-Apr-2021
Separation	Alexa Arnold		Counselor	Admissions Office	02-Apr-2021
Separation	Amanda Butts		Coordinator	Admissions Office	02-Apr-2021
Separation	Billie Ramey		Advisor	Financial Aid Office	15-Apr-2021
Separation	Betty Sawyer		Coordinator	Education Access and Outreach	16-Apr-2021
Separation	Jeannette Smith		Coordinator	Academic Support Centers - Programs	06-Apr-2021
Transfer e-par	Savanna Grotz		Coordinator	SA Strategic Initiatives	26-Apr-2021
ePAR Promotion	Pamela Berg		Manager	Radiologic Sciences	01-Apr-2021
ePAR Promotion	Katharine French-Fuller		Director	Center for Community Engaged Learning	01-Apr-2021
ePAR Promotion	Jesus Garcia		Coordinator	Provost's Office	01-Apr-2021
Faculty					
Separation	Scott Sprenger		Professor	Foreign Language	06-Apr-2021
Non-Exempt					
HIRE	Lynda Blanch	Replaces Cheryl Mary Hyatt	Administrative Specialist II	Nursing	01-Apr-2021
HIRE	Alex Dosier	Replaces Peter M Jackson	Administrative Specialist II	Digital Learning and Prof Education	05-Apr-2021
HIRE	Brianna Ellison	Replaces Jodi Lynn Shupp	Administrative Specialist III	Human Resources	05-Apr-2021
HIRE	Courtnee Goodwin	New Position	Administrative Specialist II	Associate Provost's Office	21-Apr-2021
HIRE	Tonisha Paddock	Replaces Kristie Jean Johnson	Service Representative	Bookstore-Wildcat Stores	26-Apr-2021
HIRE	Holly Suisse	Replaces Laura E May	Administrative Specialist III	Digital Learning and Prof Education	26-Apr-2021
Separation	Kylie Harris		Specialist/ Non-exempt	Career Services	15-Apr-2021
Separation	David Laws II		Custodian	Facilities Management	09-Apr-2021
Separation	Danna Peterson		Office Supervisor	Student Union	26-Apr-2021
Separation	Kyle Scoville		Maintenance	University Housing	28-Apr-2021
Transfer e-par	Sharon Dansie		Technician/Enrollment Specialist	IT Business Services	01-Apr-2021
Transfer e-par	Kaori Gale		Administrative Specialist I	Affirmative Action	19-Apr-2021
ePAR Promotion	Paige Heaton		Enrollment Specialist	Financial Aid Office	01-Apr-2021

Weber State University
Human Resources Agenda Report
from 4/1/2021 thru 4/30/2021

<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Non-Exempt				
ePAR Promotion	Bridget Jensen	Enrollment Specialist	Financial Aid Office	01-Apr-2021
ePAR Promotion	Charles Lynch	Carpenter	Facilities Management	16-Apr-2021
ePAR Promotion	Sara Pomeroy	Specialist	Library	01-Apr-2021
ePAR Promotion	Erik Rushton	Specialist	Library	01-Apr-2021
ePAR Promotion	Carly Selden	Specialist	Dean of Students	16-Apr-2021
ePAR Promotion	Michael Stenquist	Enrollment Specialist	Financial Aid Office	01-Apr-2021
ePAR Promotion	Christine Vilches	Specialist	Library	01-Apr-2021
ePAR Promotion	Hayley Zaugg	Custodian	Facilities Management	01-Apr-2021

**Personnel and Academic Policy Committee
of the
Weber State University Board of Trustees
April 21, 2021**

A virtual meeting of the Personnel and Academic Policy Committee of the WSU Board of Trustees was held from 8:04 AM until 9:14 AM on Wednesday, April 21, 2021, via Zoom.

