

Board of Trustees Meeting

Lindquist Hall, Haven J. Barlow Lecture Hall room 101 – 3850 Dixon Parkway, Ogden, UT 84408

Zoom | ID: 940 4090 0185 | Password: 979127

Thursday, May 19, 2022 | 9:30 AM to 11:30 AM

AGENDA

- 1. Call to Order and Identification of Any Potential or Perceived Conflicts of Interest
 (9:30 a.m.)

 Ms. Karla Bergeson, Vice Chair
- 2. Recognition of Outgoing Trustees and Induction of Incoming Trustee and WSUSA

 President (9:35)

 Chair Kearston Cutrubus & Ms. Sherri Cox
- 3. ACTION: Approval of Minutes (9:40 a.m.)

Vice Chair Bergeson

- a. April 20, 2022 Board Meeting
- b. April 21, 2022 Executive Committee Meeting
- c. April 28, 2022 Executive Committee Meeting
- 4. ACTION: Approval of 2022-23 Trustees Meetings Schedule and Committee Assignments

 Vice Chair Bergeson
 - a. Meeting Schedule
 - b. Committee and College Liaison Assignments
- 5. **INFORMATION**: (9:50 a.m.)

Vice Chair Bergeson

- a. College Liaison Report College of Social & Behavioral Sciences (Presentation)

 Chair Kearston Cutrubus with Dean Julie Rich
- b. Special Topic (10:00 a.m.) <u>Digital Fluency</u> (<u>Handout</u>)

 Dr. Brenda Kowalewski, Associate Provost and Professor of Sociology and

 Dr. Stephanie Speicher, Assistant Professor, Teacher Education
- c. <u>Faculty Presentation</u> (10:15 a.m.) Red Barn Academy SCM (Supply Chain Management) Returnship Program

Dr. Francois Giraud-Carrier/Assistant Professor of SCM/SCMIS/Interim Director/MBA – Goddard School of Business & Economics and Ms. Nancy Tomon, Interim Director of the Moyes Center for Supply Chain Excellence

d. Weber State University Reports (10:25 a.m.)

Vice Chair Bergeson

- i. President
- ii. Alumni Association
- iii. Staff Advisory Council
- iv. WSUSA President
- v. **Upcoming Events**

6. Business Committee (10:40 a.m.) - Agenda

Trustee Don Salazar

- a. ACTION Items:
 - i. Financial Report (March 2022)
 - ii. Base Budget FY 2022-23
 - iii. PPM 3-39, University Holidays (Summary/Redline/Clean)

b. Consent Calendar Items

Trustee Don Salazar

- i. Monthly Investment Report (March 2022)
- ii. Retirement Committee Update
- iii. Personnel Report (April 2022)
- iv. <u>Early Retirement</u>

c. INFORMATION:

Trustee Don Salazar

- i. Business Committee Meeting Minutes April 20, 2022
- ii. Capital Improvements
- iii. Emergency Response Lessons Learned

7. Academic Policy Committee (11:00 a.m.) Agenda

Trustee Louenda Downs

- a. ACTION Items:
 - i. Promotion and Tenure
 - 1. Promotion Memo
 - 2. Tenure Memo
 - ii. Curriculum
 - 1. Bachelor of Science in Biomedical Engineering
 - 2. Master of Science in Data Science
 - iii. Policy Items PPM 6-22, Student Code (Summary/Redline/Clean)
- b. Consent Calendar Items
 - i. **Emeritus Faculty**
 - ii. Department Chair Recommendation

c. INFORMATION:

Trustee Louenda Downs

i. Academic Policy Committee Meeting Minutes – April 20, 2022

8. CLOSED MEETING SESSION

a. 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.

9. Other (11:20 a.m.)

Vice Chair Bergeson

10. Adjourn (11:30 a.m.)

Vice Chair Bergeson



BOARD OF TRUSTEES MEETING MINUTES

April 20, 2022 – 9:30 a.m. Davis Campus Bldg. D2 - Room 110 2750 University Park Blvd. Layton, UT 84401 | Hybrid Meeting

Trustee Members:

Ms. Kearston Cutrubus (Chair)

Ms. Karla Bergeson (Vice Chair)

Mr. Brent Bishop

Ms. Louenda Downs

Ms. Karen Fairbanks

Mr. Ben Ferney

Mr. Curtis Funk

Mr. Don Salazar

Mr. Keith Titus

Weber State University Representatives:

Dr. Brad Mortensen, President

Dr. Norm Tarbox, Vice President for Administrative Affairs

Dr. Ravi Krovi, Provost

Dr. Bret Ellis, Vice President for Information Technology (via Zoom)

Dr. Betsy Mennell, Vice President for University Advancement

Dr. Brett Perozzi, Vice President for Student Affairs

Ms. Adrienne Andrews, Vice President for Equity, Diversity and Inclusion

Ms. Sherri Cox, Secretary to the Board

Mr. Steven Richardson, Director of Strategic Initiatives

Dr. Laine Berghout, Faculty Senate Chair/Professor/Chemistry

Dr. Gail Niklason – Staff Association Council Chair/Executive Director, Office of Institutional Effectiveness

Ms. Stephanie Hollist, Deputy General Counsel

Excused:

Ms. Amanda Covington

- Mr. John Kowalewski, Executive Director, Marketing & Communications
- Dr. Yasmen Simonian, Dean of Dumke College of Health Professions (via Zoom)
- Dr. Yimin Wang, Dean/Senior International Officer
- Dr. Christian Hearn, Associate Professor/Electrical and Computer Engineering
- Mr. Jason Francis, Associate Professor/Health Sciences Librarian
- Mr. Joe Salmond, Sr. Media Developer
- Mr. Alan Ferrin, Creative Academic Technology Solutions Senior Manager

Guests:

- Ms. Jesselie Anderson, Board Member, Utah State Board of Higher Education (via Zoom)
- Mr. Geoffrey Landward, Deputy Commission of Higher Education & General Counsel at Utah System of Higher Education
- Ms. Hannah Olsen, Presidential Leadership Fellow
- Mr. Riley Swain, Presidential Leadership Fellow

Public Attendees:

Mr. Jeremy Shinoda, Ogden City Diversity Commissioner (via Zoom)

Press:

No press were present

Call to Order:

The meeting was called to order at 9:47 a.m. by Chair Kearston Cutrubus. She welcomed all in attendance and asked for identification of any potential or perceived conflicts of interest after viewing the agenda. Hearing none, Chair Cutrubus then continued through the agenda.

Full Board Agenda Items

Meeting Minutes Approval:

a. March 22, 2022:

Meeting minutes from the Board of Trustees meeting on March 22, 2022, were reviewed by the Board of Trustees.

ACTION: Upon a motion by Ms. Louenda Downs to approve the minutes

from the March 22, 2022, Board of Trustees meeting, with a second by Mr. Ben Ferney, the motion passed unanimously.

b. April 8, 2022, Executive Committee:

Meeting minutes from the Executive Committee meeting held on April 8, 2022, were reviewed by the Board of Trustees.

ACTION:

Upon a motion by Mr. Ben Ferney to approve the minutes from the April 8, 2022, Executive Committee meeting, with a second by Ms. Karla Bergeson, the motion passed unanimously.

Information

College Liaison Report:

Vice Chair Karla Bergeson, serving as a liaison to the Dumke College of Health Professions, introduced Dr. Yasmen Simonian, dean. Dean Simonian gave a review of the college along with a presentation that included (a) official accreditation of the DNP program, (b) programs listed in the top five of WSU's top ten degree programs for the past five years, (c) spring 2022 graduation will include the first cohort from the nursing program, (d) an update on the PA program which has faculty and staff hired, with 450 students applying for 20 spots in the program, and (e) the study abroad project that took place in Ghana, Africa to create a safe place for children being rescued.

Challenges discussed included the need for more clinical sites and faculty lines to increase enrollment for the shortage of the healthcare workforce and offer continuing education. The legislature allotted \$2 million in funding to expand programs to allow for more nursing students. Using the summer semester in 2021 for the nursing program has expanded the WSU cohort by 96 students.

Special Topic – Internationalization of WSU:

Dean/Senior International Officer Yimin Wang gave a presentation on the Internationalization of WSU. Our basic model is called "comprehensive internationalization with global learning and perspectives with data-informed decision making." Global partnerships have been strengthened and expanded even through the pandemic via Zoom. WSU currently has 86 robust streamlined international partners. Some are in the top 20 business schools in the world. This gives students opportunities to study at these institutions at WSU rates and allows their credits to transfer back to WSU. Weber State ranks 2nd in the state next to the UofU for international programs. The State Department ranks WSU among the top 20 masters' universities in the United States for study abroad participation. Global learning can be incorporated into students' schedules and it can be added to their transcript, even for those who are not able to study abroad. We use what we have on campus to integrate and nurture local-global connections and well-rounded functioning global citizens.

Faculty Presentation – Student Success in Engineering:

Dr. Christian Hearn gave a presentation on the engineering department. He expressed the need to change the perception of engineering technology at WSU with the local community and parents. The engineering program produces a high rate of employment in Utah and for Hill Air Force Base. There is a current need for many engineers in the local economy. Dr. Hearn attended WSU's sister school, Hof University in Germany, during his sabbatical. During the trip, there was an assertive campaign by Germans to recruit technical engineers to assist their economy as there is a noticeable shortage of young technical engineers. There is a noticeable shortage here in Northern Utah as well. Several contractors are pursuing engineers for their companies, such as HAFB, Lockheed Martin, Northrop Grumman, BAE, and Boeing. WSU has nationally accredited programs in electrical, computer, and mechanical engineering. We have the most affordable inperson, ABET-accredited engineering degree program in the state. Over 180 of the 200 graduates are working locally in the economy with several moving on to pursue graduate degrees.

Issues addressed included the need to change the perception of engineering technology among the community, the need to be listed in the top 10 degrees at WSU, and better advertising for the visibility of the department.

Weber State University Reports

President's Report:

President Mortensen shared a slide he used in his report to the Higher Education Appropriations Subcommittee showing the engineering graduates' employment statistics from Dr. Hearn's report. He also shared that an education partnership agreement signing event with Hill Air Force Base and WSU will take place on April 28 at Davis campus. This is a really big deal! The president also introduced visiting Presidential Leadership Fellows, Mr. Riley Swain, and Ms. Hannah Olsen, who took a few moments to introduce themselves.

Other reports were reviewed in the packet without discussion.

Academic Policy Committee

ACTION Items: Trustee Louenda Downs

Trustee Louenda Downs, chair of the Academic Policy Committee, commented on the incredible discussion at their meeting concerning the process and proposal steps that take place before action items come to the Trustees. Dr. Eric Amsel shared a chart showing the steps for these types of changes. Trustees Downs also indicated that the Academic Policy Committee meeting minutes from March 22, 2022, were approved during their meeting. She then turned the time to Provost Ravi Krovi, who proposed the following action items:

a. Action Items:

1. Program Name Change: Minor in Psychological Science

ACTION: On a motion to approve the program name change to

Minor in Psychological Science by Ms. Louenda Downs, with a second by Mr. Don Salazar, the motion was

approved.

2. Organizational Change: Master of Education Program

ACTION: On a motion to approve the organizational change of the

Master of Education Program to the Office of the Dean in Education, made by Mr. Ben Ferney, with a second by Mr.

Curtis Funk, the motion was approved.

3. Graduate Degree: Master of Science in Systems Engineering

The Master of Science in Systems Engineering graduate degree involves in-system design and modeling. HAFB would like to see graduates with these skills. This new graduate degree stacks existing programs from undergraduate degrees and will benefit students in this program.

ACTION: On a motion to approve the new graduate degree: Master

of Science in Systems Engineering, made by Mr. Don

Salazar, with a second by Ms. Louenda Downs, the motion

was approved.

Dr. Eric Amsel was asked to share the chart that was created, showing the proposal steps for program changes. The chart was shared with the Trustees with a brief discussion of the approval process.

4. Policy Items

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

Changes to this policy include (1) inclusion of adjunct faculty in certain senate functions (2) terms that faculty board members can serve, and (3) Faculty Senate should have minutes kept and shared moving forward. A discussion took place concerning the proposed changes, with more discussion in the future on this topic.

ii. PPM 4-21a, Awarding of Transfer Credit and Credit by Examination or Petition

Changes to this policy provide departments with more flexibility in course articulation.

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

The review process has moved from paper-based tenure credentials to digital processes. Because of this, dates are not a crucial portion of this process and have been removed from the policy. Questions from Trustees included (1) what does the process of evaluations entail, (2) are evaluations added to their portfolio, (3) is the peer evaluation done across campus or within their college/department, and (4) How are things weighted? Discussion ensued with answers to questions given.

ACTION:

Upon a motion to approve the three PPMs, (1) PPM 1-13, Faculty Senate Constitution and Bylaws, (2) PPM 4-21a, Awarding of Transfer Credit and Credit by Examination or Petition, and (3) Dated Guidelines for the Ranking Tenure Review Process, by Mr. Ben Ferney, with a second by Mr. Keith Titus, the motion was approved.

Business Committee

ACTION Items: Trustees Don Salazar

Trustee Don Salazar, Business Committee Chair, shared that the meeting minutes from the March 22, 2022, Business Committee were approved during their meeting. Clayton Anderson reported on national rankings at their meeting as well. He then turned time to Vice President Norm Tarbox to present the following action items for approval:

a. Action Items:

PPM 10-2, Acceptable Use Policy
 Vice President Bret Ellis talked about the fluid and challenging security
 environments in the digital world. The policy states that personal email
 cannot be used for university business, and university email cannot be

used for personal business. Questions were asked about this new policy and how it may apply to Trustees. Clarifications regarding such application will be presented at a future meeting.

All other action items were reviewed in the packet, with nothing additional to report.

ACTION: On a motion to approve all action items as one by Mr. Don

Salazar, with a second by Mr. Curtis Funk, the motion was

approved.

b. Consent Calendar:

The consent calendar items were reviewed by the Board of Trustees without discussion.

ACTION:

On a motion to approve the Consent Calendar by Mr. Don Salazar, with a second by Mr. Ben Ferney, the motion was approved.

Other

- a. The Board of Trustees' FY23 schedule was discussed and Trustees were asked to revisit the spreadsheet and respond with their availability to set dates for the upcoming year.
- b. Vice Chair Karla Bergeson requested that Provost Krovi explain the chart from the Academic Policy Committee meeting showing the process and steps for approval of various academic programs. Mr. Keith Titus shared the question he had raised during the committee discussion about the sequence of actions for an out-of-mission degree. Mr. Geoff Landward was asked to answer questions

regarding state statutes and Utah Board of Higher Education policies as well. Clarifications on the approval process will be presented at a future meeting.

Adjourn

With no other business or items to discuss, the meeting was adjourned at 11:18 a.m.





BOARD OF TRUSTEES EXECUTIVE COMMITTEE MEETING MINUTES

April 21, 2022 – 12:30 pm Miller Administration Building | Betty H. Lampros Boardroom 319 Hybrid Meeting

Executive Committee Members:

Ms. Kearston Cutrubus - Chair

Ms. Karla Bergeson -Vice Chair

Mr. Don Salazar (via Zoom)

Other WSU Trustees:

Mr. Brent Bishop (via Zoom)

Weber State University Representatives:

Dr. Brad Mortensen, President

Dr. Ravi Krovi, Provost

Ms. Sherri Cox, Secretary to the Board

Public Attendees:

No public attendees were present

Press:

No members of the press were present

Call to Order:

The meeting was called to order at 12:38 p.m. by Ms. Kearston Cutrubus, Chair. Chair Cutrubus welcomed all in attendance and introduced the Executive Committee members.

Adjourn to Closed Session:

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

ACTION: After discussion was completed, a motion was made to move into open session by Vice Chair Bergeson. With a second by Mr. Don Salazar, the Board of Trustees Executive Committee approved the motion.

Approval of Appointment:

President Brad Mortensen proposed that the Executive Committee approve Dr. James Hedges as Dean of Online & Continuing Education contingent on the background check and AA/EO search approval.

ACTION: Upon a motion by Ms. Karla Bergeson to approve Dr. James Hedges as Dean of Online & Continuing Education contingent on the background check and AA/EO search approval, with a second by Mr. Don Salazar, the motion was unanimously approved by the Board of Trustees Executive Committee.

Adjourn:

With no further business or items to discuss, the meeting was adjourned at 1:05 p.m.



BOARD OF TRUSTEES EXECUTIVE COMMITTEE MEETING MINUTES

April 28, 2022 – 3:00 pm Miller Administration Building | Betty H. Lampros Boardroom 319 Hybrid Meeting

Executive Committee Members:

Ms. Kearston Cutrubus - Chair

Ms. Karla Bergeson -Vice Chair

Mr. Don Salazar (via Zoom)

Other WSU Trustees:

Ms. Karen Fairbanks (via Zoom)

Ms. Amanda Covington (via Zoom)

Weber State University Representatives:

Dr. Brad Mortensen, President

Dr. Ravi Krovi, Provost

Ms. Sherri Cox, Secretary to the Board

Mr. Rich Hill, General Counsel

Public Attendees:

No public attendees were present

Press:

No members of the press were present

Call to Order:

The meeting was called to order at 3:01 p.m. by Ms. Kearston Cutrubus, Chair. Chair Cutrubus welcomed all in attendance and introduced the Executive Committee members.

Interim Dean History:

Chair Cutrubus turned the time to President Brad Mortensen who discussed the reason for the meeting was to discuss the interim dean appointment for the Goddard School of Business & Economics. The policy for interim dean approval at Weber State University is not clear and the process has not been handled consistently. The president showed a WSU history of five interim deans from 2017-2022 Of those five, three were appointed and approved by the Trustees. Trustees did not approve Brian Stecklein's appointment as Interim Dean of Online & Continuing Education when Dr. Bruce Davis passed away. Brian was appointed by the provost to step into that role. Also, the Trustees did not approve the appointment of John Silito, who was appointed interim university librarian from July 1 to August 31, 2017, to cover the gap between when the previous dean retired and the new dean started. Dr. James Hedges will start as Dean of Online & Continuing Education on July 18, 2022. An interim dean may be needed to cover for a short term during this transition period, as Brian Stecklein will be retiring in June. This will be discussed at a later time.

Vice Chair Karla Bergeson made a request that policies be adjusted to reflect that interim dean positions will be approved moving forward. President Mortensen agreed that is the best practice and consistent with the intent of current policy.

Adjourn to Closed Session:

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

ACTION: After the discussion was completed, a motion was made to move into open session by Vice Chair Bergeson. With a second by Mr. Don Salazar, the Board of Trustees Executive Committee approved the motion.

Approval of Appointment:

After returning from the closed meeting and back into open session, Chair Cutrubus named all in attendance at the meeting. President Brad Mortensen proposed that the Executive Committee approve Dr. Doris Geide-Stevenson as Interim Dean of the Goddard School of Business & Economics. Vice Chair Bergeson asked about a time frame for the appointment and recommended at least a one-year appointment.

Provost Ravi Krovi discussed the process for nominating candidates from the college,

which were narrowed down to three final candidates. Input from internal and external university stakeholders, as well as survey results from faculty and staff in the Goddard School were in favor of Dr. Geide-Stevenson.

ACTION: Upon a motion by Ms. Karla Bergeson to approve Dr. Doris Geide-Stevenson as Interim Dean of the Goddard School of Business & Economics for at least a one-year term, with a second by Mr. Don Salazar, the motion was unanimously approved by the Board of Trustees Executive Committee.

Adjourn:

With no further business or items to discuss, the meeting was adjourned at 3:32 p.m.



Board of Trustees Meeting Schedule – 2022-2023

- Wednesday, August 10 Planning Retreat Orientation Meeting
- Tuesday, September 20
- Tuesday, October 18
- Thursday, November 17
- Tuesday, January 31
- Tuesday, March 21
- Tuesday, April 18
- Thursday, May 16

Weber State University Board of Trustees Committee Assignments

2022-2023

	2022-2023				
Committee/Assig	nment Trustee Members				
Standing Committees (VI.B.)					
Audit Committee	Karen Fairbanks, Chair				
	Louenda Downs				
	Don Salazar				
Business	Don Salazar, Chair				
	Brent Bishop				
	Amanda Covington				
	Rob Higginson				
	Kearston Cutrubus/Karla Bergeson				
Executive Committee	Kearston Cutrubus, Chair				
	Karla Bergeson, Vice chair				
	Don Salazar				
Honorary Degree	Keith Titus, Chair				
	Rob Higginson				
	Kearston Cutrubus				
Academic Policy	Louenda Downs, Chair				
	Karen Fairbanks				
	Ashley Potokar				
	Keith Titus				
	Kearston Cutrubus/Karla Bergeson				
	Other Special/Ad-hoc Committees (VI.A.)				
Athletic Board	Brent Bishop				
Community Relations	Amanda Covington, Chair				
	Karen Fairbanks				
	Rob Higginson				
	Keith Titus				
	Kearston Cutrubus/Karla Bergeson				
Conflict of Interest Committee	Kearston Cutrubus, Chair				
Click here for link to WSU PPM 3-36a	Karla Bergeson, Vice chair				
	Karen Fairbanks				
	Brent Bishop				
Investment Committee	Karla Bergeson				
	Brent Bishop				
Nomination Committee	Don Salazar, Chair				
	Ashley Potokar				
Technical Colleges	Amanda Covington (Davis Tech)				
Click here for link to UCA 53B-2a-108.(2)(b)	Don Salazar (Ogden-Weber Tech)				
University Planning Council	Louenda Downs				
	Rob Higginson				
Research Foundation	Karen Fairbanks				

Academic College Liaison Assignments

Callana	Total Astronomia		
College	Trustee Assignment		
Lindquist College of Arts & Humanities	Keith Titus		
Goddard School of Business & Economics	Rob Higginson		
	Don Salazar		
College of Engineering, Applied Science, & Technology	Amanda Covington		
Moyes College of Education	Louenda Downs		
	Ashley Potokar		
Dumke College of Health Professions	Karla Bergeson		
Stewart Library	Brent Bishop		
College of Science	Karen Fairbanks		
College of Social & Behavioral Sciences	Kearston Cutrubus		

May 19, 2022

WSU Board of TrusteesCollege of Social and Behavioral Sciences Report



Introduction

As Dean of the College of Social and Behavioral Sciences I am privileged to guide this dynamic college. Our strength comes from the diversity of departments and programs that are housed within CSBS - Anthropology, Criminal Justice, Geography, History, Philosophy, Political Science, Psychology, Social Work & Gerontology, and Sociology. Students in our college investigate humans, their behavior, and how they interact with the environment through their own unique lens of inquiry. Our faculty are award-winning, highly accomplished scholars who promote student research, internships, and high-impact

educational experiences. Students in our college acquire essential skills, knowledge, and abilities to enact positive change in the world. Thank you for taking time to read the report.

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.

CSBS Vision

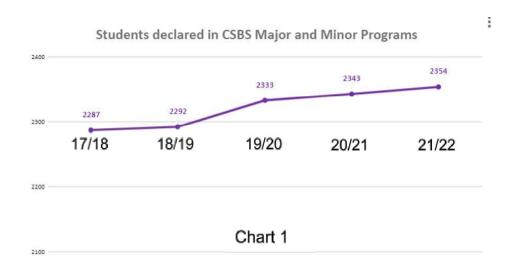
The College of Social & Behavioral Sciences aspires for its academic programs to be recognized as regional leaders among comprehensive universities for:

- Commitment to effective teaching that emphasizes close faculty-student interactions and rich opportunities for student experiential learning, including faculty-guided research, internships and community engagement.
- Research that advances understanding of behavior and thought in its individual, social, cultural, physical and historical contexts.
- Outreach that establishes the college as an invaluable resource in the northern Utah community and beyond.



CSBS Programs

There has been an average 0.73% increase over the last five years in the number of declared students in major and minor programs in our college (AY 17/18 and 21/22). The greatest increase was between AY 18/19 and 19/20 at 1.8%, just prior to the pandemic. The number of CSBS declared majors and minors grew at approximately 0.5% during AY 19/20 to 21/22 (Chart 1). Our continued growth through the height of the pandemic was due to chairs, faculty, staff, students, and administration working together to keep everyone informed and safe. The college also added a third advisor just prior to the COVID shut down. CSBS advisors and students worked with other CSBS team members to help call and track students, helping advance our major and minor numbers.



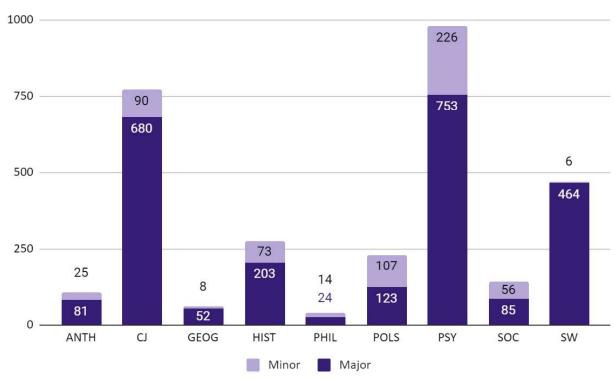
Disciplines

The college has nine programs in which students can major or minor (Chart 2). The top three programs, based on enrolled majors, are Psychology (753), Criminal Justice (680), and Social Work & Gerontology (464). The other programs are smaller, yet robust in their own way and provide an important service to the university through the General Education courses that they offer (American Institutions, Diversity, Humanities, Social Sciences, Physical Sciences, and Life Sciences). The College of Social and Behavioral Sciences has two masters programs, Criminal Justice (MCJ) and Social Work (MSW). This is the first year students have enrolled in the new MSW program and it has already proved to be highly

successful. The college also has eight "other minor programs" that allow students to focus on areas of high interest to them. The college also has two institutes that serve both the campus, local community, and beyond (see "Other Minor Programs" and "Institutes" on page 5).

- 1. **Anthropology** (LINK) 81 Majors / 25 Minors
- 2. **Criminal Justice** (<u>LINK</u>) 680 Majors / 90 Minors
- 3. **Geography, Environment, and Sustainability** (LINK) 52 Majors / 8 Minors
- 4. **History** (<u>LINK</u>) 203 Majors / 62 Minors
- 5. **Political Science** (LINK) 123 Majors / 20 Minors
- 6. **Philosophy** (LINK) 24 Majors / 14 Minors
- 7. **Psychology** (LINK) 753 Majors / 226 Minors
- 8. **Social Work & Gerontology** (<u>LINK</u>) 464 Majors / 6 Minors
- 9. **Sociology** (LINK) 85 Majors / 56 Minors

Students Served by Program of Study (Chart 2)



Masters Programs

- 1. **Master of Criminal Justice** (<u>LINK</u>) 34 Students
- 2. **Master of Social Work** (LINK) 20 Students

Other Minor Programs

- 1. **Asian Studies** (LINK) 11 Students
- 2. **Ethnic Studies** (LINK) 1 Student (BIS)
- 3. International Studies (LINK) 13 Students
- 4. **Legal Studies** (<u>LINK</u>) 76 Students
- 5. **Neuroscience** (<u>LINK</u>) 43 Students
- 6. **Public Administration** (LINK) 3 Students
- 7. **Women and Gender Studies** (<u>LINK</u>) 30 Students
- 8. **Army ROTC Reserve Officer Training Corp** (LINK) 31 Students (CSBS is also the satellite home to Air Force and Navy/Marine ROTC programs at the U of U).

Institutes

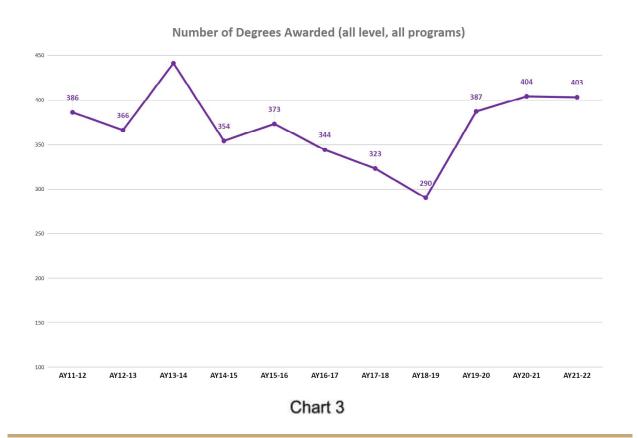
- 1. Olene Walker Institute of Politics and Public Service (LINK)
 - a. Continues to build on Olene Walker's legacy of public service
 - b. Promotes civil exchange of ideas in politics and government
 - c. Provides civic education for students and citizens across the State of Utah
- 2. Richard Richard Institute for Ethics (LINK)
 - a. Promotes ethical behavior at all levels of government and business
 - b. Teaches inspiring ethical leadership
 - c. Encourages active participation in public service
 - d. Promotes political reform and provides scholarships to students interested in

local, national and world politics



CSBS Number of Degrees Awarded

Over the course of ten years the college has awarded 4071 degrees. These degrees include all levels (AA/AS, BA/BS, MS, and certificates) for all programs. The highest number of awarded degrees (441) occurred in AY 13/14 (see Chart 3). This high number was possibly due to the 2008 housing bubble that burst and people returning to higher education then graduating. Following the peak in AY 13/14, the number of CSBS degrees granted declined over five years possibly due to the change in the missionary age policy by the Church of Jesus Christ of Latter-day Saints. This policy change allowed men to begin serving at age 18 (just after high school graduation) and women at age 19 impacting CSBS enrollments and graduation numbers. During AY19/20 the number of graduates went from 290 to 387, a 33.5% increase. The subsequent year our college increased the number of graduates by approximately 4.4%. This year, we remained stable with approximately the same number of graduates (403) as the previous year (404). It should be noted that the pandemic has affected how well students have progressed through their academic career, impacting the number of graduates.



CSBS Full Time Equivalent Instruction

The 5-year trend for CSBS full time equivalent (FTE) instruction shows that self support (concurrent enrollment) has steadily increased to present day, with 630 self support students in AY 17/18 to 865 in AY 21/22 (Chart 4). This has impacted our "budget related" FTEs as there has been a drop from 4522 to 4374 during the same time period. We are finding that there is high demand for CSBS general education (GE) courses that are offered as concurrent enrollment in the high schools. This has cut into our CSBS FTE "budget related" instruction on campus, as increasingly more students are taking their "generals" prior to becoming matriculated WSU students.

5-Year Trend in CSBS Full Time Equivalent Instruction 631 785 770 865 630 4685 4543 4555 4522 4374 AY17-18 AY18-19 AY20-21 AY21-22 AY19-20 Self Support Budget Related

Chart 4

CSBS Student Demographics

The 2021-2026 WSU strategic plan states that "by Fall 2025, our institution will become an emerging Hispanic-Serving Institution by growing our percent of students who identify as Hispanic or Latino descent to 15%." Chart 5 illustrates the present day demographics of CSBS and reveals that our college has 16.6% of students who identify as "Hispanic", this is a full 5.2 percentage points above the university and exceeds the 2025 goal of the WSU strategic plan. The College of Social and Behavioral Sciences also leads the university in a greater percentage of "females", "other ethnicities", and "non-traditional 25+ years old" students. While having a greater proportion of female, older, and historically economically underrepresented students than the rest of the institution, our college is endeavoring to meet assist these students with the challenges they face with regards to family, work, and financial demands.

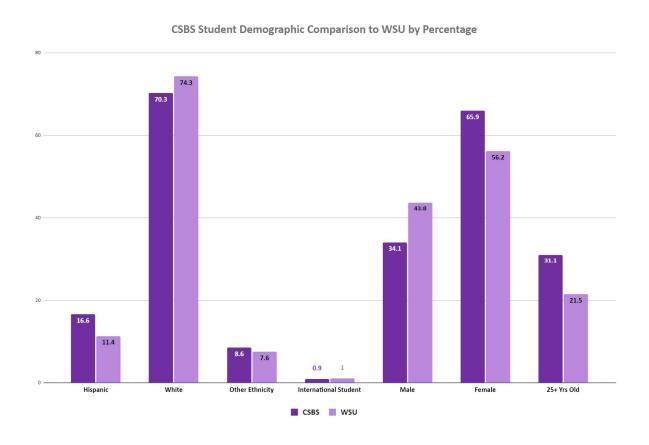
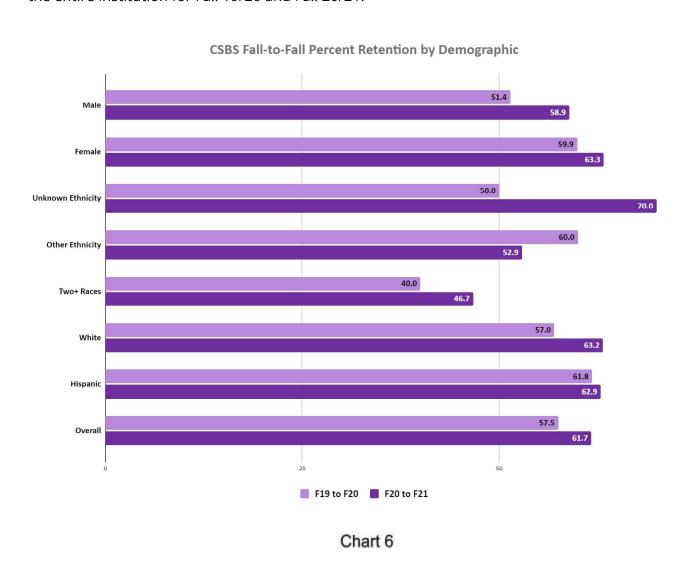


Chart 5

CSBS Student Retention

Goal 2 of the WSU Strategic plan focuses on increasing retention rates for our WSU students. CSBS Fall 19/20 and Fall 20/21 retention rates (by demographics) shows a measurable increase in retention rates in seven of the eight categories (Chart 6). The percentage increase for retention ranged from 1.1% for our Hispanic population, to a 20% increase for students who identified as "Unknown Ethnicity". The only decrease in retention was "Other Ethnicity" with 7.1%. Clearly this is an area where the college could improve with outreach and advising. Overall CSBS had a retention rate of 61.7% compared to 57.1% for the entire institution for Fall 19/20 and Fall 20/21.



CSBS Graduates and Employment Opportunities

Students graduating with a degree from one of our CSBS programs learn how to critically think and communicate. They learn about working together as a team and understand the importance of equity and inclusion. They hone leadership skills and strive to develop technical and professional capabilities. Chart 7 shows the career readiness competencies developed by the National Association of Colleges and Employers (NACE) and the importance of these skills when making hiring decisions.

Career Readiness Competencies	2021 Average Rating			
Critical thinking	4.57			
Communication	4.56			
Teamwork	4.49			
Equity & Inclusion	4.33			
Professionalism	4.20			
Technology	4.05			
Career & Self Development	3.82			
Leadership	3.68			

Chart 7

Source: *Job Outlook 2022, NACE.* **5**-point scale, where **1**=Not at all important/proficient, **2**=Not very important/proficient, **3**=Somewhat important/proficient, **4**=Very important/proficient, **5**=Extremely important/proficient

Career Clusters

The top four career clusters that our CSBS students are educated/trained for and that the U.S. Department of Labor has determined have a bright outlook are as follows:

- Educational Guidance and Career Counselors and Advisors (Jobs for graduates in Psychology, Sociology, and Social Work; 2018-2028 projected growth 32% and annual job openings of 620 in Utah). See Chart 8.
- 2. **Community Health Workers** (Jobs for graduates in Psychology, Sociology, and Social Work; 2018-2028 projected growth 24% and annual job openings of 110 in Utah). See Chart 9.
- 3. **Child, Family and School Social Workers** (Jobs for graduates in Psychology, Sociology, and Social Work; 2018-2028 projected growth 29% and annual job openings of 320 in Utah). See Chart 10.

4. Social and Community Service Managers (Jobs for graduates in Psychology and Social Work; 2018-2028 projected growth 26% and annual job openings of 180 in Utah). See Chart 11.



Chart 8 - Educational Guidance and Career Counselors and Advisors

In the United States: In Utah: 720 employees Employment 64,100 employees Employment (2018)**Projected employment** 890 employees **Projected employment** 77,600 employees (2028)(2030)Projected growth 24% Projected growth 21% (2018-2028) (2020-2030) Much faster than average Projected annual Projected annual 8,600 job openings job openings (2018-2028) (2020-2030)

Chart 9 - Community Health Workers

In Utah:		In the United States:	
Employment (2018)	2,280 employees	Employment (2020)	335,300 employees
Projected employment (2028)	2,950 employees	Projected employment (2030)	377,400 employees
Projected growth (2018-2028)	29%	Projected growth (2020-2030)	Faster than average
Projected annual job openings (2018-2028)	320	Projected annual job openings (2020-2030)	36,700

Chart 10 - Child, Family, and School Social Workers

In Utah:

In the United States:

Employment (2018)	1,450 employees	Employment (2020)	174,200 employees
Projected employment (2028)	1,820 employees	Projected employment (2030)	200,700 employees
Projected growth (2018-2028)	26%	Projected growth (2020-2030)	Much faster than average
Projected annual job openings (2018-2028)	180	Projected annual job openings (2020-2030)	18,300

Chart 11 - Social and Community Service Managers

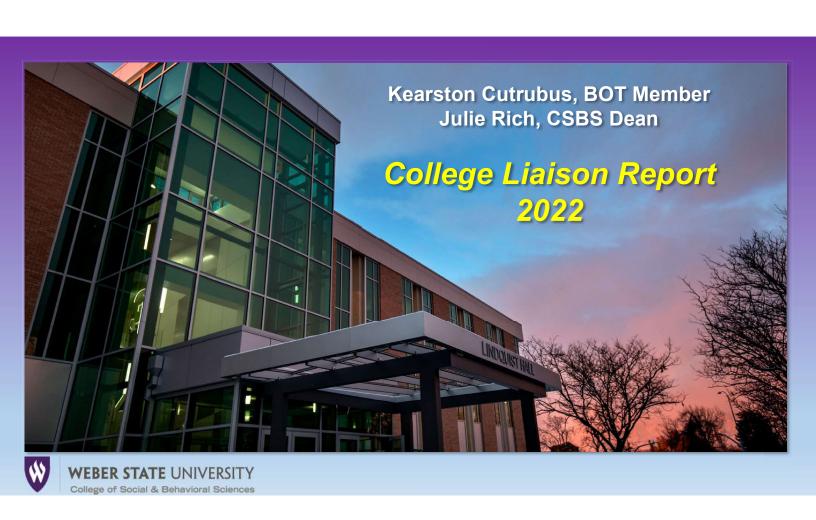
Discipline Specific Jobs

The U.S. Bureau of Labor Statistics lists discipline specific jobs on their website. Chart 12 provides a sampling of the types of careers available to our CSBS graduates. The top row on the chart are all the disciplines in CSBS. Beneath each discipline is a list of careers that relate to each degree.

Anthropology	Criminal Justice	Geography	History	Political Science	Philosophy	Psychology	Social Work	Sociology
Archaeologist	Attorney	Park Ranger	Education	Policy Analysts	Attorney	Academic Advisor	Counselor	Market Analyst
Museum Curator	Education	Geospatial Analyst	Archivist	Education	Secondary Teaching	Academic Counselor	Health Outreach Worker	Demographer
Forensics Anthropologist	Corrections Officer	Education	Museum Curator	Political Consultant	Service Managers	Case Manager	Child Protective Services	Survey Researcher
Education	Police Officer	Urban Planner	Attorney	Legislative Assistant	Software developers	Hospital Psychological Service	Foster Care	Statistician
Ethnographer	Information Security Officer	Market Researcher	Librarian	Attorney	Assurance Analysts and Testers	Industrial Psychologist	Family Resource Coordinator	Paralegal
Environmental Anthropologist	Forensics Investigator	Transportation Manager	Business Consultant	Marketing Research Analyst	Education Administrators	Clinical Counseling	Youth Services Specialist	HR Coordinator
Linguist	Criminal Profiler	Environmental Manager	Writer/Editor	Campaign Manager	Recreation and Entertainment Managers	School Psychologist	Behavioral Health Worker	Community Health Worker

Source: U.S. Bureau of Labor Statistics (https://www.bls.gov/)

Chart 12



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.





Psychology



Social Work & Gerontology



Sociology

CSBS Disciplines



Archaeology



Criminal Justice



Geography, Environment & Sustainability



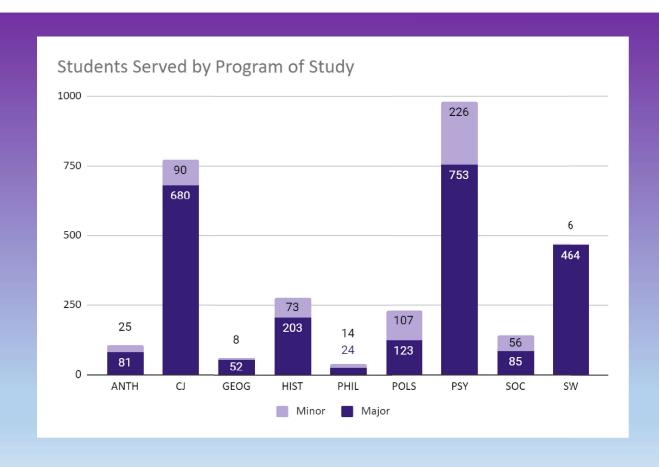
History



Political Science



Philosophy



Masters Programs

Master of Criminal Justice - 34 Students

Master of Social Work - 20 Students



Other Minor **Programs**

Asian Studies - 11 Students

Ethnic Studies - 1 Student (BIS)

International Studies - 13 Students

Legal Studies - 76 Students

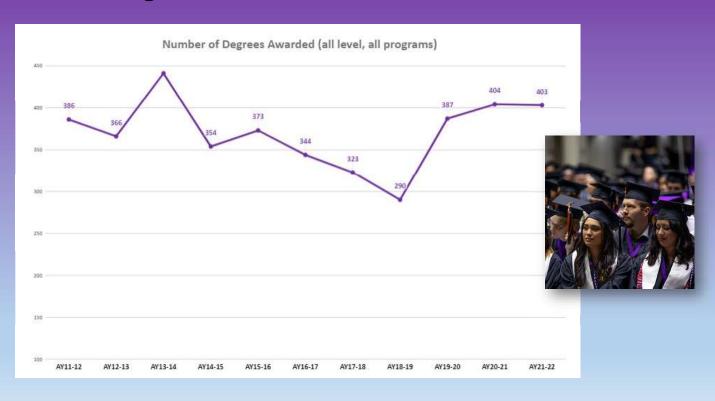
Neuroscience - 43 Students

Public Administration - 3 Students

Women and Gender Studies - 30 Students

Army ROTC - Reserve Officer Training Corp - 31 Students (CSBS is also the satellite home to Air Force and Navy/Marine ROTC programs at the U of U).

Number of Degrees Awarded AY 11/12 – AY 21/22



CSBS Career Clusters

- Educational Guidance and Career
 Counselors and Advisors; 2018-2028
 projected growth 32% and annual job
 openings of 620 in Utah
- Community Health Workers; 2018-2028 projected growth 24% and annual job openings of 110 in Utah
- Child, Family and School Social Workers; 2018-2028 projected growth 29% and annual job openings of 320







CSBS Discipline Specific Jobs



Anthropology	Criminal Justice	Geography	History	Political Science	Philosophy	Psychology	Social Work	Sociology
					Advisor		Analyst	
Museum	Education	Geospatial	Archivist	Education	Secondary	Academic	Health	Demographer
Curator		Analyst			Teaching	Counselor	Outreach	
							Worker	
Forensics	Corrections	Education	Museum	Political	Service	Case Manager	Child	Survey
Anthropologist	Officer		Curator	Consultant	Managers		Protective	Researcher
							Services	
Education	Police Officer	Urban Planner	Attorney	Legislative	Software	Hospital	Foster Care	Statistician
				Assistant	developers	Psychological		
						Service		
Ethnographer	Information	Market	Librarian	Attorney	Assurance	Industrial	Family	Paralegal
	Security	Researcher		ļ	Analysts and	Psychologist	Resource	
	Officer				Testers		Coordinator	
Environmental	Forensics	Transportation	Business	Marketing	Education	Clinical	Youth Services	HR
Anthropologist	Investigator	Manager	Consultant	Research	Administrators	Counseling	Specialist	Coordinator
				Analyst				
Linguist	Criminal	Environmental	Writer/Editor	Campaign	Recreation	School	Behavioral	Community
	Profiler	Manager		Manager	and	Psychologist	Health Worker	Health Worke
					Entertainment			
					Managers			

Source: U.S. Bureau of Labor Statistics (https://www.bls.gov/)

WSU 2021-2026 Task Forces & Equity, Diversity & Inclusion Marketing & Retention & Completion Institutionalize & Grow Anchor Mission Personal Connections & Academic Excellence

Equity, Diversity & Inclusion

Building a Sense of Belonging



- New CSBS hires 4 diverse hires
- CSBS JEDI

 Justice, Equity, and Diversity Coordinator
- Peer Mentoring
 - Underrepresented students
 - Online virtual students

CSBS Mobile Student Mentor RETENTION INITIATIVE





To create a dynamic student mobile advisor program utilizing existing resources to increase retention, connect with prospective students, and develop leadership opportunities within the College of Social and Behavioral Sciences.



MILESTONES

- Repurposed existing space to create a Student Mentor Center.
- Hired 13 college student mentors who identify as first generation/non-traditional college students.
- Provided leadership training and mentor certification for student mentor team.
- Received \$31,000 in HEERF funding to outfit mentors with basic technology to virtually assist students durning the COVID disruption.
- Received Recognition from the Utah Board of International Education for the program's commitment to international and first generation students.
- Created monthly connection points for students to discover & participate in the mentoring program through strategic registration events, social activities, and over 187 hours of community service.









number of students served by mentor team



Prospective students within K-12 served by mentor team

INCRERASED RETENTION OVER PREVIOUS YEARS



SPRING 2021 SPRING 2022

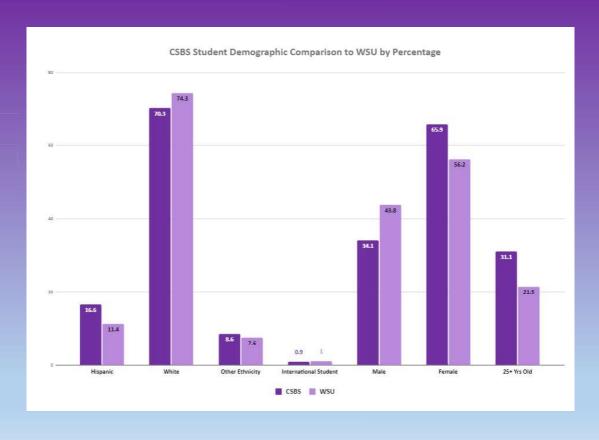


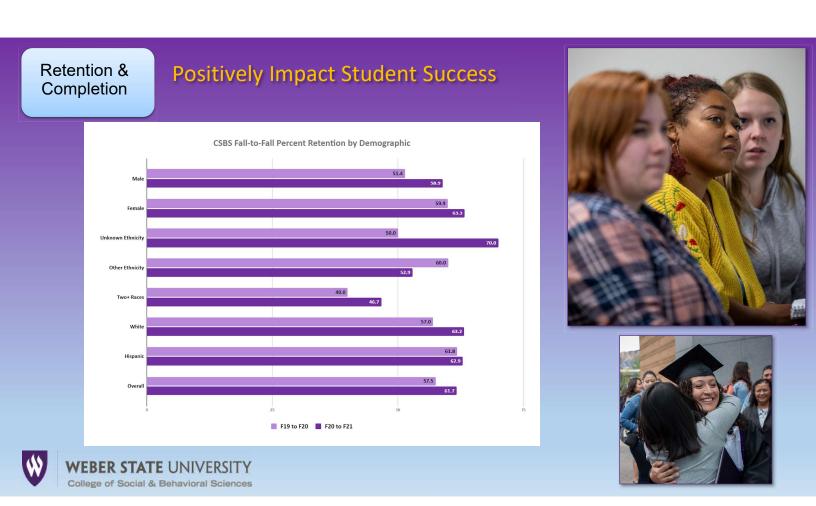
Hours between Fall 2021 and Spring 2022 of direct student engagement opportunities

Creation of cross class collaboration in conjuction with the Office of International Programs

Equity, Diversity & Inclusion

Emerging Hispanic Serving Institution





Personal
Connections &
Academic
Excellence

Rich and Impactful Relationships & Classroom Engagement

Geography Department Field Research

- · Rio Mesa Field Station, Utah
- OBJECTIVE:
 - Expose students to various geomorphological features.
 - Explore ecologically sensitive areas.
 - Gather data to assess affects of climate change to Colorado Plateau riparian flora.