Board Members Present:

Karla Bergeson, chair
Kearston Cutruba
Louenda Downs
Ben Ferney
Don Salazar

WSU Representatives Present:

President Brad Mortensen
Provost & VP of Academic Affairs Ravi Krovi
VP of Student Affairs Brett Perozzi
University Legal Counsel Stephanie Hollist
Associate Provost Eric Amsel
Assistant VP of Human Resources Jessica Oyler

March Meeting Minutes Approval: Minutes from the March 3, 2021 meeting were unanimously approved on a motion by Ms. Downs and a second by Ms. Cutruba.

Policy Items: Ms. Bergeson suggested that the following items be considered as a group. Vice President Perozzi and Ms. Hollist spoke about the proposed update to PPM 6-22, explaining that the proposed language provides additional information about when recordings can and cannot take place both in private places and in academic settings. AVP Oyler and Ms. Hollist spoke about the recommended updates to PPM 3-10, highlighting their alignment with updated Human Resources practices and sharing that the updates offer clarified language. The following policy updates were unanimously approved upon a motion by Ms. Cutruba and a second by Ms.

Downs:

- PPM 3-10, Termination of Employment (Non-Faculty)
- PPM 6-22, Student Code.

Promotion & Tenure Review: Provost Krovi and President Mortensen spoke about tenure and promotion, giving an overview of the multi-year process involved and of the budgetary implications. The following documents were unanimously approved upon a motion by Ms.

Cutruba and a second by Mr. Ferney:

- 2020-2021 Promotion Memo
- 2020-2021 Tenure Memo.

Other Discussions: President Mortensen gave a brief overview of the Norsatch venture fund project, offering thanks for the work of Jan Bergeson. Trustees also requested that acronyms be defined in documents submitted for their approval.

Tenure Documents: Provost Krovi spoke about the proposal, as put forward by Faculty Senate's APAFT (Appointment, Promotion, Academic Freedom, and Tenure) committee, highlighting the unique effects of the COVID-19 global pandemic on the promotion and tenure process. The following document was unanimously approved upon a motion by Ms. Downs and a second by Ms. Cutrubs:

- Tenure & Promotion Guidelines for COVID-19, Fall 2020 to Summer 2021.

Curriculum: Provost Krovi described the proposed program, including how the program would fill a significant need in entry-level employment opportunities, and how it would offer stackable credentials to students working toward a bachelor's degree. The following program was unanimously approved upon a motion by Mr. Ferney and a second by Ms. Downs:

- AAS in Outdoor Leadership.

Program Name Changes and New Administrative Units: Ms. Bergeson suggested that the following items be considered as a group. Provost Krovi described the proposed program name changes, explaining that they parallel the recent departmental name change. Provost Krovi also spoke about the proposed administrative unit, stating that this center hopes to coordinate applied research and innovation across the university. The following items were unanimously approved upon a motion by Ms. Downs and a second by Mr. Ferney:

- Program Name Changes:
 - Psychology to Psychological Science
 - Teaching Psychology to Teaching Psychological Science
- New Administrative Units:
 - Interdisciplinary Center for Applied Research.

Consent Calendar: Provost Krovi spoke about emeritus status and the associated recommendation process. The following consent calendar items were unanimously approved upon a motion by Ms. Downs and a second by Ms. Cutrubs:

- Emeritus Faculty Recommendations
- Personnel Report: March 2021.

WSUSA Policy Issues: Mr. Ferney spoke about the recently elected WSUSA officials. He also shared the WSUSA organization, highlighting appointed vs. elected positions. Mr. Ferney will share a link to the WSUSA inauguration which will be held on Friday, April 23, 2021.

Academic Affairs Topics: Provost Krovi offered an overview of the interdisciplinary focus on general education at Weber State, sharing information about "Big Questions" used to frame classes and accompanying "Signature Assignments" used in the assessment process. He also highlighted interdisciplinary WSU courses that creatively connect different disciplines, explaining that they also satisfy two different General Education requirements. Ms. Bergeson asked that the group send her topics for discussion at the May meeting.