Personal
Connections &
Academic
Excellence

Rich and Impactful Relationships & Classroom Engagement

Model UN

- WSU co-hosted Model United Nations Far West Conference
- AWARDS:
 - Two team awards for best delegations
 - Best delegate type award
- UPCOMING:
 - November National Model United Nations in Washington, with 8 of the students



Personal
Connections &
Academic
Excellence

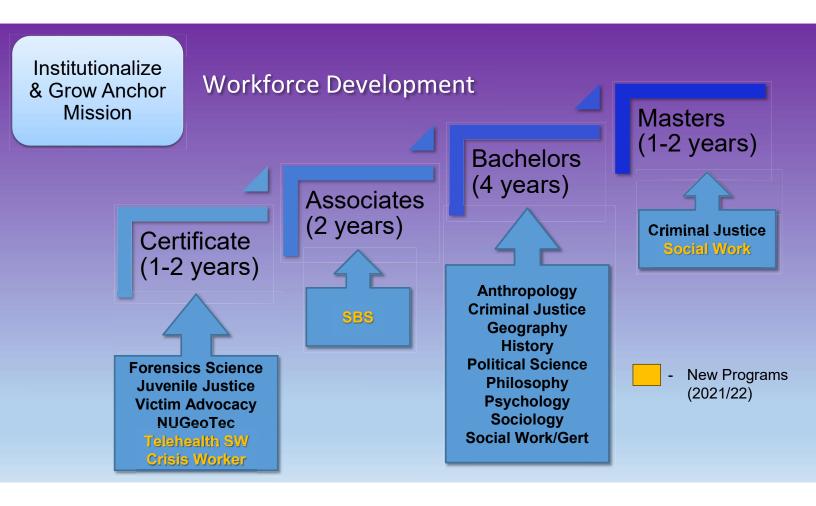
4 College Collaboration CSBS, EAST, A & H, DCHP









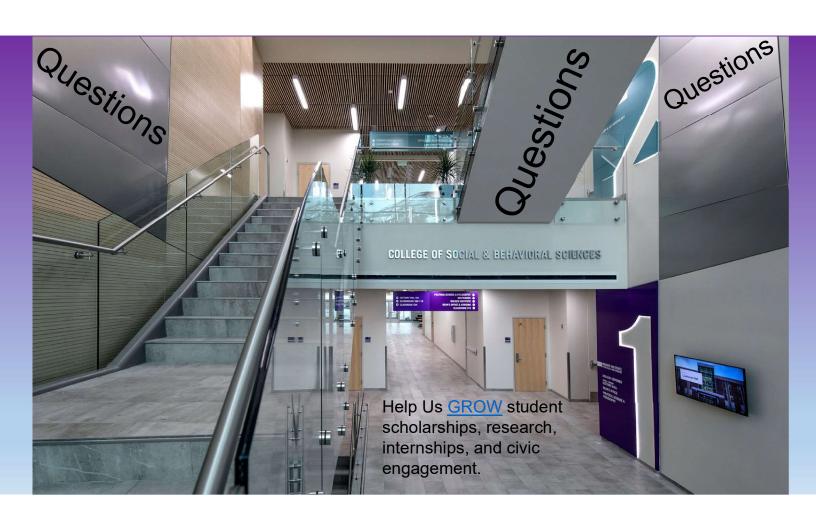


Marketing & Branding

Institution of Choice

- Hired Full-time
 Marketing/Communication
 Director (College First)
- Alumni <u>Spotlights</u> for each department/Program completed





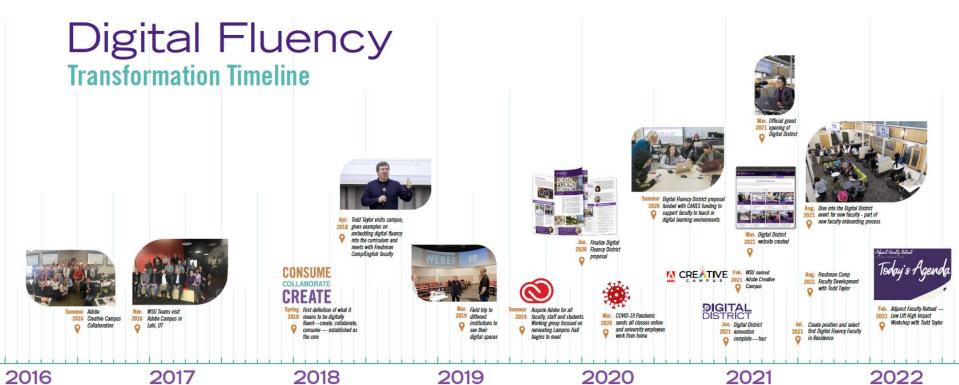


Digital Fluency Transformation

Board of Trustees Meeting May 19, 2022







Digitally Fluent Graduates at WSU

will possess the following skills and capabilities:

Digital Consumer:

An empowered, equitable, and ethical digital consumer...

- Identity appropriate resources for any given task
- Obtain reliable and relevant resources for any given task
- Critically evaluate resources
- Utilize and attribute resources appropriately



Digital Creator:

An empowered, equitable, and ethical digital creator...

- Design and develop professional text-based documents
- Crate and present content graphically
- Design and develop create, ve, digital expressions (audio and video)
- Establish a professional web/social media presence
- Manipulate, interpret and visualize data



Digital Collaborator:

An empowered, equitable, and ethical digital collaborator...

- Utilize online tools to share and work with others on documents and digital resources
- Manage online meetings using available tools
- Engage with global communities



Digital Fluency at Weber State University

What does it mean to be digitally fluent?

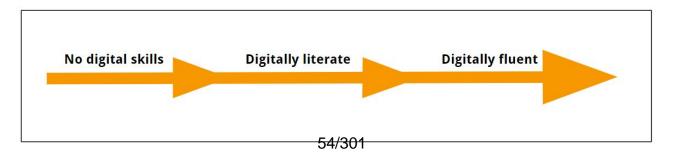
Bell & Gilliam (2011) define digital fluency as "the aptitude to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world".

However, we also need to consider external factors impacting our fluency in a digital environment...

Briggs and Makice (2011) refer to "digital fluency as an ability to reliably achieve desired outcomes through use of digital technology. This ability is helped or hindered by situational forces and the digital fluency of others".

Why is this important to consider?

Because, to be digital fluent is more than having technological ability where the digital tools can be used to create and communicate complex ideas and interpretation of the communications. We are a community engaging in and with these technologies.



Why Digital Fluency?

- Regardless of their field of study, WSU graduates need to be able to:
 - Navigate the digital world that is inherent in all jobs and occupations today
 - Communicate effectively using digital mediums for numerous and varying audiences
 - Articulate to future employers the digital skills they have acquired while pursuing their degree

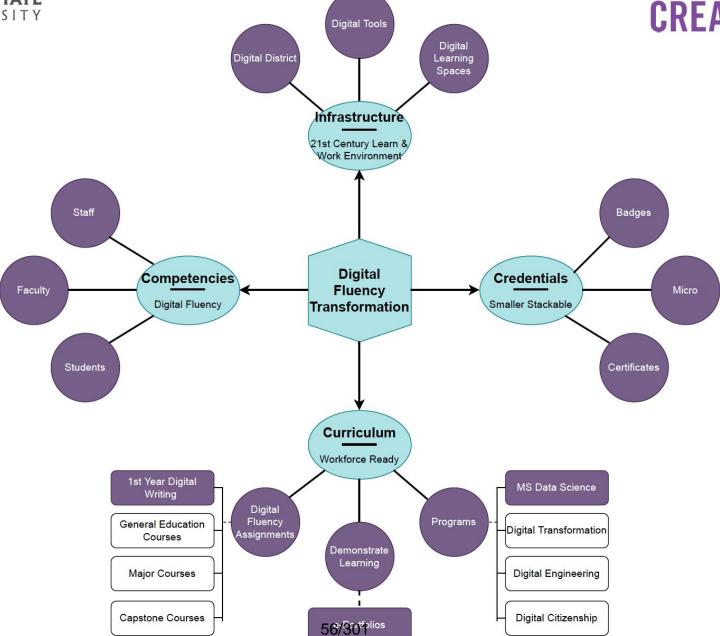






Digital Fluency Transformation





Digital Fluency Faculty in Residence

To **inspire and support** faculty utilizing technology in their teaching, WSU created the Digital Fluency Faculty in Residence position. The focus of the position has 2 central aims:

- 1. Guide faculty in achieving specific learning outcomes with cutting-edge technologies
- 2. Inspire faculty to reimagine their teaching and learning strategies.



As the Digital Faculty in Residence, I am...

Creating spaces for all members of the WSU community to encounter and discuss, at both a personal and professional level, fundamental questions of best practices in digital pedagogy, why our work and how we think about our disciplines matter, and lastly how to create powerful, equitable learning experiences for every student in an ever-changing world.

Supporting faculty to develop a critical lens with which to view the world and recognize the importance of experiential, digital, and community-focused practices.

Empowering faculty to facilitate learning experiences to critically engage students in purposeful content.

Harnessing the position as a platform to **showcase innovation**, **creativity**, **and a solution-seeking** Weber State University to other Universities across the world.

Transformation









Usage Data



3,050 Active Users

(logged in within last month)

4,069 Hours of content viewed

14,716 Course views

2,204 Course completions

84,838 Videos Viewed

1,239 Active Users

115 Content Authors

9,877 Course enrollments

359 Active WSU-Specific

Courses



Usage Data



AY 2021-22

6,953 Active Users
(logged in within last month)

108,898 Zoom meetings

102 Webinars

686,340 Zoom participants

2,850 Active Student Users
709 Active Faculty and Staff
Users

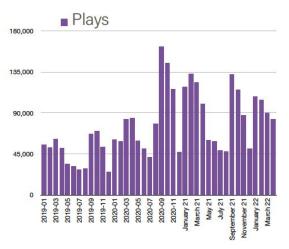


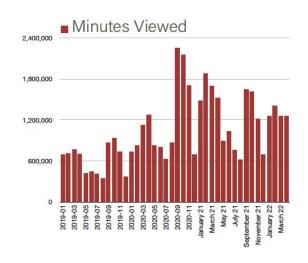
KALTURA USAGE

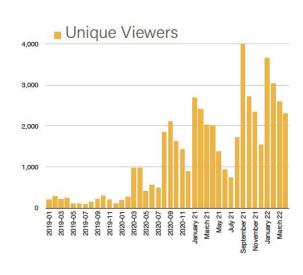
January 2019 through May 2022



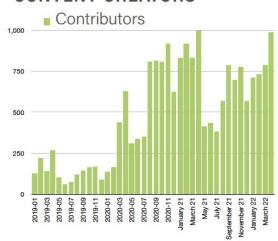
AUDIENCE

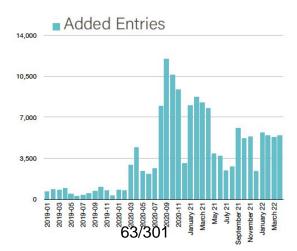


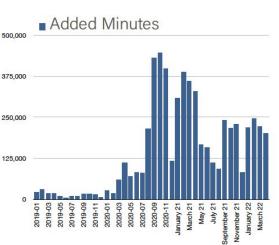




CONTENT CREATORS



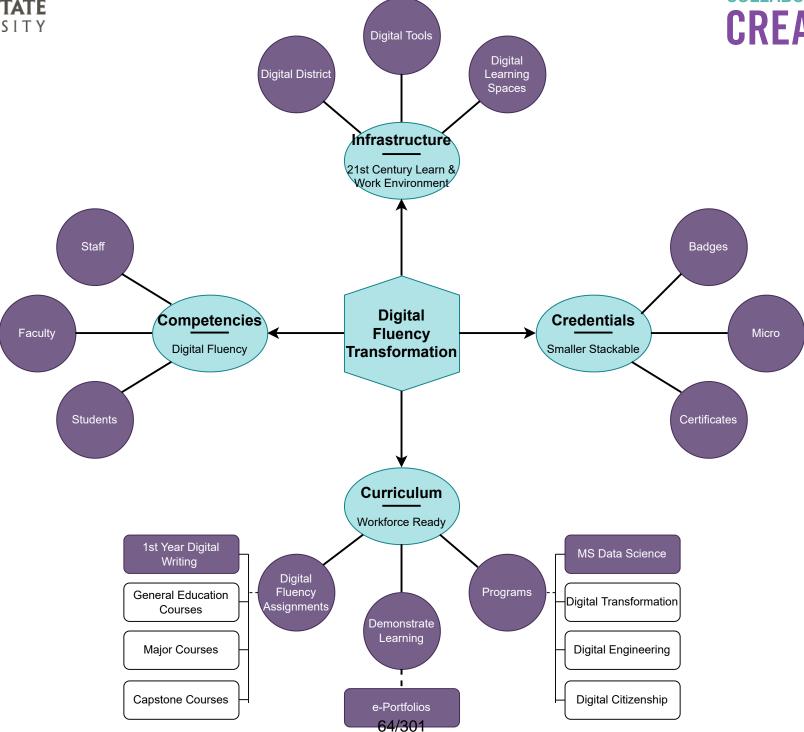






Digital Fluency Transformation







Digital Fluency Transformation



Vision:

By 2025, every student graduating from Weber State University is digitally fluent.



Goals:

- 1. Increase digital fluency competencies among students, faculty and staff.
- 2. Create an infrastructure on campus that provides the resources necessary to promote a 21st century learning and work environment.
- 3. Transform curriculum to best prepare students to be workforce ready in the 21st century.
- 4. Develop new ways of credentialing digital fluency competencies students acquire and demonstrate proficiency.



Strategies:

Increase Digital Competencies

- 1. Get tools in the hands of faculty, staff and students.
- 2. Participate in all the opportunities afforded WSU as an Adobe Creative Campus.
- 3. Create Digital Fluency Faculty in Residence to support faculty development and create digital fluency assignments in the curriculum.
- 4. Create a Digital Fluency Professional Development working group to help staff develop digital fluency skills.

Create Digital Infrastructure

- 1. Create the Digital District in Lampros Hall (faculty resources/training) and the Library (student resources).
- 2. Work with colleges and other units on campus to incorporate technology enhanced spaces into existing and new buildings.

Digital Curriculum

- 1. Embed digital fluency assignments in the 1st Year Writing Experience program.
- 2. Create trainings for faculty to help them learn how to embed digital fluency assignments into their courses.
- 3. Send as many faculty as possible to Adobe Creative Campus conferences as often as we can.
- 4. Acquire an e-Portfolio tool that can be used in courses to assess the skills students are learning and help students create a brand for themselves.
- 5. Create new programs or enhance old programs across colleges to better meet the market demand for digitally competent employees.

<u>Credentialing Digital Fluency</u>

- 1. Create non-credit badges with companies to upskill and retool employees with digital fluency competencies.
- 2. Work with academic departments to chunk digital fluency course content into smaller sets of workforce ready skills that can be recognized with a badge, certificate or other micro-credential.



Red Barn Academy, Farmington UT

• Licensed, 2-year life-skills academy that reinvents lives broken from addition and crime by teaching honesty accountability and integrity in a farm setting.

- Not a 'drug-rehab' but a vocational training school.
 - Use "each-one-teach-one" process of behavior modification focusing on doing the next right thing until it becomes habitual.
 - "Learn the life skills necessary to become productive members of society."
- Red Barn Movers, Sticky Bird, The Thrift Store, Red Barn Construction.



RED BARN

SCM Training for Red Barn

What: Vocational training in SCM/Logistics

When: ~40 weeks starting in September 2021

Where: Red Barn campus

How:

1 evening class/week + home study + 3-month internship

RED BARN

2021 Cohort Demographics

- 16 students \rightarrow 12
- Age distribution: 25 to 50 (mean 35, median 33)

- Outcomes:
 - University credit → Matriculation
 - Job placement



President's Report WSU Board of Trustees May 19, 2022

University Overall

- 1. Water Conservation Goal Reached Four Years Early | In 2014, two professors and their students conducted a water awareness study across WSU's Ogden campus. Their findings showed that with Utah's impending droughts, Weber State's water usage and practices needed more attention. This study led to the creation of a campus conservation and stormwater coordinator position held by Drew Hodge, the implementation of new water practices and the formation of the Water Council, which worked with Hodge to write the Water Action Plan. Together, they set a goal to reduce campus water usage 30 percent by 2025. Weber State achieved the goal in 2021 by saving 50 million gallons of water through weather-sensitive irrigation systems and new toilets certified by the Environmental Protection Agency, among other practices. To read more, click here.
- 2. Rich Hill's 30+ Years of Service | After 32 years of employment with Weber State, Rich Hill will retire, capping off a storied career. Almost four years before his hire date in April 1990, Hill advised then-Weber State College as an assistant attorney general. In 1990, he became the tech transfer director and soon received a special dispensation from the attorney general's office to also serve as an attorney for Weber State. In 1993, Hill became general counsel. Heroically, that same year, Hill took two bullets, one in each arm, during a shooting at a campus student grievance hearing. Though that hearing was intense, Hill prepared to defend Weber State vigorously and continued to do so to this day across a range of issues including, but not limited to, contracts, employment, federal and state regulatory compliance, intellectual property, pending legislation, policy review, and real estate. In addition, Hill advised a trial team and helped defend Weber State in a federal Title IX case that resulted in the dismissal of all claims. During Hill's tenure, Weber State has not had a single adverse court judgment.

Access

1. Cabrera Receives WSU's Ivory Award | Maria Rios Cabrera, a senior with a double major in mechanical engineering and economics, was awarded the 2022 Ivory Prize for Excellence in Student Leadership and Community Engagement. This award was established to encourage and recognize the extraordinary efforts of Weber State University students who positively impact student success and/or provide leadership in community engagement. Cabrera has a passion for helping students with learning disabilities. She serves as the Student Coordinator for the CATT (creating achievement through transition) program, in the Disability Services Center, which helps students with learning disabilities transition from high school to college. At just nine years old, Cabrera immigrated from Honduras and struggled with the language, culture and her own learning challenges. Turning this personal

struggle into much-needed mentorship for those like her, she and her team have provided support and information to students in 11 high schools in the Davis, Morgan and Weber school districts.

2. Showcase of Many Islands | The 2022 Intercollegiate Showcase of Many Islands in a Common Sea offers an exciting showcase for Pacific Islander (PI) students to celebrate the cultural beauties of the Pacific Islands. In coordinating this major event, PI student leaders in higher education statewide serve as role models to and in collaborative partnership with one another to create a space and forum where all can and will gain a sense of belonging. This is essential in encouraging the importance of providing and making accessible a space where students are able to share their cultural practices and traditions through dance, music, and traditional wear. In so doing, we strive to promote the importance of making available opportunities to engage and build lasting relationships with various peer institutions across Utah and local Pacific Islander communities, as well as providing learning opportunities for all.

Learning

- 1. More Students Go "Ever Upward" | Our "Ever Upward" story and video series continue in recognizing students who persist amid challenges, including finances, career changes, and various levels of college preparedness. Please read these students' inspiring stories here, with videos to complement some stories. Sharing these stories on your social media can help Weber State be Louder and Prouder about its transformative educational experiences.
- 2. Another Record Graduating Class | On Friday, April 29, Weber State honored 6,772 students for earning their degrees. The number of graduates—making up the largest class on record—represented students of multiple backgrounds and majors. Joining the graduates were honorary degree recipients and Brady Presidential Distinguished Professors (BPDP). The honorary recipients included Fred Lampropoulos, who also served as commencement speaker, Kathy Mower, Jeff Stephens, and Norma Kier. Kaila Lemons, an environmental science major with minors in botany and microbiology, served as the student speaker. Chair of the Department of Athletic Training Valerie Herzog and Earth and Environmental Sciences Professor Michael Hernandez were honored as BPDP. Additionally, on that Friday and the following day, ROTC held its commissioning ceremonies. With commencement as the biggest annual event, it takes many people to make commencement a success. In addition to the vice presidents, the Board of Trustees plays a key role in the ceremonies as they help recognize honorary recipients and acknowledge graduates' success.

Community

1. WSU to Host Ballet Folclórico Guadalajara | After two years of virtual performances, México en el Corazón is resuming international touring for Ballet Folclórico Guadalajara and Mariachi Femenil Estrella de México, with a free performance for the community at Weber State University's Browning Center Austad Auditorium, June 8 at 7 p.m. Tickets are available online here or by visiting Weber State's Community Education Center (2605 Monroe Blvd., Ogden) or Rancho Markets (905 26th St., Ogden). México en el Corazón, which has been

performing for seven years, is internationally recognized for preserving and spreading the traditions and dances of Mexico in venues throughout North America. This year's tour includes stops in Las Vegas, Portland, Denver and California. To read more, click here.

2. Louder and Prouder Tour Continues | Now an annual highlight of the Presidential Leadership Fellows' program, the Louder and Prouder Tour continues, offering multiple benefits to the community, Fellows and Weber State. At each tour stop, whether a city council or school board meeting, the Fellows who call that city home or school district their educational beginning, get to share their Weber State story of student success. Preceding their stories is Brad sharing the latest updates from across Weber State, updates such as the strategic plan and key data ranging from the number of students enrolled from that city/district and the number of employees and alumni residing there—including recognizing alumni who work in leadership positions of that city/district, whether elected or appointed—to athletics' success. The 2021-22 tour stops and presenting Fellows included:

Date	Tour Stop	PLF
September 21, 2021	West Point	Jade Matkin and Alex Yoder
October 12, 2021	Clinton	Anna Greenwood
February 1, 2022	West Valley	Mellissa Hinrichs
February 15, 2022	Centerville	Steffine Amodt
March 17, 2022	Layton	Hannah Olsen
April 19, 2022	Ogden City	Tavy Miles, Catherine Sanchez-Guadarrama, Riley Swain, Zachary Sink, and Isaac Eck



Weber State University Alumni Association Report May 2022

Emeriti Alumni Council

The Council presented a Purple Paw Award to Troy and Rena Child, and Willard Maughan introduced them to the Council. The Council attended the WSU Symphonic Band concert on April 7th. On April 12th, the Council volunteered at Grad Finale, helping hand out Alumni license plate covers and grad medallions.

In partnership with the Ogden Golden Hours Senior Center, the ribbon-cutting/open house for the Wildcat Den room is scheduled for June 13, 2022.

The Emeriti Alumni Student Emergency Fund (EASE) continues to aid in acute student needs. Faculty and Staff are encouraged to contact Cecilia Dockery if they know of a student who needs financial assistance. In addition, all WSU Alumni, faculty, and Staff are encouraged to donate to this fund.

Regional Alumni Network Events

There was one event held in April: WSU Connection Reception at The Monarch. 56 registered for the event. A partnership with WSU Women's Center was formed and guests were encouraged to attend the Take Bake the Night event that was also happening at The Monarch.

> Young Alumni Council

YAC participated in Build Your Brand, and Grad Finale by hosting a table at each event and passing out information cards to those interested in learning more about the YAC and its mission. Additionally, the YAC Family Movie night was held on April 19 at the Megaplex at the Junction and 117 tickets were sold. YAC had a table in the lobby and gave the first 20 registered guests a free large popcorn voucher. YAC also hosted a networking event at Cafe Sabor in Layton, with 28 attendees. The speaker was Amram Musungu, who spoke about achieving goals and overcoming obstacles while staying true to yourself.

WSU License Plates

In support of our class of 2022 graduates, the WSU Alumni Association has offered a WSU license plate fee waiver for the upcoming year. Graduates need to opt-in through an online form to receive the waiver. Graduates who continue to participate in the WSU license plate program after the initial sponsored year will be supporting student scholarships.

> Spring Phonathon Program Highlights

- Credit card participation is above average at 38%, with \$19,705 raised.
- Pledge participation is at 62%, with \$16,904.92
- Average contribution is \$83.42

> Tax Summary Mailer

In February 2021, tax summary letters were mailed to WSU donors itemizing their donations of the last calendar year. This letter aims to remind donors of their donation areas and include a donation slip as an option to donate again. As of April 25, this solicitation has provided \$5,825 (35% of the goal of \$16,500).

> The WSU Alumni Golf Classic

Our foursomes and significant sponsorships are SOLD OUT. We could still use some hole/tee sponsorships. Anyone can donate online by selecting "Classic Sponsor." Register/donate online today at alumni.weber.edu/golf. The tournament will be on June 3, 2022, at The Barn Golf Club. Our goal is to raise \$50,000 for the alumni student scholarship fund.

> Student Alumni Activities

- Mar. 29 MAPS Spring Virtual Check-in, with Keynote
- Apr. 6 Wild Chat speaker series for the WSUSA Leadership Team (arranged 2 speakers)
- Apr. 12 Grad Finale Raised \$5,353 for Cat2Cat Student Scholarships (over 240 donors)
- Apr. 14 First-ever Appreciation Dinner for Student Alumni Association members and guests (40 total attendees)
- Apr. 15 participated in WeberStock (a WSUSA Clubs and Orgs event) promoted WSU Traditions Keeper app and handed out prizes (engaged with 40+ students)
- Apr. 21 Senior Send-off collaboration event with Student Involvement and Leadership, hosted for graduating seniors (100+ students and guests attended)

Staff Advisory Council Report May 9, 2022

SAC met on Tuesday, May 5, 2022

1. Liaison updates

Liaison updates were provided by Bret Perozzi, Amy Buckway (for Jason Francis) and Meagan Thunell.

- a. President's Council
 - Brett Perozzi provided numerous PC updates including the potential for using the Intercultural Development Inventory as a tool to inform our diversity efforts, space in Miller Administration, upcoming department audits, the new appointment to the DOCE Dean position, and Women's Leadership and Empowerment programs.
- b. Faculty Senate
 - Amy Buckway provided some updates from the final Faculty Senate meeting. This included a discussion of the Juneteenth holiday and the inclusion of EDI components in dean and leadership evaluations.
- c. Human Resources

Meagan Thunell updated the council on the work in HR on salary questions raised in previous meetings. She also talked about the ongoing developments in the search advocate process.

- 2. Subcommittee Updates
 - a. Policy Committee Paige Davies

Policies reviewed at May meeting:

- i. PPM 807: Duration of Faculty Appointments
- ii. Paige also advised that we might see updates to PPM 3-32 and PPM 5-7 in the near future.
- b. Staff Relations Advocacy/Grievance Sub-committee: Joan Gustafson/Hailey Loken Waiting to hear back from various departments.
- Staff Relations Staff Recognition Sub-committee: Alex Ward
 No updates
- d. Staff Relations Data/Retention Sub-committee: Dustin Huntsman, Amanda Geilman
 - i. Committee is continuing to work on the 'Vacancy Based Compensation guidelines' and will be meeting with HR to determine how to best move the guidelines forward.
 - ii. Collaboration grants are moving forward with support from Student Affairs and Academic Affairs VPs.
- e. Communications Josh Ford
 - i. Josh is working with advocacy committee on forms.
- f. Elections Gail Niklason for Aubrey Jenkins Lord
 - i. Newly elected SAC members were announced.
 - 1. Student Affairs Teresa Martinez

- 2. Academic Affairs Jamie Call and Belinda McElheny
- 3. Administrative Services Cheyenne McMicheal and Melynde Christensen
- ii. Outgoing, continuing, and incoming council members will meet together on 6/7.
- g. Treasurer Crystal GiordanoCrystal provided an update on the budget.

3. Other initiatives

- a. SSSC Update Crystal Giordano
 - i. NISS discussion
 - ii. Faculty/Staff Development Subcommittee supported update of the Inclusivity Statement. Discussion around evaluating staff through an equity lens is forthcoming
- b. Parking Services Luke Jenkins
 - i. Parking rates will increase about 4% for the coming year.
 - ii. The OGX (Ogden Express Bus) will be operational this fall with free parking at the Dee.
 - iii. Several lots are going to be repaired and updated this summer
 - iv. Annexes 1 and 4 will be torn down this summer (Birch Avenue) and replaced with parking that will provide an additional 150 spaces
- c. The People Admin replacement RFP was closed without selecting a vendor. Will be reinitiated at a later date.

Respectfully, Gail Niklason SAC Chair, 2021/22

WSUSA Board of Trustee Report May 2022

Outgoing WSUSA President: Ben Ferney Incoming WSUSA President: Ashley Potokar





Left to Right: Outgoing WSUSA Executive Officers, Incoming Executive Officers

- Outgoing President Information
 - WSUSA Supreme Court Chief Justice Oppong (from Ghana), Justice Coronel (from Philippines), Justice Rohbock (from Brazil)
 - o End of Year Data Spring 2022 information will be updated soon
- Incoming President Information
 - Teams
 - Strategic Marketing Plan
 - Summer Semester

WSU Upcoming Events 2022

May 2022

Monday (Monday 30): Memorial Day - campuses closed.

June 2022

Saturday (June 18): Utah Juneteenth Celebration – noon to 9 p.m. – Ogden Amphitheater

July 2022

Sunday (July 17): Lindquist Summer Pops and Fireworks – 7 to 10:30 p.m. – Ada Lindquist Plaza Ogden Campus

August 2022

Wednesday (August 10): Board of Trustees Meeting, Orientation Retreat – Davis Campus 9 a.m. – 4 p.m. / Social & Dinner 6:30 p.m. (more details to come)



Board of Trustees Business Committee Meeting

Ogden Campus, Lindquist Hall, Room 174

Zoom: Link Meeting ID: 931 7277 7736 Passcode: 557453

Thursday, May 19, 2022 | 8:30 a.m.to 9:30 a.m.

AGENDA

Call to Order and Identification of Any Potential (8:30 a.m.) 1. Trustee Don Salazar or Perceived Conflicts of Interest 2. **ACTION: Approval of Minutes (8:30 a.m.)** Trustee Don Salazar April 20, 2022 Board Meeting 3. **ACTION: BUSINESS COMMITTEE (8:30 a.m.)** Financial Report (March 2022) (8:30 a.m.) Mr. Steve Nabor a. Base Budget FY22-23 (8:40 a.m.) Vice President Tarbox b. Vice President Tarbox PPM 3-39, University Holidays (8:50 a.m.) c. 4. INFORMATION: (9:00 a.m.) Trustee Don Salazar Capital Improvements (9:00 a.m.) Vice President Tarbox a. b. Emergency Response/Legislative Audit (9:15 a.m.) Chief of Police Seth Cawley and Captain Mike Davies Trustee Don Salazar 5. ACTION: Consent Items (9:30 a.m.) **Monthly Investment Report (March 2022) Retirement Committee Update** b. Personnel Report (April 2022) c. d. **Early Retirement**

6. Adjourn (9:30 a.m.)

FINANCIAL REPORT

March 2022

This report includes nine months of activity since the close of the 2020-2021 fiscal year. It is developed using cash basis conventions and will be updated regularly as additional months are completed and accounted for during the 2021-2022 fiscal year.

It is recommended that the financial report be approved.

MEMFINRPTMARCH2022

Weber State University Cash Basis Summary of Operations For the Month Ended March 31, 2022 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)	\$ 187,130,646	64.45 %	\$13,878,417	\$120,607,022	\$116,854,437	3.21 %	\$179,533,166
Athletics	5,521,090	59.06 %	483,814	3,260,527	3,127,010	4.27 %	4,987,594
Educationally Disadvantaged	480,298	76.98 %	36,675	369,712	348,080	6.21 %	429,594
Total State Appropriated Funds	193,132,034	64.33 %	14,398,906	124,237,261	120,329,527	3.25 %	184,950,354
Net Funds Available for Expenditure	\$193,132,034	64.33 %					
Other Unrestricted Funds							
Institutional Discretionary			27,083	1,286,561	1,278,963	0.59 %	1,016,510
Continuing Education Programs			595,168	6,420,500	6,274,622	2.32 %	8,495,836
Shop Funds			712,380	5,498,292	4,765,455	15.38 %	6,700,606
Service Enterprises			14,559	3,247,122	2,896,450	12.11 %	3,858,961
Auxiliary Enterprises			935,415	12,737,374	12,212,407	4.30 %	16,294,322
Athletics			676,541	6,892,562	4,871,673	41.48 %	5,786,263
Self Supporting/Miscellaneous			657,872	5,435,578	3,353,204	62.10 %	5,010,117
Total Other Unrestricted Funds			3,619,018	41,517,989	35,652,774	16.45 %	47,162,615
Restricted Funds							
Grants and Contracts			3,912,489	65,657,913	51,586,241	27.28 %	75,973,658
Gifts			693,855	8,252,828	9,241,408	(10.70) %	12,958,537
Total Restricted Funds			4,606,344	73,910,741	60,827,649	21.51 %	88,932,195
Other Funds							
Agency Funds			263,377	25,067,394	26,526,068	(5.50) %	31,520,381
Associated Students			613,145	5,048,126	4,303,220	17.31 %	6,823,260
Plant Funds			6,917,026	22,546,225	24,581,275	(8.28) %	37,168,632
Total Other Funds			7,793,548	52,661,745	55,410,563	(4.96) %	75,512,273
Total All Funds			\$30,417,816	\$292,327,736	\$272,220,513	7.39 %	\$396,557,437

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

83/301

FY23 BASE BUDGET

Included here for approval is WSU's FY23 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 FY23 budget represents a 7.1% overall increase from FY22. Major changes to the budget for FY23 include:

- A one million dollar base budget cut.
- A 2.66% tuition rate increase and a 2.32% student fee rate increase; and
- An historic 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 ongoing budgetary reallocation efforts.
- Detail of the Strategic Planning Initiatives that received funding.

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

MEMFY23BASEBUDGET

Weber State University FY23 Appropriated Base Budget

					Budget	
Line Item	Funding Category	Tax Funds	Tuition	Total	Principle	Comments
E&G	FY22 Base Budget	\$104,498,599	\$82,373,623	\$186.872.222		
	0.54% Budget Cut	Ψ101,100,000	-\$1,000,000			Reallocation of Existing Resources to Strategic Planning Priorities
	Salaries and Wages	\$6,104,520	\$1,816,700		Budget Maintenance	Most significant salary package in at least 40 years (detail below)
	Medical & Dental Insurance Cost Increase	\$990,458	\$308,300	. , ,	Budget Maintenance	Maintain medical and dental insurance packages as-is
	Faculty Promotions	\$684.700	,		Quality Faculty & Programs	Fund all promotions plus full-professor performance incentives
	Fuel & Power Cost Increase	, ,			Budget Maintenance	Fund rate increases in fuel and water
	Internal Service Fund Adjustments	\$160,800	\$53,600		Budget Maintenance	Liability and Property Insurance Increases
	O&M for Noorda Building	\$626,700	. ,		Budget Maintenance	Eleven months of funding-anticipating August 1, 2022 opening
	Create Division of Diversity, Equity and Inclusion	\$59,842			Equity, Diversity and Inclusion	Necessary costs associated with setting-up an new division
	Graduate Program Growth	\$150,000			Quality Faculty & Programs	Fully funds growth in our newest graduate programs
	Physician Assistant Program		\$554,000	\$554,000	Quality Faculty & Programs	Tuition dollars from the inaugural cohort of PA students
	RMCOEH Funding	\$802,000		\$802,000	Quality Faculty & Programs	Major infusion of dollars in to this WSU/UofU partnership
	Advanced Composites	\$175,000		\$175,000	Quality Faculty & Programs	Base funding for composites initiative begun in FY22
	Retention and Completion	\$323,822	\$323,821	\$647,643	Student Success	Base funding for Amplified Strategic Planning initiatives
	Personal Connections and Academic Excellence	\$94,432	\$94,431	\$188,863	Student Success	Base funding for Amplified Strategic Planning initiatives
	Community Anchor Mission	\$182,337	\$182,338	\$364,675	Other Strategic Priorities	Base funding for Amplified Strategic Planning initiatives
	High Demand Faculty, Student & Institutional Support	\$137,750	\$137,750	\$275,500	Student Success	Base funding for Amplified Strategic Planning initiatives
	Marketing and Branding	\$145,000		\$145,000	Other Strategic Priorities	Base funding for Amplified Strategic Planning initiatives
	Equity, Diversity and Inclusion	\$145,000		\$145,000	Equity, Diversity and Inclusion	Base funding for Amplified Strategic Planning initiatives
	IT Security	\$300,000		\$300,000	Other Strategic Priorities	Base funding for Amplified Strategic Planning initiatives
	Tutoring & Suppl. Instruction for Concurrent Students	\$90,625	\$90,625	\$181,250	Student Success	Base funding for Amplified Strategic Planning initiatives
	IT General Staffing Needs	\$250,000		\$250,000	Other Strategic Priorities	Build and maintain full-time staffing levels in IT Division
	IT Emergency Hourly Funding	\$33,340	\$116,660	\$150,000	Budget Maintenance	Retain quality hourly staff in IT Division
	Administrative General Staffing Needs	\$54,375	\$54,375	\$108,750	Other Strategic Priorities	Maintain quality staff in Public Safety and Human Resources
	FY23 Appropriated Base Budget	\$116,009,300	\$85,106,223	\$201,261,023		
Ed Dis	FY22 Appropriated Base Budget	\$410,200		\$410,200		_
	Salaries & Benefits	\$21,900		\$21,900	Budget Maintenance	Most significant salary package in at least 40 years (detail below)
	FY23 Appropriated Base Budget	\$432,100	\$0	\$432,100		-

Total FY23 Appropriated Base Budget \$116,441,400 \$85,106,223 \$201,693,123

Statistics		Salaries and Wages
Tuition Rate Incr	2.66%	\$1000 for all FT regular Employees
Fee Rate Incr	2.3%	2.5% General Increase
Budget Increase	7.1%	1.5% Merit Increases
New \$ From Tax	80.0%	0.5% Equity Increases
Tuition % of Total	42.2%	Salary Compression Adjustments (\$200K)
Strategic Plan \$	\$ 2,247,931	5% Wages Increase
		Set \$11 Campus Min Wage (1/23)

WSU FY23 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
- -Foster academic excellence and personal connections between faculty, staff and students

4. Student Success

- -Improve overall retention and graduation rates of the university
- -Close completion gaps between overall students and populations of interest
- -Identify at-risk students early and provide adequate support for success

5. Equity, Diversity and Inclusion

- -Adjust university practices contributing to unequal student outcomes
- -Increase hiring of diverse faculty and staff
- -Connect with local minority communities and build high-school to college bridges
- -Achieve the status of an Emerging Hispanic Serving Institution
- -Increase support resources for educationally disadvantaged populations

6. Other Strategic Priorities

- -Establish student recruitment as an institutional core competency
- -Grow WSU's anchor mission in the areas of community building and sustainability
- -Improve the marketing and banding of WSU to key target audiences

7. Budget Maintenance

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

Weber State University 2020-21 Divison Internal Reallocation Report - E&G

I. Division - All Divisions

II. Expenditure Reallocation

	Date	Source Index & Name	Destination Index & Name	Reason for Transfer	Amount	Net FTE Change
A.	7/1/21	206015 History	MSW 206052	Move history position to Master of Social Work (addresses strategic priority)	\$80,223	0.00
B.	7/1/21	209999 Instr Unallotted	Health Sci 20020	Fund 50% of lab manager position (moving from course fee index)	\$27,533	0.50
C.	7/1/21	209999 Instr Unallotted	DPA 201060	Instrucitonal Wage for Sound Program (student course demand)	\$28,750	0.00
D.	7/1/21	215180 Unallotted	Gallery 213343	Exhibitions Manager - Center for Design (matches Donor funding)	\$44,330	1.00
E.	7/1/21	209999 Instr Unallotted	ESS 203022	Balance needed for Nutrition Instructor position (student course demand)	\$43,300	0.66
F.	6/1/21	214145 - SA Assessment	214507 - SA Strategic Initiatives	Repurposing assessment duties toward initiative management	\$50,000	0.00
G.	7/1/21	213005 - Davis Learning Support	213001 Testing Center	Consolidation of Davis and Ogden campus testing centers.	\$137,000	0.00
Н.	7/1/21	213001 - Testing Center	213030 - Learning Support Center	Restructuring duties from test proctoring to first year transition initiatives	\$20,000	0.00
I.	7/1/21	213001 - Testing Center	213030 - Learning Support Center	Redistribution of contract salary to hourly wages.	\$10,000	(0.25)
J.	6/30/21	Fuel & Power Account	Energy Efficiency Account	Energy savings acrued during FY21repurposed for additional energy efficiency projects	\$2,807,400	0.00
K.	Various	Various	Various	Eliminated 9 positions through Voluntary Separation Incentive Program	\$366,500	(9.00)
L.	Various	Various	Various	Reduced various travel, expense & personnel budgets to increase division minimum wage	\$163,200	0.00
M.	6/30/21	Cutodial	Cutodial	Eliminated 14 hourly custodial positions to fund 3 full-time custodial positions	\$93,000	3.00
N.	30-Jun-21	215415		VSIP 2 positions in MarComm	\$43,822	0.00
0.	30-Jun-21	215410		Planned Giving Position will not be filled	\$22,730	(1.00)
	Total				\$3,937,788	(5.09)

Form B-4: FY2023 Institutional Operating Budget Request Detail Institution: Webe

Prepared by:

Weber State University

Title: Retention & Completion

Due Date: August 27, 2021

Submission Date:

Requested Amount:

323,821

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

\$

Funds are needed to expand proven student success initiatives for improving student retention and timely degree completion, in addition to enabling students to complete degrees which lead to employment in the region. In addition to positively impacting retention and completion, added faculty, staff and resources will be in support of equity-minded and inclusive practices, provide personal connections and academic excellence, and respond to workforce needs as part of Weber State's community anchor mission.

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

It is the mission of Weber State University to provide excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Critical to this are adequate faculty and advising resources in addition to summer bridge programs, learning communities, childcare for student parents, student communication, and analysis of student data to evaluate and adjust where resources are focused.

- 3) Justification:
 - **a.** How will this budget priority improve student outcomes? Be specific.

Individualized academic advising ensures students stay on track and get the help they need when encountering a road bump. This funding will also support student resources such as Ask Waldo, an artificial intelligence-powered chatbot that is meant to help students answer their financial aid, admissions and registrars questions. Retention will also be increased by providing robust summer bridge programs and learning communities in addition to critical support functions that research demonstrates has significant and positive effects on student outcomes. Student success is also determined by students acquiring critical skills in Math (quantitative literacy and STEM support) and English (writing and composition). Added faculty in these areas will help build capacity and enable faculty to devote more time and attention to students to facilitate their success in college. This budget will also help fund added faculty to address bottleneck courses in high demand programs.

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

Weber State has conducted research both quantitatively and qualitatively to examine ways to improve institutional retention and graduation rates. In this process, we have identified key variables that increase the odds of students being retained and graduating in a timely manner. As such, we know we have unmet demand with regard to critical student

support functions, summer bridge programs, learning communities and enough academic advisors to meet individually with students, in addition to unmet demand for faculty in key areas. This request will add academic advisors, add staff to work with and support student learning, expand child care services, and add faculty in areas providing critical skills and support courses.

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

 New advisors and other positions will be hired to begin on July 1, 2022. Many of these priorities are currently being funding with HEERF and other one-time funds. This funding is needed to allow these programs to continue.
- **d.** Describe career pathways created or enhanced if funding is received. Identify industry/community partners. All career pathways that follow successful graduation will be enhanced.
- What goals/objectives is the institution planning to achieve with this funding and how will it track success? Increased enrollment, retention, completion and successful job placement. We will assess these programs through surveying students and employers and tracking retention and graduation rates, time to degree completion, and specific learning outcomes.
- 5) Performance Measures/Outcomes:
 - a. What increases in production and outcomes does the institution anticipate?
 - i. Capacity (i.e. additional students, credit hours)

Fall degree seeking student increase 1% over prior year; Fall to Fall retention 1.5% over prior year

ii. Completions (i.e. degrees and certificates)

1% increase in students earning degrees in 8 years

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

1.5% increase in employable students

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

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

- **6)** Performance Baseline (for existing program expansion)
 - a. What are the most recent outcome measures?

Metric Outcome

Fall degree seeking

students

Fall 2019 to Fall 2020 - down 1.3%

i.

First-Time, Full-Time
Student Retention

Student Degree

i. Student Degree

completion in 8 years

56.4% fall 2018 to Fall 2019 and 66.3% Fall 2019 to Fall 2020

no change between 2011 and 2012

3% increase between 2012 and 2013 -- 42.4%

7) Budget:

a. Detail of projected expenditures

		Compensation	FIE
i.	Faculty	171,871	2
ii.	Staff	151,950	3
iii.	Operating Expenses		
Total:		323,821	5

- b. Current budget (existing programs or departments only)
- c. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

Funding for additional needed faculty and staff hires will be added from savings from turnover and not replacing faculty and staff in some areas.

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

These needs are identified using program reviews, advisory committees, student data and strategic planning. Many of the areas have done pilot programming and benchmarking of best practices in Utah and across the U.S.

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

These requests are part of larger initiatives and therefore could be scaled based on available funding.

Form B-4: FY2023 Institutional Operating Budget Request Detail

Institution: Prepared by:

Weber State University

Title:

Personal Connections & Academic Excellence

Due Date:

August 27, 2021

Submission Date:

Requested Amount:

\$

94,431

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

Funds are needed to expand proven student success initiatives for improving student retention and timely degree completion, in addition to enabling students to complete degrees which lead to employment in the region. In addition to positively impacting retention and completion, added faculty, staff and resouces will be in support of equity-minded and inclusive practices, provide personal connections and academic excellence, and respond to workforce needs as part of Weber State's community anchor mission.

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

It is the mission of Weber State University to provide excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Critical to this are college success mentors and adequate advising resources. Critical to academic excellence is adequate library resources.

3) Justification:

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

College Success Mentors are trained upper-class students who help incoming students navigate and transition to college. Individualized academic advising ensures students stay on track and get the help they need when encountering a road bump. The added library funding will provide streaming media subscriptions--both faculty and students value the ability to view streaming media as homework and use valuable class time for discussion and interaction--and textbook lending for general education courses.

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

Weber State has conducted research both quantitatively and qualitatively to examine ways to improve institutional retention and graduation rates. In this process, we have identified key variables that increase the odds of students being retained and graduating in a timely manner. As such, we know we have unmet demand with regard to providing first-year mentors and enough academic advisors to meet individually with students. We also have unmet demand for library resources, in particular for streaming media.

c. If funded, when will this program/department begin enrolling/expanding programming for students? The new advisors will be hired as soon as the funding is available. The other priorities are currently being funding with HEERF and other one-time funds. This funding is needed to allow these programs to continue.

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

All career pathways that follow successful graduation will be enhanced.

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

Increased enrollment, retention, completion and successful job placement. We will assess these programs through surveying students and employers and tracking retention and graduation rates, time to degree completion, and specific learning outcomes.

- 5) Performance Measures/Outcomes:
 - a. What increases in production and outcomes does the institution anticipate?

i. Capacity (i.e. additional students, credit hours)

Fall degree seeking student increase 1% over prior year; Fall to Fall retention 1.5% over prior year

ii. Completions (i.e. degrees and certificates)

1% increase in students earning degrees in 8 years

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

1.5% increase in employable students

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

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

- **6)** Performance Baseline (for existing program expansion)
 - a. What are the most recent outcome measures?

Metric Outcome

Fall degree seeking students

Fall 2019 to Fall 2020 - down 1.3%

First-Time, Full-Time

Student Retention 56.4% fall 2018 to Fall 2019 and 66.3% Fall 2019 to Fall 2020

Student Degree no change between 2011 and 2012

Completion in 8 years .3% increase between 2012 and 2013 -- 42.4%

7) Budget:

i.

iii.

a. Detail of projected expenditures

i. Facultyii. Staffiii. Operating Expenses

Compensation FTE

94,431

Total:

)4,431

- b. Current budget (existing programs or departments only)
- c. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding. One-time savings have been used to to add library resources. Advisors have been added using other internal efficiencies.
- 8) Describe any previous improvement strategies implemented within this department or program.

 These needs are identified using program reviews, advisory committees, student data and strategic planning. Many of the areas have done pilot programming and benchmarking of best practices in Utah and across the U.S.
- To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

 These requests are part of larger initiatives and therefore could be scaled based on available funding.

Form B-4: FY2023 Institutional Operating Budget Request Detail

Institution:

Prepared by:

Title:

Community Anchor Mission

Due Date:

August 27, 2021

Submission Date:

Requested Amount:

\$ 182,338

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

Due to the need of the healthcare industry and the community, this funding will help increase the number of graduates in nursing by supporting a 12-month undergraduate program in order to put more nurses into the pipeline. Another separate priority is to raise the minimum wage paid to students which will help them support their families and the community while they go to school and obtain valuable experience that will help them integrate into the workforce when they graduate.

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

Part of the mission of Weber State University to is to facilitate the necessary programs to fill the workforce pipeline that supports our surrounding community, of which nursing positions are key.

- 3) Justification:
 - a. How will this budget priority improve student outcomes? Be specific.

This budget will help fund a 12-month undergraduate program in Nursing, which will allow students to complete the program in less time and enable more students to enter the program. Separately, increasing minimum wage paid to students which will allow them to work on campus while attending school.

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

A 12-month undergraduate program in Nursing will help address the nursing shortage in the region. The funds will increase nursing faculty contracts from 9 months to 12 months and fund two IT positions to support the technical equipment in the hands-on Nursing simulation labs, including programming manikans to simulate different healthcare scenarios.

- **c.** If funded, when will this program/department begin enrolling/expanding programming for students? Nursing increased their undergraduate program to 12 months this year used HEERF and other one-time funds. This funding is needed to allow the 12-month program to continue.
- **d.** Describe career pathways created or enhanced if funding is received. Identify industry/community partners. A significant need that will be addressed is the shortage of nurses in the region; a 12-month undergraduate program lessens the number of years it takes for students in the Nursing program to graduate and allows more students to be admitted to the program.
- What goals/objectives is the institution planning to achieve with this funding and how will it track success?

 Retention, completion and successful job placement. We will assess these programs through surveying students and employers and tracking retention and graduation rates, time to degree completion, and specific learning outcomes.

5) Performance Measures/Outcomes:

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

i. Capacity (i.e. additional students, credit hours)

Increase ADN program by 95 students and RN-BSN Program by 126 Students annually

ii. Completions (i.e. degrees and certificates)

Increase Nursing undergraduate completions by 30%

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

Increase PN and RN job placements by 30%

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

Nursing graduates are in high demand in the region. In addition, paying a higher wage to student workers will also help the local economy.

6) Performance Baseline (for existing program expansion)

a. What are the most recent outcome measures?

Metric

Outcome

Fall degree seeking

i. students

First-Time, Full-Time

Student Retention

Student Degree

iii. Completion in 8 years

7) Budget:

Detail of projected expenditures

		Compensation	FTE
i. ii.	Faculty Staff	182,338	2.5
iii.	Operating Expenses		

Total:

c. Current budget (existing programs or departments only)

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

This funding does not meet the entire need for a 12-month nursing program and will be supplemented with one-time savings from internal efficiencies until the full 12-month program can be funded on an ongoing basis. With regard to student pay, Weber State University contributes funding from internal efficiencies to help departments create hourly positions for students that help align with their studies.

182.338

2.5

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

These needs are identified using program reviews, advisory committees, student data, strategic planning, and employer feedback.

9) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be

effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

These requests are part of larger initiatives and therefore could be scaled based on available funding.

010	in Oysich	Tof Higher Laa	oation			
For	m B-4: FY20	23 Institutional Ope	erating Budget Requ	iest Detail	Institution:	Weber State University
					Prepared by:	Clayton Anderson
Title) :	Faculty High Dema	nd, Student, & Institu	tional	Due Date:	August 27, 2021
		Support			Submission Date:	
Req	uested Amo	ount:	\$	137,750		
1)	Briefly desc	ribe the priority and v	vhat the institution in	tends to do wit	th the requested funding.	
	number of fademand by change over administration and welcome	aculty members. All employers. Our plar r time as we pursue ove support for the insting environment for s	of these programs a n is to hire at least two other venues for sala stitution. Areas that a students include Students	re producing gonew faculty rry funds. Ippear to need lent Support a	utpaced WSU's ability to prov graduates whose talents, skill members to meet demand. S Each Year, WSU I additional resources to main nd General Institutional Supp nade to facilitate these neede	s, and knowledge are in Specific areas may has need to increase ntain a safe, functional port Although final
2)	How does the mission?	ne priority align with t	he institution's mission	on, and how w	ill the funding enhance the a	oility to accomplish its
	high-quality faculty lines	learning opportunities will directly enhance	s that will enrich thei	r lives and imp plish this missi	/SU's mission is to provide storove their communities. Fur ion by offering sections of coon students' part).	nding for much-needed
3)	Justification	:				
	a. How wi	III this budget priority	improve student out	comes? Be sp	ecific.	
	faculty curre Digital mark	ently are teaching over eting jobs are a fast-	erload just to maintai growing area and are	n the required a 'bright outlo	with adding a faculty membe learning needs and demand bok' in Utah according to the IS, that figure is 77,100. The	s of WSU's students. US Department of
-						

those with bachelor's degrees this year is \$63,120. Helping our students gain the knowledge and skills to enter these roles meets our objectives of improving learning and improving supply to our community. Every line listed would allow greater student access to required coursework and a higher probability of students completing their degrees in a timely manner. The request for another faculty line in Math would produce similar results. The Mathematics Department has experienced a critical shortage in faculty due to an increasing demand for calculus courses and courses required by engineering students such as Linear Algebra, Differential Equations and Boundary Value Problems. The increasing number of students without an increasing number of faculty creates long waiting lists and slows students' access to calculus courses. WSU has attempted to address this problem by adding courses: from 2013/14 to 2019/20, for example, Calculus I offerings increased from 15 sections to 19 sections. During these same years, the number of majors in Electrical and Computer Engineering has increased from 237 to 414 and the number of majors in Computer Science has increased from 854 to 1,221. The Mathematics department simply does not have enough faculty to continue to increase section offerings of Math 1210, 1220, 2210, 2250, 2270, 2280, 3410, and 3710--all courses needed for Engineering and Applied Science students. During the time period mentioned above, SCH in these courses has steadily increased by a total of 32%. Enrollments for 2021/22 will generate even greater numbers.

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

Each of the programs listed is in high demand by students and each produces graduates who meet workforce needs. A couple examples: as noted above, the Math faculty member is needed because of an increasing number of engineering students, the majority of whom need advanced math classes. Hill Air Force Base predicts high demand for every single one of our engineering graduates. Art/Design Tech enrollments have grown markedly over the past couple of years, and graduates are highly-sought, especially in the area of graphic design. The same is true for Radiological Science and Nutrition. The request for a faculty line in Social Work differs slightly from the others in that, after an intense program review, Social Work has determined they will propose an MSW degree. To fully staff this graduate program (which will respond to an ever-growing demand for employees with the advanced degree), the department eventually will need two new faculty.

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

With the exception of Social Work, all of the programs mentioned hope to expand offerings for students as soon as possible. Social Work will go through an approval process during academic year 20/21 and plans to open doors to its first MSW students in fall 2021.

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

Career pathways enhanced: 1) Marketing-->pathway to digital marketing; market research analysts; advertising and marketing managers. 2) Math--> pathways to careers in Math, Physics, Chemistry, Engineering (especially

Engineering, Mechanical Engineering), Computer Science, Computational Statistics and Data Science. 3) Art Design/Tech--> pathways to careers in film, animation, coding and design. 4) Radiology --> pathways to medical imaging professions including cardiovascular technologists, cardiac electrophysiologist, cardiovascular invasive specialists (American Society of Radiologic Technologists predicts significant shortages in all medical imaging professions). 5) Nutrition & Exercise Science --> pathways to physiologist, fitness professional (strength and conditioning), biomechanics, cardiac rehabilitation, integrative and sports nutritionist. 6) MSW-->pathway to much-needed MSWs to provide mental health and social services expertise.

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

Goals: increase enrollments in all six areas, shorten time-to-graduation for students in these areas, better support the needs and expectations of regional employers.

5) Performance Measures/Outcomes:

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

i. Capacity (i.e. additional students, credit hours)

1% PY SCH increase Per Dept

ii. Completions (i.e. degrees and certificates)

1.0% PY Per Dept

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

MSW Grads to state shortage

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

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

- 6) Performance Baseline (for existing program expansion)
 - a. What are the most recent outcome measures?

Metric Outcome
i. Math completion rate 70%
ii.

7) Budget:

iii.

Detail of projected expenditures

i. Faculty
ii. Staff
III. Operating Expenses

Total:

Compensation FTE

137,750 2

137,750 2

b. Current budget (existing programs or departments only)

Varies by program

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

Prioritization of these particular programs came about as the result of a careful Strategic Planning review process. All degree programs submitted strategic plans in May 2019. Those 64 plans were read by deans of all colleges, the Provost, and an Institutional Effectiveness specialist. The entire group then met for 16 hours to evaluate the plans. During that time, the group developed priorities for line funding based on the program's likelihood to contribute to the university's mission and to meet the needs of students and local employers. With salary returned by retiring or resigning faculty members combined with \$276,500 performance funding, the group was able to fund the top four budgetary needs. The list of six faculty submitted in this request are the very next priority items arising out of that strategic planning exercise.

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

All programs have made careful use of waitlists to determine student demand for courses. All, when possible, have scheduled courses in larger venues and at times when most students can be served. Several have hired adjuncts to teach courses OR tenure-line faculty have taken on overload work (not a good practice, but sometimes a necessary one).

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

If a lower amount of funding is available, WSU will make a determination of which lines take priority and move down the list.

Form B-4: FY2023 Institutional Operating Budget Request Detail

Institution:
Prepared by:
Due Date:
Submission Date:

August 27, 2021
Submission Date:

Requested Amount:

\$ 145,000

- 1) Briefly describe the priority and what the institution intends to do with the requested funding.
 - Marketing and Branding is one of the five goal areas of the new WSU Strategic Plan. FY23 will be the second year of implementation and will focus on using data gathered in the market segmentation and competitor analysis process to inform our marketing efforts. Through this, we will create personas and focus our market segmentation. In FY23, we will develop extensive materials and campaigns aimed at several distinct personas that embody the type of individuals we are trying to recruit. Funding to support these materials (as well as possibly hiring an outside consultant/agency to flesh out these personas) would be beneficial.
- 2) How does the priority align with the institution's mission, and how will the funding enhance the ability to accomplish its mission?

This priority aligns with the Enrollment Target that includes overall enrollment growth, increase in matriculated degree-seeking students and becoming an Emerging Hispanic Serving Institution. Focusing our recruitment efforts on the right markets to increase the number of students who are more likely to complete degrees and Hispanic students will help us achieve this goal.

- 3) Justification:
 - **a.** How will this budget priority improve student outcomes? Be specific.

As an open enrollment institution, we will always have some attrition. That said, by recruiting students who will succeed at Weber State we can lower this attrition and increase retention. An example is focused recruiting for our concurrent enrollment students, who already have some familiarity with Weber State University. Other possible segments include admitted but never enrolled at any higher education institution, low income students and/or adult/returning/switching career students.

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

Higher education attainment levels in Utah are lower than the national average, as are "some college, no degree" residents. Additionally, these differences are more significant among Latinx/Hispanic populations, so increasing college going and completion rates among these populations is critical to Utah's future. This starts with recruiting these students.

- **c.** If funded, when will this program/department begin enrolling/expanding programming for students? Immediately
- **d.** Describe career pathways created or enhanced if funding is received. Identify industry/community partners.

4)	Wh	at goals/	objectives is the in	stitution pla	nning to achieve	with this	funding a	nd how will it track s	success?
	incr	1.5% annual increase in overall enrollment as well as matriculated degree-seeking students. 1% annual enrollment increase of Latinx/Hispanic students. Some of this will be achieved through enrollment of new students in addition to retention efforts. Tracking success of the specific marketing efforts will be determined by the increase in enrollment of those targeted populations.							
5 \	D	· C	M 10 - 1						
5)			e Measures/Outco					~?	
	a.	i.	creases in produc Capacity (i.e. add				паписіраі		w students annually
		i. ii.	Completions (i.e.			3)		Increase in 225 ne	w students annually
		iii.	Workforce (i.e. jo	•	,	nact)			
	b.		e the economic in	•		. ,	dina is rec	eived	
									is most certainly an
		_	oon to the state.	iio iiripaot oi	morodomy dome	go attairii	11011610701	o lo orianoriging, bat	io moot oortamiy an
6)	Dor	formana	Pacalina (for evi	oting progra	m ovnancion)				
6)			e Baseline (for exist re the most recent		. ,				
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		i.	Metric	j	Outcon	le			
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7)	Ruc	dget:							
'	a.	•	f projected expend	ditures					
			. , .		Compensa	ation	FTE		
		i.	Faculty						
		ii.	Staff			145 000			
	Tot	III.	Operating Expen	ses		145,000 145,000			
	Tot						-		
	b.	Current	budget (existing p	orograms or	departments or	ıly)			
	C.	Describ	e any internal effic	ciencies tha	t have been utili	zed or cou	uld be utiliz	zed to augment this	funding.
					•			rketing to focus on	recruiting students. We
	are	also incr	easing coordination	on among re	ecruitment efforts	s across c	ampus.		
L									
8)			y previous improve		<u> </u>		•		
			•				` '		etitor/Industry Analysis U's place in the marke
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			_	•			_	•	d vendor(s) to outline
					•		-	ting plan for FY23.	and to call to

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

Form B-4: FY2023 Institutional Operating Budget Request Detail

Institution: Prepared by:

Weber State University

Equity, Diversity, & Inclusion

Due Date:

August 27, 2021

Submission Date:

Requested Amount:

Title:

145.000

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

\$

It is a priority of the institution to eliminate disparities in educational outcomes for underserved students. This funding will increase support for underrepresented students and increase disability sevices.

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

It is the mission of the university to value diversity and provide excellent educational experiences for all students.

- 3) Justification:
 - **a.** How will this budget priority improve student outcomes? Be specific.

This budget will help the university better provide services and learning communities geared toward students of color, students from low socioeconomic status, and students with disabilities.

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

We are striving to be an Emerging Hispanic Serving Institution. With Ogden city having a 33% resident population of Latinx individuals, WSU is only at 11%. Many of these funds will be targeted toward this "eHSI" effort, as well as broadening our base of traditionally underrepresented students, and expanding services for these students so that they can remain enrolled through to completion.

- **c.** If funded, when will this program/department begin enrolling/expanding programming for students? Planning will begin immediately after July 1, 2022 to be sure programs and services are in place as soon as possible.
- **d.** Describe career pathways created or enhanced if funding is received. Identify industry/community partners. Given the UBHE quity focus, retaining more students of color will enhance and widen career pathways in all fields. The increased diversity of graduates will continue to help fuel the hiring pipeline for employers.
- What goals/objectives is the institution planning to achieve with this funding and how will it track success?

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

	obt	aining tha	at goal.				
5)	Pei	formance	Measures/Outcomes:				
	a.	_	creases in production and ou		n anticipat	e?	
		i. ::	Capacity (i.e. additional stude	,			
		ii. iii.	Completions (i.e. degrees an Workforce (i.e. job placemen	,			
	b.		e the economic impact to you	• ,	dina is rec	eived.	
	The		will help provide a more robu	<u> </u>			egion.
6)	Pei		Baseline (for existing progra	. ,			
	a.	What a	re the most recent outcome m				
		i.	Metric	Outcome			
		ii.					
		iii.					
7)	Bu	dget:					
	a.	Detail o	f projected expenditures				
		i.	Coculty	Compensation	FTE	l	
		ii.	Faculty Staff	75,000	1		
		III.	Operating Expenses	/0,000		I	
	Tot	al:		145,000	1		
	b.	Current	budget (existing programs or	departments only)			
	C.	Describ	e any internal efficiencies tha	t have been utilized or cou	uld be utiliz	zed to augment this	funding.
			quested are only partial; WSU	J funds will be reallocated	internally	to fully meet the ne	eds of these programs
	and	l services	i.				
8)	De	scribe an	y previous improvement strate	egies implemented within	this denart	ment or program	
٥,			ontinue to be refined related to	• .			employment
		•	, internship and career readin			•	. ,
9)	То	what exte	ent is this request scalable? If	a lower amount of funding	g is availat	ole, please articulate	whether this would be
			I if so, what are the per-unit a	•			
			ams are scalable and can be ergies and various funding so		•	· · · · · · · · · · · · · · · · · · ·	at to some extent)
	ped	ause syn	lergies and various furfuling so	durces are arready suppor	ung mese	iiiiialives.	

Form B-4: FY2023 Institutional Operating Budget Request Detail

Institution:

Prepared by:

Bret Ellis

Due Date:

August 27, 2021

Submission Date:

Requested Amount:

\$ 300,000

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

 Weber State intends to use additional funding to increase security, retention and learning across campus for faculty, staff, and students. The funds are intended for various critical tools to reduce risk to the organization.
- 2) How does the priority align with the institution's mission, and how will the funding enhance the ability to accomplish its mission?

Through one-time federal funding, we were able to accelerate the technology of the University forward about five years. This made it so we were able to weather the pandemic. Now, with the realities of the demands for tech labor across the Wasatch Front, Silicon Slopes, rentention of employees for business continuity are essential. That along with the need of ongoing funding to maintain the technology advancements made across the University, make these requests high priority. Without it we are at risk of taking steps backward.

- 3) Justification:
 - a. How will this budget priority improve student outcomes? Be specific.

Technology has enable University students to weather the pandemic storm along with creating new opportunities for learning and interaction that enrich the student experience and outcomes depending on how faculty and staff utilize the tools.

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

Tools utilized pre-pandemic have been adjusted to make a technology leap in terms of the tools used post pandemic. Meeting students where they are is a major focus of the University and the technology tools that are and will continue to be implemented reflect that. The demands for technology tools from students, faculty and staff has greatly increased not only in quantity, but also in sophistication.

- c. If funded, when will this program/department begin enrolling/expanding programming for students?N/A
- d. Describe career pathways created or enhanced if funding is received. Identify industry/community partners.
 N/A
- 4) What goals/objectives is the institution planning to achieve with this funding and how will it track success?

 Funding for additional technology would have a direct impact on security, classrooms and efficacy of the University in general. Tracking occurs through utilization of the tools along with the overall metrics of the University. Salary

marketplace adjustments will allow the Information Technology Division retain key employees ensuring a continuity of business and provide the ability for teams to have succession plans. Marketplace data using reputible and applicable salary reports is being used and applied.

5) Performance Measures/Outcomes:

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

i. Capacity (i.e. additional students, credit hours)

N/A

ii. Completions (i.e. degrees and certificates)

N/A

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

N/A

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

N/A

- 6) Performance Baseline (for existing program expansion)
 - a. What are the most recent outcome measures?

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

- 7) Budget:
 - Detail of projected expenditures

i. Faculty
ii. Staff 200,000
III. Operating Expenses
III. 300,000 -

Total:

b. Current budget (existing programs or departments only)

8,850,678

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

The internal efficiencies that could come about is for senior employees to decide to leave the University which provides the opportunity to hire junior employees at lower salaries. The downside to that situation is the lack of continuity and customized expertise of University systems and processes.

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

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

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

The request is scalable. It will enable the Information Technology Division to retain employees and retain new technology tools and resources that are and will become essential to the success of students and the University.



Policy Proposal Summary

Policy Title: PPM 3-39, University Holidays

Policy Sponsor (President or VP): Norm Tarbox, Vice President for Administrative Services

Responsible Office: Human Resources

Reason for Policy Proposal and Brief Summary:

This proposal adds Juneteenth National Freedom Day to the list of observed university holidays. Includes other normal editorial revisions.

Impact on the University and steps needed for implementation:

Employees will be able to take another holiday in June, which will need to be implemented by supervisors.

Potential Stakeholders:

Employees will be provided another holiday. Human Resources will need to facilitate the addition and supervisors will need to address workload or other considerations.

Note:

This policy revision is dependent upon and proposed to go into effect upon revision of the Utah Board of Higher Education Policy R821 to include Juneteenth National Freedom Day.

POLICY REVISION DEPENDENT UPON REVISION OF UTAH BOARD OF HIGHER EDUCATION POLICY R821

Proposed Revision of PPM 3-39, University Holidays - Redline PPM 3-39, University Holidays WEBER STATE UNIVERSITY Responsible Office: Human Resources

1.0 PURPOSE

This policy describes the University's standard annual holiday schedule.

2.0 REFERENCES

- **2.1** PPM 3-2, Employee Definitions
- 2.2 Utah Board of Higher Education Policy R821

3.0 <u>DEFINITIONS</u>

Full-time Equivalency (FTE) - The number of total hours worked divided by the maximum number of compensable hours in a work year. For example, WSU defines the work year as 2,080 hours. An employee occupying a paid full-time job all year would be 1.0 FTE, and an employee working 1,040 hours would be .5 FTE.

4.0 POLICY

- **4.1** Full-time and part-time salaried employees shall observe the paid holidays listed below. Holiday pay will be prorated based on employee FTE. In addition, the employee may select one personal holiday with supervisor approval.
- **4.1.1** New Year's Day
- **4.1.2** Martin Luther King Day (January)
- **4.1.3** President's Day (February)
- **4.1.4** Memorial Day (May)
- **4.1.5** Juneteenth National Freedom Day (June 19)
- **4.1.6** Independence Day (July 4)

- **4.1.7** Pioneer Day (July 24)
- **4.1.8** Labor Day (September)
- **4.1.9** Thanksgiving Holiday (Thursday and Friday)
- **4.1.10** Winter Holiday (December 24 and 25)
- **4.2** Holidays falling on Sunday will be observed the following Monday. Holidays falling on Saturday will be observed the previous Friday. Exceptions to this policy are:
- **4.2.1** When Christmas is on a Saturday or Sunday, then the previous Friday and the following Monday are holidays. When Christmas is on a Monday, then that Monday and Tuesday are holidays.
- **4.2.2.** When June 19 is a Tuesday, Wednesday, Thursday, or Friday, Juneteenth National Freedom Day will be observed on the immediately preceding Monday. When June 19 is a Saturday or Sunday, the Juneteenth National Freedom Day will be observed on the immediately following Monday.
- **4.3** If a non-exempt employee (see PPM 3-2) is required to work on a scheduled holiday observed by other personnel, the employee shall receive compensation at double the hours worked for that day. The double time is provided in lieu of the holiday.
- **4.4** Scheduled holidays falling during a vacation period will not be charged against vacation leave.
- **4.5** Employees whose days off are other than Saturday and Sunday will be allowed time off for holidays in a way as to be equitable to conditions affecting employees who work Monday through Friday.
- **4.6** Upon termination of employment, no payment will be made for holidays falling after the last day on the job. A person must return to work following the holiday in order to receive pay for the holiday.

Revision History	
Creation Date: 8-17-77	
Amended: 2-7-17; [insert new date]	

POLICY REVISION DEPENDENT UPON REVISION OF UTAH BOARD OF HIGHER EDUCATION POLICY R821

Proposed Revision of PPM 3-39, University Holidays - Clean PPM 3-39, University Holidays WEBER STATE UNIVERSITY Responsible Office: Human Resources

1.0 PURPOSE

This policy describes the University's standard annual holiday schedule.

2.0 REFERENCES

- **2.1** PPM 3-2, Employee Definitions
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3.0 DEFINITIONS

Full-time Equivalency (FTE) - The number of total hours worked divided by the maximum number of compensable hours in a work year. For example, WSU defines the work year as 2,080 hours. An employee occupying a paid full-time job all year would be 1.0 FTE, and an employee working 1,040 hours would be .5 FTE.

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- **4.6** Upon termination of employment, no payment will be made for holidays falling after the last day on the job. A person must return to work following the holiday in order to receive pay for the holiday.

Revision History	
Creation Date: 8-17-77	
Amended: 2-7-17; [insert new date]	

MONTHLY INVESTMENT REPORT

Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Reports covering activity for the month of March 2022. Approval of these reports is sought from the Business Committee.

MEMMONTHLYINVRPTMARCH2022

Weber State University Monthly Investment Activity Report March 31, 2022

Balance February 2	8, 2022	Туре	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount \$325,907,910
Purchases:	Wells Fargo Federal Home Loan Federal Home Loan Federal Home Loan Canadian Imperial Bank Morgan Stanley Common Fund Gains and Lo	Checking Bond Bond Bond Bond Bond	30-Mar-22 10-Mar-22 24-Mar-22	1-Apr-22 17-Mar-27 30-Mar-27 10-Mar-25 23-Jun-23 24-Oct-23	0.2500% 1.5000% 1.3750% 1.2500% 0.9500% 1.6590%	14,976,890 5,000,000 5,000,000 5,000,000 5,000,000	
Withdrawals:	Wells Fargo PTIF	Checking PTIF	28-Feb-22 Various	1-Mar-22 Various	0.2500% 0.5210%		40,273,713
	Common Fund Fees					909	
			*				

Global Distressed Investors

Total Withdrawals

45,134,494

Balance March 31, 2022

\$321,047,129

Weber State University Director of Financial Services 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 Services

Weber State University Monthly Investment Report March 31, 2022

	Туре	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Mar-22	1-Apr-22	0.2500%	\$14,976,890	\$14,976,890
PTIF						
Endowment Pool	PTIF	Various	Various	0.5210%	12,403,667	12,403,667
Cash Pool	PTIF	Various	Various	0.5210%	136,496,754	136,496,754
Common Fund						
Global Private Equity	Alternatives	Various	Various		2,014,661	3,964,292
Global Private Equity II	Alternatives	Various	Various		1,577,720	3,008,655
Global Private Equity III	Alternatives	Various	Various		2,192,663	3,190,466
Strategic Solutions Global Equity	Equity	Various	Various		56,674,089	94,178,514
CF Real Estate Opp	Alternatives	Various	Various		1,717,041	2,419,914
Global Distressed Investors	Alternatives	Various	Various		53,484	18,630
High Quality Bond	Fixed	Various	Various		34,391,824	36,681,418
Natural Resources Partners X	Alternatives	Various	Various		1,020,955	1,248,288
Natural Resources Partners XI	Alternatives	Various	Various		1,087,753	1,302,804
Secondary Partners II	Alternatives	Various	Various		659,293	1,398,452
S&P 500 Index	Equity	Various	Various		1,796,896	2,170,094
Venture Partners XIII	Alternatives	Various	Various		3,106,819	4,765,637
S&P Global LargeMidCap Natural Resr	Alternatives	Various	Various		1,182,226	3,106,216
US Aggregate Bond	Fixed	Various	Various		1,048,616	993,586
State Street US Govt	Fixed	Various	Various		1,270,347	1,270,347
Venture Partners XII	Alternatives	Various	Various		2,027,602	4,254,810
Venture Partners XI	Alternatives	Various	Various		2,442,359	6,905,618
Ssga Environmental Sustainabilty	Alternatives	Various	Various		161,456	272,904
Secondary Partners III	Alternatives	Various	Various		2,029,063	2,647,538
SS Core Real Estate	Fixed	Various	Various		3,141,625	3,801,304
REIT Portfolio	Equity	Various	Various		1,634,712	2,326,184
Commonfund Real Estate Opportunity Fd II	Alternatives	Various	Various		938,614	1,025,753
Government Bonds						
Federal Home Loan - Step	Bond	15-Dec-21	15-Dec-26	1.000%	5,000,000	4,823,136
Federal Home Loan - Step	Bond	17-Mar-22	17-Mar-27	1.500%	5,000,000	4,939,234
Federal Home Loan - Step	Bond	30-Mar-22	30-Mar-27	1.375%	5,000,000	4,938,230
Federal Home Loan - Step	Bond	10-Mar-22	10-Mar-25	1.250%	5,000,000	4,958,814
Corporate Bonds						
Royal Bank of Canada	Bond	8-Oct-20	5-Oct-23	0.869%	5,000,000	5,028,859
Canadian Imperial Bank	Bond	24-Mar-22	23-Jun-23	0.950%	5,000,000	4,908,822
Morgan Stanley	Bond	30-Mar-22	24-Oct-23	1.659%	5,000,000	5,027,425
) <u>-</u>		
Total Investments				=	\$321,047,129	\$379,453,255

Weber State University Foundation Monthly Investment Activity Report March 31, 2022

		Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance Februa	ary 28, 2022					\$11,560,819
Revenues:	Dividends Interest Realized Gains (Loss) Other Investment Income				38,258 76 169,662 0	
Expenses:	Total Revenue Investing Fees Annuity Payments Misc Expense Transfers to University				0 1,928 0	207,996
Balance March 3	Total Withdrawals 31, 2022				-	1,928
					-	

Weber State University Director of Financial Services 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 Services

Weber State University Foundation Monthly Investment Report March 31, 2022

	Туре	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		30,640	30,640
PTIF	PTIF	Various	Various	0.5210%	258,653	258,653
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		810,897	2,716,691
Multi-Strategy Bond	Bond	Various	Various		1,325,491	1,372,975
Multi-Strategy Bond (Annuity)	Bond	Various	Various		399,710	403,835
Multi-Strategy Equity (Annuity)	Equity	Various	Various		241,300	621,035
Stock and Money Markets						
American Electric Power Co	Stock				64,226	73,331
Amgen	Stock				86,135	96,728
Apple	Stock				180,198	733,362
Astrazeneca PLC ADR	Stock				225,435	265,360
AT&T Corp	Stock				309,055	224,485
Atlantica Sustainable Infrastructure PLC	Stock				153,186	150,801
Cisco Sys Inc	Stock				153,491	156,128
Citigroup Inc	Stock				251,274	202,920
Citizens Financial Group Inc	Stock				173,418	172,254
Comcast Corp (NEW) Class A	Stock				184,172	173,234
Consumer Staples Select Sector SP	Stock				90,431	98,657
Crown Castle Intl Corp	Stock				182,249	184,600
Enbridge Inc	Stock				205,347	225,841
Enterprise Prod Prtnrs L.P.	Stock				256,747	252,938
Gilead Science	Stock				341,915	294,575
Glaxosmithkline PLC ADS	Stock				201,195	243,936
Home Depot	Stock				154,130	148,168
Intl Business Machines Corp	Stock				190,854	182,028
Ishares	Stock				1,135,044	1,085,134
JP Morgan Chase & Co	Stock				349,844	293,088
Lumen Technologies Inc	Stock				699,480	255,829
Merck & Co	Stock				157,341	174,767
Metlife Incorporated	Stock				139,514	210,840
Microsoft	Stock				169,116	329,892
Morgan Stanley Fund	Money Market			0.0200%	66,915	66,915
Organon & Co	Stock				10,400	12,749
PBF Energy Inc	Stock				426,742	370,424
Pfizer Inc	Stock				203,602	295,089
PPL Corporation	Stock				172,104	174,216
Qualcomm Inc	Stock				349,400	339,260
Regions Financial Corp New	Stock				170,247	189,210
Royal Dutch Shell PLC	Stock				312,802	302,115
Teva Pharmaceuticals Adr	Stock				252,152	51,645
Utilities Sel Sect Spdr Fund	Stock				165,481	186,150
Verizon Communications	Stock				334,599	318,630
Viatric Inc	Stock				181,956	132,812
Total Investments				<u> </u>	\$11,766,888	\$14,071,940
				-		

Weber State University Monthly Investment Activity Report Funds Separately Invested March 31, 2022

	Туре	Shares	Transaction Amount	Amount
Balance February 28, 2022		- Charles	741104111	\$3,663,085
Gifts:				\$3,663,085
Sold:				0
Total Withdrawals			_	0
Balance March 31, 2022			Marian	\$3,663,085
Weber State University Director of Financial Services Assertion	on:			
To the best of my knowledge, Weber State University investments that Money Management Act, the rules of the State Money Medicy R541 Management and Reporting of Institutional Investment of Public Funds.	/lanagement	t Council, Regents		

Weber State University Director of Financial Services

Weber State University Monthly Investment Report Funds Separately Invested March 31, 2022

	Туре	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock Berkshire Hathaway	Stock	1996			\$49,434	\$1,057,842
Life Insurance Policy					3,613,651	3,790,877
Total Investments				-	\$3,663,085	\$4,848,719

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.

MEMRETIREMENTCOM2022

Weber State University

Q3 2021 Due Diligence Summary Notes November 17, 2021 | 11:00 AM – 1:00 PM MT

Attendees:

Weber State University

CAPTRUST

Hal Crimmel, Professor and Chair of the Depart. Regina Lee, Senior Analyst of English

Richard Hill, General Counsel

Mike Sanders, Investment

Consultant

Jessica Oyler, Assistant Vice President for HR Tracy Schiermeyer, Deputy Chief HR officer

Emily Wrightson, Principal

Norm Tarbox, Vice President for Administrative

Services

Absent: Steve Nabor, Sr. Asso. Vice President & CFO; Stephanie Hollist, Deputy General Counsel

Due Diligence Frequency & Period End: Tri-Annual, 9/30/2021

Vendor: TIAA

Form Completed By: Regina Lee

I. Welcome

Call to order at 11:00 AM MT. The group welcomed Ms. Schiermeyer to the Committee. CAPTRUST provided a brief introduction as the retirement plan advisor. The group discussed setting up a secure SharePoint site between Weber and CAPTRUST to house meeting materials and Committee related documents.

A. Approval of notes from the meeting held on June 7, 2021

The Committee voted to approve the meeting notes from the Q1 2021 due diligence meeting held on June 7, 2021.

Interim Update

Millennium Trust

CAPTRUST discussed that since the Committee approved Millennium Trust as the small balance cash out provider at the last meeting, HR and CAPTRUST has worked with TIAA to amend the plan document for the 457(b) Plan to ensure the provisions for the small sum distributions are consistent across the 457(b) and the 401(a) Plans. In addition, TIAA had provided the automatic rollover services agreement between Millennium Trust and Weber State University.



General Counsel commented that a review of the agreement has been completed and initial concerns have been resolved with the Attorney General's office. Based on the resolution, General Counsel is recommending approval of the agreement. The Assistant Vice President for HR will sign and execute the agreement and return it to TIAA. CAPTRUST noted that the automatic distributions are typically done annually and TIAA will work with HR to facilitate the process.

B. TIAA SEC Settlement

CAPTRUST discussed that the Securities and Exchange Commission (SEC) and the New York State Attorney General (NY AG) enforced action against TIAA and a settlement of \$97 million was reached. The settlement focused on rollover and transfer of assets made by TIAA retirement plan participants to a TIAA managed account service called Portfolio Advisor from 2012 to 2018. Due to the higher fees of the managed account product, the SEC and NY AG accused TIAA of steering participants to these accounts for its own monetary benefit. It was noted that of the 5M retirement plan participants on the TIAA platform, 20,000 participants were affected, and most were terminated employees. The settlement will be awarded to the affected participants based on the amount of managed account fees they paid.

CAPTRUST also discussed the impact to Weber State University and reviewed materials provided by TIAA. It was also noted that TIAA will be reaching out to the impacted individuals directly with no involvement needed by Weber State University. The Committee noted they were interested in having TIAA attend a future meeting to discuss their sales practices related to this issue as well as their cyber security practices. TIAA had previously commented that they would like to discuss TIAA Traditional with the Committee via conversations with CAPTRUST. CAPTRUST will invite TIAA to the next due diligence meeting to present a deep dive on TIAA Traditional, discuss TIAA's sales practices, and provide an overview of their cyber security practices.

C. TIAA Group Voluntary Correction Program

CAPTRUST provided an update that TIAA had identified an area of non-compliance with the required minimum distributions. Impacted plans would have failed to timely pay RMDs from 2016 through 2019 for certain plan participants. To correct for this issue, TIAA filed the Group Voluntary Correction Program to assist plan sponsors with correcting any missed RMDs. TIAA will automatically include Weber's plans in the correction process unless they are notified to opt out by January 17, 2022. CAPTRUST recommended that Weber allow for the correction process. After discussion, the Committee agreed to move forward to be included in the group VCP. It was noted that there was one participant in the 401(a) and 1 participant in the 457(b) that were impacted. CAPTRUST will follow-up with TIAA to see how TIAA is handling the 50% penalty for missed RMDs.



III. Review of Governance Documents

The group reviewed the Committee Charter and Investment Policy Statement. It was noted that CAPTRUST had reviewed the IPS in conjunction with the CAPTRUST investment process and scorecard and indicated that the document's flexibility allowed for additional investment metrics to be taken into consideration; no edits were recommended. No edits were recommended for the Charter, as that document was just updated last year to reflect the current practices and procedures followed by the Committee. The Committee Charter and Investment Policy Statement will be reviewed again next year or earlier, if needed.

IV. Q3 2021 Investment Review

CAPTRUST reviewed the Q3 2021 due diligence report highlighting the following key metrics as of September 30, 2021:

- Total plan assets were approximately \$475.3M. This was an increase of approximately \$31.4M (7.1%) over the December 31, 2020 assets.
 - WSU 401(a) Plan: \$340.8M
 - WSU Supplemental 403(b) Plan: \$83.4M
 - WSU 403(b) DC Plan (Discontinued): \$39.4M
 - WSU 457(b) Plan: \$11.6M
- Approximately \$256.0M (53.9%) of total program assets are in TIAA Traditional, CREF Annuities or TIAA Real Estate in individual participant-level contracts.
- TIAA Traditional Annuity assets were approximately \$125.2M (26.4% of plan assets).
 - o The interest rate credited to the TIAA Traditional Annuity was 3.00% (RA/GRA) and 3.00% (SRA/GSRA). The minimum guaranteed interest crediting rate under the contracts was 3.00%.
- TIAA-CREF Lifecycle Index target date series held \$67.3M (14.2%) of assets.
- The Plans use a levelized fee structure with a visible asset-based fee of 0.08%, applied to all investment options that do not share revenue back to the Plans.
- The revenue credit account balance is approximately \$5,260. The revenue credit account investment for all Plans will be moved to TIAA Traditional to ensure consistency across all the investments.
- The weighted average expense ratio (excluding TIAA Traditional Annuity) of the investment options was 0.22%. The all-in fee, excluding revenue share and including the 0.08% asset-based fee, was 0.23%. CAPTRUST will include the historical data of the weighted average expense ratio in the next report outlining the reduction in fees over the years.

CAPTRUST discussed the Department of Labor's proposed rule on the use of Environmental, Social, and Governance (ESG) factors in investment decisions



and the voting of proxies. It was noted that the rule is currently in its 60-day public commentary window. This quarter's flash fiduciary training involved understanding fiduciary roles and who may act in a fiduciary capacity, including but not limited to plan committees, a 3(21)-investment advisor, Board members, and parties that interact with participants and provide investment advice.

As the industry update, CAPTRUST discussed that fiduciary liability insurance providers have increased their premiums for new and existing policies and policyholder retentions have also increased. Coverage amounts have also been declining and some large plans are forced to get multiple policies from different providers. This is driven by the rise in litigation against retirement plans. 97 ERISA fee lawsuits were files in 2020 and 23 were filed in 2021 (through Q3). Between Q1 2020 and Q3 2021, there were 2 trial verdicts and 29 settlements. CAPTRUST highlighted those targeted plans are typically large, with at least \$1 billion in plan assets or more. To date, no public plans have been targeted. Regardless, the Committee will explore potentially adopting a fiduciary liability policy.

CAPTRUST provided the third quarter market commentary and review, including a review of equity and fixed income markets and an economic outlook. CAPTRUST reviewed the plan's investment monitor (scorecard), the target date funds, and performance summary. The investment options were reviewed, including but not limited to, their performance, risk, risk-adjusted performance, fees, and suitability. It was also noted that TIAA has currently scheduled to add the TIAA-CREF Lifecycle Index 2065 fund in plan sponsor's lineup in March 2022.

CAPTRUST discussed that TIAA recently reduced the expense ratios of the CREF variable annuities, although CREF Inflation-Linked Bond, CREF Bond Market, CREF Growth, CREF Equity Index, and CREF Global Equities are restricted and no longer accept new contributions, external transfers or rollovers. CAPTRUST also noted that CREF Money Market's expense ratio waiver is set to expire at some point between now and the end of the year. It was noted that due to the use of current TIAA contracts (SRA/RA, SRA/GSRA), CREF Money Market and CREF Stock are required to be offered for new contributions.

CAPTRUST made the following fund recommendations to the Committee:

- TIAA-CREF Quant Small-Cap Equity Instl (TISEX) was recommended for removal from watch due to the strategy's improved performance and sufficient track record of the new management team.
- Conduct a share class change for Vanguard Total Bond Market Index Adm (VBTLX) to Institutional (VBTIX) for a change in net expense ratio from 0.05% to 0.035%.
- Conduct a share class change for Vanguard Small Cap Index Adm (VSMAX) to Institutional (VSCIX) for a change in net expense ratio from 0.05%
- Conduct a share class change for Vanguard Emerging Markets Stock Index (VEMAX) to Institutional (VEMIX) for a change in net expense ratio from 0.14% to 0.10%



The Committee voted to approve the fund recommendations.

V. Adjournment

The meeting was adjourned at 1:00 PM MT.

Action Items - CAPTRUST:

- 1. Establish a secure SharePoint between Weber and CAPTRUST to share meeting materials and Committee related documents.
- 2. Invite TIAA to the next due diligence meeting to present a deep dive on TIAA Traditional, cyber security practices, and sales practices.
- 3. Follow-up with TIAA to see how TIAA is handling the 50% penalty for missed RMDs in relation to the group VCP.
- 4. Include the historical data of the weighted average expense ratio in the next report for tracking purposes.
- 5. Coordinate the share class changes of the Vanguard funds with TIAA.

Action Items – WSU:

- 6. Sign the automatic rollover services agreement between Millennium Trust and Weber State University.
- 7. Explore adoption of a fiduciary liability policy.



Weber State University

Q1 2021 Due Diligence Summary Notes June 7, 2021 | 11:00 AM – 1:00 PM MT

Attendees:

Weber State University

Hal Crimmel, Professor and Chair of the Depart. Emily Wrightson, Principal

of English

Richard Hill, General Counsel

Holly Hirst, Deputy Chief HR officer Stephanie Hollist, Deputy General Counsel Steve Nabor, Sr. Asso. Vice President & CFO Jessica Oyler, Assistant Vice President for HR Norm Tarbox, Vice President for Administrative Services

CAPTRUST

Mike Sanders, Investment

Consultant

Regina Lee, Senior Analyst

Due Diligence Frequency & Period End: Tri-Annual, 3/31/2021

Vendor: TIAA

Form Completed By: Regina Lee

I. Welcome

Call to order at 11:00 AM MT.

A. Approval of notes from the meeting held on March 15, 2021

The Committee voted to approve the meeting notes from the Q4 2020 due diligence meeting held on March 15, 2021.

Interim Update – Bad Address Report

CAPTRUST and the Committee discussed the updated bad address report. As of March 2021, there are 36 employees with a bad address indicator. Of that, 16 are active employees and 20 are terminated employees. The Committee expressed their desire to keep these numbers as low as possible. CAPTRUST indicated that TIAA completes a quarterly search to update the bad addresses. They will provide additional information on TIAA's bad address process and participant statistics, including age and account balance, for those with a bad address indicator.

III. Q1 2021 Investment Review

CAPTRUST reviewed the Q1 2021 due diligence report highlighting the following key metrics as of March 31, 2021:

- Total plan assets were approximately \$456.3M. This was an increase of approximately \$12.5M (2.8%) over the December 31, 2020 assets.
 - WSU 401(a) Plan: \$325.8M
 - WSU Supplemental 403(b) Plan: \$81.2M
 - WSU 403(b) DC Plan (Discontinued): \$39.3M



- WSU 457(b) Plan: \$9.9M
- Approximately \$251.7M (55.2%) of total program assets are in TIAA Traditional, CREF Annuities or TIAA Real Estate in individual participant-level contracts.
- TIAA Traditional Annuity assets were approximately \$124.5M (27.3% of plan assets).
 - o The interest rate credited to the TIAA Traditional Annuity was 3.00% (RA/GRA) and 3.00% (SRA/GSRA). The minimum guaranteed interest crediting rate under the contracts was 3.00%.
- TIAA-CREF Lifecycle Index target date series held \$61.5M (13.5%) of assets.

The 2021 Business Planning Update was reviewed. CAPTRUST provided the quarterly legislative update, which included the Department of Labor's guidance on best practices on cybersecurity. The Committee discussed the importance of cybersecurity and questioned TIAA's process for handling ransomware attacks. The Committee also discussed dual-factor authentication and whether it has been applied to all employee accounts. CAPTRUST provided some high-level information provided by TIAA on cyber security policies and procedures and will share some additional details via email following the meeting. CAPTRUST will also follow-up with TIAA on the Committee's questions. CAPTRUST also discussed financial well-being programs as a priority for employers based on survey results conducted during the pandemic.

CAPTRUST provided the first quarter market commentary and review, including a review of equity and fixed income markets and an economic outlook. CAPTRUST reviewed the plan's investment monitor (scorecard), the target date funds, and performance summary. The investment options were reviewed, including but not limited to, their performance, risk, risk-adjusted performance, fees, and suitability.

CAPTRUST made the following fund recommendations to the Committee:

- TIAA-CREF Quant Small-Cap Equity Instl (TISEX) was recommended to continue on watch due to a change in the fund's management team and performance concerns.
- CREF Stock R2, CREF Growth R2 (frozen to new contributions), CREF Global Equities R2 (frozen to new contributions) were recommended to remove from watch. The Voluntary Separation Program at TIAA led to some changes at the portfolio management teams and structures of these accounts, but these strategies continue to be team managed and the process remains intact.

The Committee voted to approve the fund recommendations.

IV. Small Balance Cash Out Provider

CAPTRUST led a discussion on the selection of an IRA provider for terminated participants with less than \$5,000 in the plan. This provision was discussed with the Committee in 2020 and added to the plan documents when they were



converted last year to TIAA's Volume Submitter Plan Document template. It was discussed that most plan sponsors choose to force out small balances of terminated employees because managing accounts left behind by these employees can become an administrative burden — one that may increase plan costs and potential liabilities should the participant become lost.

CAPTRUST compared several providers who provide safe harbor IRA solutions for retirement plan small balances. It was noted that TIAA's preferred provider is Millennium Trust Company, a leading IRA provider for automatic rollovers. In review of the different providers, the Committee discussed the default investment option, additional investments available as well as reviewed participant account fees.

After discussion, the Committee voted to select Millennium Trust as the Plan's IRA provider. The rationale for this selection was based on, but not limited to Millennium Trust's reasonable participant fees relative to other providers, the company's expertise, the available service and support team, as well the efficiency of its solution and automated integration with TIAA.

V. TIAA Plan Outcome Assessment

At the last due diligence meeting, the Committee discussed evaluating the plan's effectiveness and determining employees' retirement readiness. In the interim, CAPTRUST has worked with HR and TIAA to run a Plan Outcome Assessment. This report encompasses the one-time salary file that HR provided to TIAA to generate a more accurate picture of Weber employees, their current contribution rates to the plan, existing balances and provides a projected retirement income assuming employees stay in the plan.

Key metrics reviewed included the average retirement income replacement ratio which encompasses a participant's total plan assets, factors in their contribution rate and investment strategy and projects this out to retirement age. This projection also takes into account Social Security. The group also reviewed the average total savings rate (17.5%), which includes both employee and employer contributions, and the percentage of employees making voluntary contributions to the 403(b) and 457(b) Plans (18%).

The program was also benchmarked against a peer group of higher education institutions with total plan assets between \$100M - \$500M. It was indicated that the WSU average contribution rate is higher than the peer benchmark, which is likely due to the generous employer contribution rate. The University contributes 14.2% of an employee's annual gross earnings into the 401(a) Plan. CAPTRUST also reviewed an analysis of the retiree population and the percentage of employees who are on track, in range, and not on track to meet their retirement income needs. A review was also provided by gender.

The Committee commented on the usefulness of the information and data provided in the report. It was discussed whether certain metrics should be shared with the population and marketed in participant materials, especially during the enrollment process to encourage higher voluntary deferral rates to the 403(b).



The Committee indicated that they would like to review the POA next year as part of the overall business planning to see if any metrics have changed. Human Resources will plan to do some outreach in the interim to increase participation.

VI. Adjournment

The meeting was adjourned at 1:00 PM MT.

Action Items - CAPTRUST:

- 1. Provide additional information on TIAA's bad address process.
- 2. Provide participant statistics, including age and account balance, for participants with a bad address indicator.
- 3. Provide materials regarding TIAA's cybersecurity policy and program and request TIAA's process for handling ransomware attacks.
- 4. Request information from TIAA related to dual-factor authentication and whether it is implemented for Weber State University.
- 5. Work with TIAA to implement Millennium Trust as the Plan's selected IRA provider.
- 6. Add a review of the Plan Outcome Assessment to the 2022 Business Planning Strategy.



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.
 - o WSU 401(a) Plan: \$316.1M



- o WSU Supplemental 403(b) Plan: \$78.8M
- o WSU 403(b) DC Plan (Discontinued): \$39.3M
- o 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.
 - o WSU 401(a) Plan: \$288.6M
 - o WSU Supplemental 403(b) Plan: \$73.3M
 - o WSU 403(b) DC Plan (Discontinued): \$39.2M
 - o 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 semiannual 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.



PERSONNEL REPORTS

Attached is the Personnel Report for the month of April 2022.

MEMPERSONNELREPORTAPRIL2022

Working Together To Create A Quality Environment Where Students Are Served

Weber State University

Human Resources Agenda Report from 4/1/2022 thru 4/30/2022

<u>Action</u>		Comment	<u>Position</u>	<u>Department</u>	<u>Date</u>
Exempt					
HIRE	Kaitlyn Brown	Replaces Carey M Anson	Coordinator	Academic Support Centers - Programs	18-Apr-2022
HIRE	Ashley Stewart	Replaces Bethany Brown Barber	Advisor	Student Success Center	25-Apr-2022
Retirement	Allison Hess		Director	Marketing and Communications	30-Apr-2022
Separation	Bethany Barber		Advisor	Student Success Center	08-Apr-2022
Separation	Amy Donovan		Assistant Coach	Athletics Admin and Support	14-Apr-2022
Separation	Daniel Fry		Manager	Athletics Admin and Support	18-Apr-2022
Separation	Rachel Rauschenberger		Buyer	Purchasing	01-Apr-2022
Separation	Jennilyn Stoffers		Assistant Director	Bookstore-Wildcat Stores	22-Apr-2022
Separation	Ioana Vulpe		Assistant Director	International Student Services	13-Apr-2022
Separation	Matthew Widhalm		Systems Engineer	Infrastructure Services	01-Apr-2022
Transfer e-par	Nicholas Lambert		Engineer	Academic Technology Services	01-Apr-2022
ePAR Promotion	Heather Chapman		Director	Associate Provost's Office	01-Apr-2022
ePAR Promotion	Julie Christensen		Advisor	College of Eng Appld Sci and Tech	01-Apr-2022
ePAR Promotion	Melynde Christensen		Supervisor	Accounting Services	01-Apr-2022
ePAR Promotion	Patricia DeJong		Advisor	College of Eng Appld Sci and Tech	16-Apr-2022
ePAR Promotion	David Fernelius		Associate Director	Infrastructure Services	01-Apr-2022
ePAR Promotion	Aimee Golden		Advisor	College of Eng Appld Sci and Tech	01-Apr-2022
ePAR Promotion	Jenna Kane		Specialist/Exempt	Career Services	28-Apr-2022
ePAR Promotion	Ashley Light		Engineer	Infrastructure Services	01-Apr-2022
Faculty					
ePAR Promotion	Mariangelica Groves		Assistant Professor	Geography	16-Apr-2022
Non-Exempt					
HIRE	Teauhna Chavez	New Position	Administrative Specialist II	Performing Arts	16-Apr-2022
HIRE	Pat Getz	Replaces Michael Stoddard	Maintenance	Student Affairs Maintenance	04-Apr-2022
HIRE	Jackson Hadfield	Replaces Robert M Vermillion	Specialist	Sports Facilities Management	04-Apr-2022
HIRE	Ashley Hedges	Replaces Laura Lynn Hernandez	Assistant Manager	Accounting Services	14-Apr-2022
HIRE	Ryan Mills	New Position	Administrative Specialist II	Office of the Registrar	21-Mar-2022
HIRE	Akir Rowe	Replaces Christian Kevin Miconi	Administrative Specialist II	Academic Support Centers - Programs	25-Apr-2022
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Weber State University

Human Resources Agenda Report from 4/1/2022 thru 4/30/2022

<u>Action</u>		<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Non-Exempt					
HIRE	Judith Smith	New Position	Administrative Specialist II	Electrical and Computer Engineering	11-Apr-2022
Separation	Maria Bahena		Enrollment Specialist	Online and Continuing Education	08-Apr-2022
Separation	Anthony Bassett		Custodian II	Facilities Management	15-Apr-2022
Separation	Alexandria Favela		Technician	Payroll	29-Apr-2022
Separation	Bradley Hetland		Mechanic	Facilities Management	29-Apr-2022
Separation	Dallynn Hunt		Heat Plant Operator I	Facilities Management	04-Apr-2022
Separation	Jason Kimball		Custodian	Facilities Management	22-Apr-2022
Separation	Christian Miconi		Administrative Specialist II	Academic Support Centers - Programs	29-Apr-2022
Separation	Lisa Rajigah		Designer	Online and Continuing Education	29-Apr-2022
Separation	Freddie Sepulveda		Administrative Specialist III	Nursing	29-Apr-2022
Separation	Melissa Smith		Administrative Specialist II	Marketing and Communications	29-Apr-2022
Separation	Nevan Smith		Specialist	Payroll	30-Apr-2022
Separation	Michael Stenquist		Enrollment Specialist II	Financial Aid Office	29-Apr-2022
ePAR Promotion	Tammy Bush		Administrative Associate	College of Education	25-Apr-2022
ePAR Promotion	Alan Miller		Landscaper	Facilities Management	16-Apr-2022
ePAR Promotion	Rosarina Roberts		Administrative Specialist II	International Programs	16-Apr-2022

EARLY RETIREMENT REQUESTS

Ea	ich month, sta	ff will bring Ea	arly Retirement	Requests to 1	the Business (Committee for
approval.	There are for	ır requests to b	e approved for	the month of	May 2022.	

EARLYRETIREMENTREQUESTMAY 2022



WEBER STATE UNIVERSITY

APPLICATION FOR EARLY RETIREMENT PROGRAM

Date of Application: 5/13/22
Name of Employee: Randy Rahe
Employee's Department: Athletics
Please accept my application for Early Retirement and route for approval to the appropriate Vice President and Board of Trustees. Specific information relative to my request is shown below.
Date of Retirement: 5/15/22
Type of Early Retirement: Total Retirement ✓ Phased Retirement □
If phased, explain details:
Comments:
Signature of applicant: 1212
APPROVALS: Applicant's eligibility verified by: Date of Birth: Employment Date: 3/24/2001e Assoc. V.P. of Human Resources: Department Chair/Supervisor: Dean or Equivalent: Vice President: Board of Trustees:



WEBER STATE UNIVERSITY

APPLICATION FOR EARLY RETIREMENT PROGRAM

Date of Application: May 6, 2022
Name of Employee: Erik Stern
Employee's Department: Performing Arts
Please accept my application for Early Retirement and route for approval to the appropriate Vice President and Board of Trustees. Specific information relative to my request is shown below.
Date of Retirement: beginning 07/01/2022
Type of Early Retirement: Total Retirement □ Phased Retirement ☒
If phased, explain details: Reducing to 50% FTE until full retirement age (5 years).
Comments:
Signature of applicant:
APPROVALS: Applicant's eligibility verified by:



APPLICATION FOR EARLY RETIREMENT PROGRAM

Date of Application April 28 2022
Name of Employee Arene Newman
Employee's Department Nontraditional Student Center Hourly Child Care
Please accept my application for Early Retirement and route for approval to the appropriate Vice President and Board of Trustees. Specific information relative to my request is shown below.
Date of Retirement June 10,1022
Type of Retirement: Total Retirement Phased Retirement
If Phased Retirement, explain details -
·
Signature of Applicant
A
Approvals:
Applicant's Date of BirthApplicant's Employment Date 07/15/2004
Applicant's eligibility approved by:Bethany Rasmussen
Assoc. V.P. of Human Resources: Meagan Thunell (May 9, 2022 16:01 MDT)
Department Chair/Supervisor: Debbia Cragun
Dean or Equivalent: Carl Porter (May 10, 2022 09:25 MDT)
Vice President: Butt Pero 33i
Board of Trustees:



WEBER STATE UNIVERSITY

APPLICATION FOR EARLY RETIREMENT PROGRAM

ate of Application: 05/02/2022	
ame of Employee: Rodney Hansen	
mployee's Department: Exercise and Nutrition Sciences	
lease accept my application for Early Retirement and route for approval to the appropriate Vice President nd Board of Trustees. Specific information relative to my request is shown below.	
ast Day of Employment 12/31/2022	
ate of Retirement 01/01/2023 Phased Retirement	
ype of Early Retirement: Total Retirement	
If phased, explain details:	
omments:	
APPROVALS: Applicant's eligibility verified by: Date of Birth: Employment Date: 07/01/2004	
Assoc. V.P. of Human Resources: Meagan Thunell (May 3, 2022 09:22 MDT) Department Chair/Supervisor: Pennifer Turky	
Dean or Equivalent: Ravindra Krovi	
Board of Trustees:	



BOARD OF TRUSTEES BUSINESS COMMITTEE MEETING MINUTES

April 20, 2022 – 8:30 a.m. Davis Campus, Room 303

Trustee Members:

Mr. Don Salazar (Business Committee Chair)

Ms. Karla Bergeson (Trustee Vice Chair)

Ms. Amanda Covington via Zoom

Mr. Brent Bishop

Mr. Curtis Funk

Weber State University Representatives:

Dr. Norm Tarbox, Vice President for Administrative Affairs

Dr. Betsy Mennell, Vice President for University Advancement

Dr. Bret Ellis, Vice President for Information Technology

Mr. Steve Nabor, Sr. Associate Vice President for Financial Services & CFO

Mr. Mark Halverson, Associate Vice President for Facilities & Campus Planning

Mr. Rich Hill, General Counsel via Zoom

Mr. Tim Crompton, Director of Intercollegiate Athletics

Ms. Anita Preece, Secretary to the Business Committee

Guests:

Ms. Kayla Morgan, Sr. Associate Athletic Director/Senior Women's Administrator

Mr. Clayton Anderson, Director, Budget and Institutional Research

Mr. Chaz Steimel, Asst. Director of Budget and Institutional Research

Excused:

Dr. Brad L. Mortensen, President

Call to Order and Identification of any Potential or Perceived Conflicts of Interest:

The meeting was called to order at 8:40 a.m. by Mr. Don Salazar. He welcomed all in attendance. Mr. Salazar opened the meeting and asked for identification of any potential or perceived conflicts of interest. Hearing none, Mr. Salazar continued through the agenda.

Agenda Items

Meeting Minutes Approval (March 22, 2022):

Meeting minutes from the March 22, 2022, Business Committee meeting were reviewed by the Board of Trustees.

ACTION: Upon a motion by Ms. Bergeson to approve the meeting

minutes from March 22, 2022 with a second by Mr. Bishop,

the motion passed unanimously.

Financial Reports (February 2022):

Mr. Steve Nabor, Sr. Associate Vice President for Financial Services & CFO, presented the Financial Report for February 2022. These reports include eight months of activity since the close of the 2020-2021 fiscal year. With 66.67 % of the year completed, 56.87% of the budget was expended.

Mr. Nabor reported that we continue to implement a conservative spending pattern across campus. Mr. Nabor shared that the State Auditor's conducted an audit on the HEERF Funding (\$40 million dollars of the \$80 million dollars allotted) and made no recommendations or exceptions, which is quite significant. Mr. Nabor reported that Ron Smith and Roxanne King built solid protocol and made sure that WSU spent the funding strategically.

Mr. Nabor shared that utilization of these federal funds has strengthened the university.

Information Technology Security Update:

Dr. Bret Ellis, Vice President for Information Technology, presented an IT Security Update to the Business Committee. He mentioned that there are three parts to the Security Plan:

- **Why** – If we are secure as a campus, we have stable systems. We are able to teach classes, register students, and if they are not stable, we have problems. He explained that WSU has several tools in place, such as 2-factor authentication, strong passwords in place. The HEERF and CARES Act Funding has been very influential creating a secure parameter.

- What WSU has a variety of tools to help us stay protected. We are only as strong as our weakest link. Tools are good on our side, but our weakest link are our people.
- **How** Information Technology has 3 important tools that they use to keep our campus security safe. USHE Penetration Test is a test where the white hats try to break in and see how quickly WSU IT reacts to the break-in. Annual Security Awareness Training for all individuals (VP Tarbox passed with 100%). And lastly, Internal Phishing Campaigns.

Vice President Ellis reported that none of this would be possible without President Mortensen and Vice President Tarbox's support in using HEERF and CARES money to secure these tools. Vice President Tarbox shared that from a budget point, these are historic dollars spent on IT Security. He also mentioned that Vice President Ellis is leading the team on making investments needed so we can do our best in the IT Security area.

Vice President Ellis also mentioned that there are millions of attempts per day on our IT Security.

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

Vice President Ellis mentioned that this policy is one of the most popular policies to change because it is fundamental to the business of what is okay and acceptable to do. He explained that the Legislature passed legislation that all campuses need to control how we do email. This proposal requires that University employees only use their Weber State authorized email (weber.edu) to conduct University Business.

After a brief discussion, it was proposed that the trustees approve the policy with the understanding that the second paragraph in the summary needs to be amended.

Quarterly Construction Report:

Mr. Mark Halverson, Associate Vice President for Facilities and Campus Planning, presented the Quarterly Construction Report. He reported on the following:

- **Noorda Engineering & Applied Science Facility** Mr. Halverson reported that the abatement took a little longer than expected. The building is approximately 76% complete.
- **Bus Rapid Transit (OGX) Across Campus** Mr. Halverson mentioned that the contractor is working on the pathways south of the Browning Center, at Wildcat Village, and around the Dee Event Center.
- **McKay Education Renovation** This project was funded by the Legislature. GSBS Architecture has been selected as the program and design firm. Construction is anticipated to begin in May of 2023.
- **Hotel Development** Mr. Halverson reported that the property developers are working through the design process. They have selected Element by Westin as the hotel type that will be constructed with 4 stories and 125 rooms.

- New SCIF or Sensitive Compartmented Information Facility in Downtown Ogden – Mr. Halverson reported that the Utah State Legislature awarded \$20 million to WSU to construct a new SCIF in downtown Ogden. WSU will be working with Ogden City and Catalyst Campus to determine the right location and scope for the project.

Quarterly Athletic Report:

Mr. Tim Crompton, Director of Intercollegiate Athletics, introduced Ms. Kayla Morgan to the Business Committee. Ms. Morgan is serving as the Interim Associate Athletic Director/Senior Women's Administrator, replacing Ms. Thunell. Ms. Morgan spent the last seven years as an assistant coach with the Wildcat Volleyball team and helped lead the Wildcats to two Big Sky titles.

Trustee Bergeson commended the staff on moving talented individuals to expand their horizons.

Mr. Crompton reported on the following:

- Mr. Crompton explained that he is grateful for the extra funding that the administration has invested into women's programs (scholarships). The Women's Golf Team is participating in conference play in Phoenix. They are currently in 2nd place, which is the highest WSU has achieved in a long time.
- Mr. Crompton also mentioned that the Women's Tennis team starts conference play on Thursday. They won their first championship season in 22 years.
- The Softball team opened Big Sky play this week after a great start in the non-conference season. WSU was 22-8 in non-conference play. The wildcats had three wins against Power 5 schools, beating Kansas, Texas A&M, and Utah. In the home win over Utah, the Wildcats hit four home runs.
- Mr. Crompton reported that there was a good crowd at the Spring Football Game this past Saturday.
- Mr. Crompton also reported that 17 seniors (COVID-Era) will graduate next week.
- Mr. Crompton acknowledged that the Cheer Squad won their 5th National Championship in Daytona Florida.

ACTION: Upon a motion by Ms. Bergeson to approve action items a-e, with a second by Mr. Bishop, the motion passed unanimously to approve the following items:

- Financial Report (February 2022)
- IT Security Update
- PPM 10-2, Acceptable Use Policy
- Quarterly Construction Report
- Quarterly Athletic Report

Improving National Rankings:

Mr. Clayton Anderson, Director of Budget and Institutional Research, and Mr. Chaz Steimel, Associate Director of Budget and Institutional Research, presented to the Business Committee on improving national rankings.

Mr. Steimel led the discussion on improving national rankings. How can we influence national rankings? He mentioned that 3rd party surveys are a good source. US News is the most important survey. Mr. Steimel mentioned that US News ranks schools in the following areas: Student Outcomes, Expert Opinion, Faculty Resources, Financial Resources, Student Excellence, and Alumni Giving. He also discussed how student outcomes are measured, Social Mobility/funding and faculty resources, as well as expert opinion/peer assessment surveys.

Mr. Steimel also highlighted Rankings, Amplified Strategic Plan, and USHE Attainment Measures. WSU strives for Education Amplified. Mr. Anderson mentioned that when students are successful, it is easier to share their stories with others.

Consent Items:

ACTION:

Upon a motion by Ms. Bergeson to approve the following consent items, with a second by Mr. Bishop, the motion passed unanimously to approve the following consent items:

- Monthly Investment Report (March 2022)
- Personnel Report (March 2022)
- Early Retirement

Adjournment:

The meeting adjourned at 9:37 a.m.

FY2023 CAPITAL IMPROVEMENTS FUNDING

In April 2022, the State Building Board approved the allocation of \$166 million in Capital Improvements Funding to benefit state institutions and agencies with facility improvement needs. Of this amount, the USHE will receive \$93 million. This represents 56% of the total allocated. WSU's share of this funding is \$7.1 million.

New WSU Projects funded for FY2023:

D2 Roof Replacement	\$636,784
Water Line Replacement and Tunnel Work – Phase 3	996,284
FM Roof, Soffit, Fascia, Heat Tape - DESIGN	40,000
ET MEP Replacement Phase 3	1,300,000
Engineering Studies FY2023	50,000
ASSA Key Replacement – WB, FM, RD, AL, DC (\$96,846 Construction)	107,288
WB Basement Restrooms	201,811
Parking Lots – FY2023	323,543
R&D MEP	988,973
DEC MEP Design	400,000
Academic Swing Space/Old Stadium MEP	869,478
Fire System Replacement – Phase 4	186,544
East W8 Irrigation and Landscaping	334,096
Tracy Plaza Stairs, Walls Design	30,000
Swenson – Gym Floor Replacement	455,813
Kimball Arts Gallery – Lighting Replacement	75,000
Concrete Repairs – FY2023	100,000
Total State Funding Provided	7,095,614

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

MEMCAPIMPROVEMENTS

Working Together To Create A Quality Environment Where Students Are Served

EMERGENCY RESPONSE/LEGISLATIVE AUDIT

Chief of Police Seth Cawley, and Captain Mike Davies will present to the Business Committee on Emergency Response/Legislative Audit.

MEMEMERGENCYRESPONSE

Working Together To Create A Quality Environment Where Students Are Served





COVID-19 Pandemic Response

After-Action Report/Improvement Plan April 20, 2022

Rev. 2017 508 HSEEP-IP01

INCIDENT OVERVIEW

Incident Name

Weber State University: COVID-19 Pandemic Response

Incident Dates

January 22, 2020 Ramp Up; February 2022 EOC Activation; March 11th, 2020 Global Pandemic Declared and still ongoing.

Scope

This was a real-life, unplanned event involving a public health emergency as related to a global pandemic which effected operations of Weber State University.

Mission Area(s)

Response and Recovery, Public Health Operations, Volunteer Management

Core Capabilities

Operational Coordination and Communication, Logistics and Resource Points of Distribution, Public Health & Medical Services, On Scene Security & Protection, and Information & Intelligence Sharing

Activate Continuity of Operations Plans, Crisis Communication Plans, Pandemic Plans. Utilize interactive communications and cooperation between agencies,

Objectives

Coordination of personnel in a multi-agency response.

EOC, university faculty, staff, students and stakeholders.

Mitigate virus spread through Case Containment and Positive Case Action Plans to include testing, contact tracing and vaccine Point of Distribution

Threat or Hazard

Novel Coronavirus Global Pandemic

Participating Organizations

Weber State University, Weber Morgan Health Department, Medical Reserve Corps.For a complete list of participating agencies refer to Appendix B.

Point of Contact

Mike Davies, Emergency Manager Weber State University. 3734 Dixon Parkway Ogden UT 84403. Mdavies1@weber.edu 801-626-8126

Pandemic Response Overview

WSU PANDEMIC RESPONSE OVERVIEW

On January 22nd, 2020 the Weber State University (WSU) Office of Emergency Management and Planning was notified that the first case of a novel coronavirus, which had been rapidly spreading in Asia, had been reported in the United States. On that day a review of the WSU Pandemic Response Plan began. The plan was updated to be more flexible. Continuity of Operations Plans, which had been in works for several departments over the previous years, were once again stressed as integral. The WSU Emergency Operations Center was activated and began daily monitoring of the status of the virus' spread. The communications team was assembled and our Crisis Communications Plan was implemented.

The WSU COVID-19 Task Force was implemented to find ways to further mitigate the spread of the virus on campus and to contingency plan against its impacts to our university's mission. Through the efforts of this task force and an executive team, several action items were put into place to guide the university through what would become a global pandemic on March 11th, 2020 and continues to today's date. The action items put in place allowed the university to flexibly continue instruction in multiple modalities. They allowed work to continue remotely, some face to face courses to be delivered as safely as possible and on-site work to continue for personnel essential to being on campus. They allowed events to eventually take place as safely as possible. They allowed for the monitoring of spread on our campuses and mitigating controls against its spread, to include: Testing, contact tracing, a Positive Case Action Plan and intense vaccination efforts. The data below is a summarized situation report as to effects of the virus on our faculty, staff and students:

Positive Cases to Date*: Approximately 2,000

Students/Employees Placed into Quarantine Protocols: 3,637

Student/Employees Notified of Exposures: 10,145 Tests Administered on Campus: Approx. 20,000

Vaccines Administered on Campus: Approximately 100,000

The efforts undertaken by our university faculty, staff and students were unprecedented and carried out through extraordinarily challenging times, an overwhelming amount was through volunteer efforts. The following assessment summarizes the strengths and lessons learned by each EOC section in the university's response to the COVID-19 global pandemic.

Planning:

- A Pandemic Plan was already in place, the framework of which guided us effectively through what we knew of the initial effects of the virus.
- Continuity of Operation Plans (COOPS) had already been drafted for many of the divisions. These plans assisted in the transitions that were necessary during the initial stages of the pandemic and helped us continue operationally in a transformative time.
- Plans written, which were superseded by state contracted plans, were already in line with later state directives, allowing near-seamless transition to changing guidelines.

Analysis of Core Capabilities

2

^{*}Positive cases reflect someone who had been on campus within 14 days of their positive test.

 As state guidelines evolved and began to regress, the WSU Case Containment Plan and Positive Case Action plan became the primary tools holding the virus at bay on our campuses.

Lessons Learned-

- While the framework of the Pandemic Plan was helpful, we learned quickly this virus would be more impactful than the previous viruses it was written for. Adjustments were needed to make the plan more dynamic and fluid for the ever-changing state and federal guidelines we would face moving forward.
- The university faced push-back from some members of the campus community to adhere to critical points of a COOP, such as remote work.

Operations:

- The Case Containment Plan and Positive Case Action Plan were operationally implemented, which kept our positive case numbers relatively low throughout the majority of the pandemic. These operational strategies included testing, contact tracing and vaccination points of distribution.
- Initial buy-in from the campus community was high, and support for the operational strategies helped mitigate the spread on campus.
- The knowledge and expertise of Weber State's medical branch contributed greatly to critical operational strategies.

Lessons Learned-

- As the pandemic wore on, the university saw what the rest of the world was also experiencing, "pandemic fatigue." People grew tired of following guidelines and of the changes of those guidelines from federal, state and local health officials.
- As legislation was imposed lessening restrictions that aided our mitigation efforts, case counts began to rise; however, high vaccination rates did help counter outbreaks.

Communications Team:

- One of the greatest tools in responding to any emergency is clear, concise, consistent communication to those who are impacted. This crisis communication needs to inform stakeholders of what is happening and give those instructions on what they can or should do to keep themselves safe. The WSU communications team already had a prepared Crisis Communication Plan in place to guide them through this pandemic response.
- The dedication and around-the-clock availability of the communications team has been a major contributing factor to our response to this pandemic. Their knowledge and expertise has honed scores of critical messages to our faculty, staff, students and media.
- As the scope and duration of the pandemic unfolded in 2020, the university recognized the need for a central resource on the weber.edu website: weber.edu/coronavirus. The site has evolved over the ensuing two years to address specific audiences (e.g., employees, students) and to reflect evolving issues affecting campus operations (e.g., tips for moving campuses online eventually gave way to pages related to face coverings and vaccination clinics and availability.)

Analysis of Core Capabilities

- Holding regularly scheduled faculty/staff town hall meetings via Zoom provided a platform for employees to address specific questions/concerns with administrators and public safety resources.
- Campuswide emails regarding public safety updates, changes in protocols, and campus operations were translated into Spanish, and archived at weber.edu/coronavirus. The content of the messages often informed where the message came from and who authored the memos/communications.
- Administrators and divisions with specific expertise were empowered to create messages for their constituencies, particularly human resources, Academic Affairs and Students Affairs. Marketing & Communications provided support in crafting and editing messages.
- The general email address <u>covid19@weber.edu</u> was created to serve as a primary resource where stakeholders (especially students) could seek answers to their questions.
- In the first six months of the pandemic, an internal Joint Information Center email group
 was created, so Marketing & Communications could keep counterparts in the Division of
 Online & Continuing Education and Student Affairs informed of changes in
 protocols/operations.
- Marketing & Communications produced posters and other promotional materials raising awareness about face coverings, staying home when sick, etc. Facilities Management teams were great about distributing these posters, flyers and window clings on entryways and other high-traffic areas on campus in an effort to get the message out to campus. Digital signage and social media were also used to convey expectations to students, employees and visitors.
- Institutional Effectiveness created a dashboard showing the number of reported COVID-19 cases on campus.
- Weekly and monthly case counts and testing numbers were shared with Utah System of Higher Education offices, to help the system track spread and mitigation efforts at various USHE institutions.

Lessons Learned-

- Communicating with the campus is critical, even when there is limited information to convey.
- Campus stakeholders expected nearly instantaneous updates when federal, state or CDC guidelines changed. In some cases, conflicting messages/guidance from those competing entities made formulating and disseminating policy at the university level difficult.
- Multiple communication channels are required to reach the entire campus.
- Gathering information from administrators and departments across campus, such as testing centers, library and gym, was sometimes cumbersome, but created messages that served the faculty, staff and students.
- Having decision makers working independently vs. collectively contributed to delayed or conflicting messages. Convening all decision makers from the start would eliminate confusion and speed the process.

Analysis of Core Capabilities

4

- Students prefer shorter, succinct messages. Longer text messages in paragraph form are hard to read on mobile devices and run the risk of students not reading pertinent information. As a result, some communications worked better by writing separate messages targeted at different audiences, rather than a "one-size-fits-all" approach.
- Faculty wanted the information that was provided to students, so they could reinforce the messages.
- Guidance regarding pandemic protocols and changes should be communicated centrally, and not by individual colleges or academic units, because guidance wasn't always updated as the situation evolved.
- Audiences expected that messaging would provide concrete thresholds for when certain circumstances would occur (e.g. classes return to remote only) even when many of those decisions were set by external entities, such as state and local health departments.
- State communications (such as the color-coded phases of recovery) changed or were abandoned after the university had incorporated that messaging into its campaigns/materials, leading to confusion and/or additional work.
- In hindsight, Marketing & Communications could have created a weekly announcement that summarized current protocol changes and noted any new developments/changes.
- In spite of Institutional Effectiveness developing a dashboard to report confirmed COVID-19 cases on campus, and state reporting efforts, some campus stakeholders continued to accuse the University of underreporting the number of cases on campus.

Logistics:

- In the initial phases of the pandemic, the support received from employee and volunteer efforts was astronomical. Without the personnel, who stepped up and went above and beyond, we would not have been able to implement the myriad operational strategies to battle the spread of the virus on our campuses.
- The wide skill set and overall dedication of the faculty, staff and students at Weber State University have been integral to the success we have had as an institution in our response efforts.
- In the beginning of the pandemic, obtaining necessary physical resources was a difficulty. WSU had some items already stockpiled for emergencies; however, we quickly realized much more would be needed. The university had pre-existing contracts in place. This foresight aided Weber State in being able to obtain necessary resources to combat the spread of the virus before others. The personnel responsible for procuring pandemic resources and their processes were integral to our success.
- Testing was an important tool to both measure the presence of COVID-19 on our campuses and to stop its spread. The availability of tests, however, has not always been consistent. The dedication and persistence to obtain necessary testing resources gave Weber State an enormous advantage over other areas of the state. We were able to obtain these resources and implement a testing protocol earlier than others.

Analysis of Core Capabilities

- Consistent access to reliable tests was critical for student athletes. Under the COVID protocols established by the NCAA, having access to testing was a major component for Weber State teams being able to practice and compete.
- Weber State procured special freezers to be able to hold vaccines, which prioritized us as a site that could onboard vaccines and certified WSU to be able to become both an Open Point of Distribution and a Closed Point of Distribution (available only to WSU faculty, staff and students.)
- In order to provide a safe space for students living in campus housing, Weber State created quarantine rooms, separated roommates in double-occupancy rooms, closed gathering spaces, provided in-room means, and increased cleaning and sanitizing protocols. In the beginning, many students returned home, but housing was able to remain open throughout with relatively few COVID cases.

A snapshot of the physical resources needed for the pandemic response follows:

Face Masks (Disposable & Cloth)	\$ 183,910
Plexiglass	\$ 55,372
Hand Sanitizer	\$ 101,262
Viral Disinfectant	\$ 26,347.62
Surgical Gloves	\$ 30,050
Air Filtration	\$ 75,475
Signage	\$ 4,979.99
Medical Supplies for Vaccine & Testing	\$ 6,034.89
Vaccine Freezers & Related Equipment	\$ 40,100.86
Misc Other Items (Thermometers, Pick-up in CA, Chair tags)	\$ 12,690.99
	\$ 536,223

Lessons Learned-

• The duration of this pandemic has been a hindrance in many areas, but personnel resources may have seen the greatest negative impact. There is no way to sustain the intense effort needed by that number of people while still fulfilling the university's core mission. The efforts have pressed on and remained successful, but it is a skeleton crew of personnel who continue the work.

- Just prior to the pandemic because it had never been used, some of our previously held stockpile had been thrown away to preserve space. This included non-perishable items such as masks.
- Distribution of resources to the campus community would have been better if it was all centrally located. As the pandemic has worn on, some of that distribution has been spread out to other areas of campus so people are required to go to different areas to obtain different things.

Medical Branch:

- Establishing a Memorandum of Understanding (MOU) in 2017 between Weber State University and the Weber Morgan Health Department led to a very successful vaccination clinic (Point of Distribution) (POD) in the Dee Events Center that served the campus community and the public.
- The vast majority of (POD) operations were performed by the WSU medical branch, consisting primarily of faculty and staff from the Dumke College of Health Professions. They coordinated with local public health officials and emergency management and implemented the MOU, which allowed for distribution and dispensing of 100,000 doses of the vaccine. This was a major success and an incredible mitigating factor against the spread of the virus, not only on our campuses but also in our community as well.
- The operational components of testing were a challenge to implement. Members of the medical branch were critical in establishing on-site testing and provided specialized personnel to conduct tests.

Lessons Learned:

• The "pandemic fatigue" previously mentioned impacted the medical branch significantly. With a finite number of personnel, who possessed specialized skills and contributed hundreds of volunteer hours, the time commitment was difficult to sustain. The overwhelming majority were faculty and/or healthcare personnel, with other essential functions to fulfill.

Finance, Legal and Risk

- Tracked and documented all COVID related expenditures
- Administered and managed CARES funds.
- Administered and continued management of HEERF funds

Conclusion:

Weber State University has incredible people who are willing to sacrifice a great deal, to include their personal time, in order to accomplish a goal for the greater good. This pandemic has shown that to be true many times over. The pre-planning and ongoing planning throughout the pandemic helped to guide operational strategies toward success. The leadership, vision and forward thinking of many involved in this pandemic response has driven us toward the most favorable outcome expected in the face of a very daunting and overwhelming challenge. As with any emergency response, there are lessons to be learned which will improve planning and response in the future. However, in a global pandemic, the community at Weber State University

Analysis of Core Capabilities

came together, mapped out a course and not only persevered but prospered, through a trial none of us have ever seen before.

By review of this After Action Report, future preparedness efforts have been identified. These include:

- Refine and enhance Continuity of Operation Plans (COOPs)
- Procure additional PPE, hand sanitizer, medical supplies and secure storage of these additional supplies.
- Ensure a sound I.T. infrastructure with viable redundancies.
- Establish a program for developing and managing volunteers.

These action items, along with the following Improvement Plan for core capabilities will drive future emergency planning efforts.

Appendix A: IMPROVEMENT PLAN

Core Capability	Issue/Area for Improvement	Corrective Action	Capability Element	Primary Responsible Organization	Organization POC	Start Date	Completion Date
Core Capability 1: Information and Intelligence Sharing	 Decision makers should work collectively rather than independently to create accurate and timely messaging. Communication should be central and not by individual units/depts in order to have updated information as situations change. 	Need to follow ICS principles of Chain of Command and information sharing Maintain Span of Control it terms of information sharing through university websites		Communications Section Incident Commander	John Kowalewski	4/29/2022	
Core Capability 2: Operational Coordination	Coordination of personnel and communication between WMHD and	Post Operational Period De-brief where future WMHD		WMHD/WSU	Skyler Pyle/Mike Davies	4/29/2022	

Appendix A: Improvement Plan

A-1

Weber State University

[PROTECTIVE MARKING, AS APPROPRIATE]

	WSU in regards to POD vaccination schedule. 2. Maintain essential functions despite interruption	schedule changes can be communicated. 2. Follow Continuity of Operations Plan fundementals.			
Core Capability 3: On-Scene Security and Protection	1. Coordinate scheduling to ensure appropriate staffing for vaccine protection and POD site security based on schedule changes.	Post Operational Period De-brief where future WMHD schedule changes can be communicated	WSPD/WMHD	Seth Cawley/Skyler Pyle	4/29/2022
Core Capability 4: Public Health and Medical Services	Flexibility in POD layout to improve client flow. Dedicated volunteer management coordinator	 Contingencies in POD planning Write into Emergency Operations Plan 	1. WMHD/WSU 2. WSU E.M.	Skyler Pyle/Valerie Gooder Mike Davies	4/29/2022
Core Capability 2: Logistics and	On-hand PPE supply Centralized Point of	Purchase and maintain PPE supply in	1. WSU EH&S/F.M 2. WSU E.M.	Ryan Perkins/Mark Halvorson	4/1/2022

Appendix A: Improvement Plan

A-2

Weber State University

[PROTECTIVE MARKING, AS APPROPRIATE]

Resource Points of Distribution	Distribution for publicly used resources	advance of need. 2. Write into both Pandemic and Emergency Operations Plan		Mike Davies	

This IP has been developed specifically for Weber State University as a result of the COVID-19 Global Pandemic Response.

APPENDIX B: INCIDENT RESPONSE AGENCIES

Participating Organizations
Weber State
Emergency Management; Police; Communications; EOC; COVID-19 Task Force
Law Enforcement
Ogden City; Weber State Police Dept
Fire
Ogden; Northview; Roy; Riverdale; Weber County; South Ogden;
Other
Weber-Morgan Health Department; Medical Reserve Corps

Rev. 2017 508



Utah Legislative Audit Response

6 Key Takeaways to Legislative Audit:

- ✓ Benchmark & Gold Standard
- ✓ Clery: Data Entry Errors
- ✓ Referrals (Clery)
- ✓ Accreditation
- ✓ Independence in Criminal Investigations
- ✓ Assessments for Public Safety Service Levels

Benchmark:

- The Auditors relied on the Weber State Police Department to gather benchmark data to provide valid
 comparisons as to the effectiveness and efficiency of University Law Enforcement as a whole. The Weber State
 Police Department was specifically used to gage the required safety obligations and liabilities institutions of
 higher education face. These include federal and state crime reporting, threat assessment and crime statistic
 tracking requirements (Clery & Title IX).
- The Auditors went so far as to say that the Weber State Police Department is the Gold Standard for law
 enforcement services. To quote from the audit, "To the extent that University Police Departments faithfully
 execute their duties, they can be valuable partners in making a campus safer and protecting universities against
 liability".

1889

Data Entry Errors:

EST.

- As the Auditors note, compliance with the Clery Act is, or should be, a high priority for Universities. This is due to
 the potential for significant monetary penalties. Weber State University is committed to ensuring that all Clery
 Act obligations are met and that our campus community stays well informed. In 2015, Weber State University
 underwent a Title IV audit that also examined our Clery Program. The auditors found zero errors and made zero
 written recommendations.
- The Utah Legislative audit showed some clerical errors, over a three year period, related to our Clery data entry. The information was correctly sent to the Department of Education but was transposed when inputting the information into our Annual Security Report. To help correct this issue we have made some changes to our program, which include: consolidating responsibility for Clery, researching Clery data collection software and creating 3 levels of approval before data is entered.

Weber State University
Police Department | 3734 Dixon Parkway Dep. 3003
Ogden UT 84408-3003
(801) 626-7440 | 801.626.7754

Referrals:

• It has been our motto that education is a vital component to keeping our campus community safe. Our motto is "education first, enforcement second". With this approach, we believe that providing our students an opportunity to learn and grow from their mistakes will actually help to keep our campus community safe and secure and help them contribute to the betterment of society, without being hampered by being placed in the judicial system.

Accreditation:

• We started the accreditation process in 2019 with the Utah Chiefs of Police Association. After making significant strides, our efforts were set back by the Covid-19 pandemic. We are continuing that process and have an expected completion date of October 2022.

Independence in Criminal Investigations:

• The Weber State University Administration has always provided the police department with the autonomy to investigate criminal complaints free of any undue influence. We will also be reviewing the need of an institutional level policy to affirm the value and necessity of University Police independence in our investigation of criminal conduct, to counter any negative perceptions about on-campus policing.

Assessments for Public Safety Service Levels

• We continue to monitor the safety needs and trends that may affect our campus community. This is done through periodic assessments and the collection of statistical data. Our number one priority is the safety and wellbeing of those who traverse our campuses. To help with this, we will be deploying a safety app that will provide our faculty, staff and students additional tools and resources to help keep them safe.

EPARTMEN

Weber State University
Police Department | 3734 Dixon Parkway Dep. 3003
Ogden UT 84408-3003
(801) 626-7440 | 801.626.7754



BOARD OF TRUSTEES

Academic Policy Committee

May 19, 2022 | 8:15 Lindquist Hall Walker Boardroom 171 (inside 169) | Hybrid Meeting

- 1. Call to Order & Identification of Any Potential or Perceived Conflicts of Interests
- 2. Action Items
 - a. Approval of Minutes
 - i. April 20, 2022, Academic Policy Committee Meeting
 - b. Promotion & Tenure
 - i. Promotion Memo
 - ii. Tenure Memo
 - c. Curriculum
 - i. Bachelor of Science in Biomedical Engineering
 - ii. Master of Science in Data Science
 - d. Policy Items
 - i. PPM 6-22, ASSA Student Code
 - e. Consent Calendar
 - i. Emeritus Faculty
 - 1. COS Physics Walther Spjeldnik
 - ii. Chair Approval
 - 1. DCHP Respiratory Therapy Michell Oki
- 3. Adjourn



BOARD OF TRUSTEES AGENDA ITEMS

MAY 19, 2022

OVERVIEW

<u>PPM 8-20, Candidates for Advancement in Rank</u> states "The names of faculty members receiving positive recommendations concerning advancement in rank shall be forwarded to the president who shall be responsible for presenting them to the Board of Trustees."

The listed faculty members have been put forward by their academic deans, reviewed by the Provost, and are recommended for Promotion by President's Council.

ACTION

It is recommended that the Trustees take action to approve the Promotion Faculty Recommendations.

MEMORANDUM

To: President Brad Mortensen

From: Provost Ravi Krovi

Date: April 28, 2022

Subject: Promotion Recommendations

As a result of the 2021-2022 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for promotion:

Ahmad, Nazneen	Economics	Promotion to Full
Ault, Michael	Communication	Promotion to Associate
Bates, Vincent	Teacher Education	Promotion to Full
Batista, Diego	Foreign Languages	Promotion to Full
Beazer, Kendal	Medical Laboratory Sciences	Promotion to Associate
Birch, Dustin	Mechanical Engineering	Promotion to Full
Brasso, Rebecka	Zoology	Promotion to Associate
Broderick, Shawn	Mathematics	Promotion to Associate
Chan, Julian	Mathematics	Promotion to Full
Crow, Paul	Visual Art & Design	Promotion to Full
de Galvez, Francisco	Performing Arts	Promotion to Full
Foss, Mary	Manufacturing & Systems Engineering	Promotion to Associate
Fox-Kirk, Wendy	Business Administration & Marketing	Promotion to Associate

Frantz, Carie	Earth & Environmental Science	Promotion to Associate
Gabler, Conrad	Athletic Training	Promotion to Associate
Giraud-Carrier, Francois	Supply Chain & Management Info. Systems	Promotion to Associate
Glass, Pepper	Anthropology/Sociology	Promotion to Full
Hadzik, Scott	Automotive	Promotion to Full
Hilbig, Bridget	Botany	Promotion to Associate
Huxhold, Dianna	Visual Art & Design	Promotion to Associate
Jones, Aubrey	Foreign Languages	Promotion to Associate
King, Skyler	Business Administration & Marketing	Promotion to Associate
Kokai, Jenny	Performing Arts	Promotion to Full
Langston, Sarah	Library	Promotion to Associate
Lawrence, Alex	Professional Sales	Promotion to Associate
Mansfield, Cade	Psychology	Promotion to Associate
Merkley, Heather	Health Administrative Services	Promotion to Associate
Morris, RC	Anthropology/Sociology	Promotion to Associate
Nolan, Tany	Radiologic Sciences	Promotion to Full
O'Hare Aminda	Psychology	Promotion to Associate
Ota, Carrie	Child & Family Studies	Promotion to Full
Pyle, Dan	Teacher Education	Promotion to Associate
Reyns, Bradford	Criminal Justice	Promotion to Full

Ridge, Ryan	English	Promotion to Associate
Roberts, Gavin	Economics	Promotion to Associate
Rocha, Ann	Nursing	Promotion to Associate
Steimel, Sarah	Communication	Promotion to Full
Sween, Molly	Criminal Justice	Promotion to Full
Weeks, Jamie	Library	Promotion to Associate
Willard, Mary Beth	Political Science/Philosophy	Promotion to Full
Wolochowitz, Stephen	Visual Art & Design	Promotion to Full
Yoder, David	Anthropology/Sociology	Promotion to Associate
Zagrodnik, James	Health, Physical Education, & Recreation	Promotion to Full



BOARD OF TRUSTEES AGENDA ITEMS

MAY 19, 2022

OVERVIEW

<u>PPM 8-20, Candidates in the Final Probationary Year of Tenure</u>, states "Recommendations for the granting of tenure shall be forwarded to the president who shall be responsible for presenting them to the Board of Trustees."

The listed faculty members have been put forward by their academic deans, reviewed by the Provost, and are recommended for Tenure by President's Council.

ACTION

It is recommended that the Trustees take action to approve the Tenure Faculty Recommendations.

MEMORANDUM

To: President Brad Mortensen

From: Provost Ravi Krovi

Date: April 28, 2022

Subject: Tenure Recommendations

As a result of the 2021-2022 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for Tenure:

Ault, Michael	Communication	Tenure Review
Beazer, Kendal	Medical Laboratory Sciences	Tenure Review
Brasso, Rebecka	Zoology	Tenure Review
Broderick, Shawn	Mathematics	Tenure Review
Foss, Mary	Manufacturing & Systems Engineering	Tenure Review
Fox-Kirk, Wendy	Business Administration & Marketing	Tenure Review
Frantz, Carie	Earth & Environmental Science	Tenure Review
Gabler, Conrad	Athletic Training	Tenure Review
Giraud-Carrier, Francois	Supply Chain & Management Info. Systems	Tenure Review
Hilbig, Bridget	Botany	Tenure Review
Huxhold, Dianna	Visual Art & Design	Tenure Review
Jones, Aubrey	Foreign Languages	Tenure Review
King, Skyler	Business Administration & Marketing	Tenure Review

Langston, Sarah	Library	Tenure Review
Lawrence, Alex	Professional Sales	Tenure Review
Mansfield, Cade	Psychology	Tenure Review
Merkley, Heather	Health Administrative Services	Tenure Review
Morris, RC	Anthropology/Sociology	Tenure Review
O'Hare Aminda	Psychology	Tenure Review
Pyle, Dan	Teacher Education	Tenure Review
Ridge, Ryan	English	Tenure Review
Roberts, Gavin	Economics	Early Tenure
Rocha, Ann	Nursing	Tenure Review
Weeks, Jamie	Library	Tenure Review
Yoder, David	Anthropology/Sociology	Tenure Review



BOARD OF TRUSTEES AGENDA ITEMS

MAY 19, 2022

OVERVIEW

The proposed Bachelors of Science in Biomedical Engineering (BME) will address the growing demand for engineers qualified to design biomedical devices. As a new degree program, it went out to Peer Review through the Office of the Commissioner of Higher Education. The OCHE summary of the review and details of the comments and responses are available.

ACTION

It is recommended that the Trustees take action to approve the proposed program.

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

Institution Submitting Request:		Weber State University				
Proposed Program Title:		Bachelors of Science in Biomedical Engineering				
Sponsoring School, College, or Division:		EAST				
Sponsoring A	cademic Department(s) or Unit(s):	Engineering				
Classification	of Instructional Program Code ¹ :	14.0501				
Min/Max Cred	t Hours Required of Full Program:	126	/ 126			
Proposed Beg	inning Term ² :	Fall	2022			
Institutional B	oard of Trustees' Approval Date:					
Program Type	(check all that apply):					
(AAS)	Associate of Applied Science Degree					
(AA)	Associate of Arts Degree					
(AS)	Associate of Science Degree					
	Specialized Associate Degree (specify aw	vard type ³ :)			
	Other (specify award type ³ :)					
(BA)	Bachelor of Arts Degree					
(BS)	Bachelor of Science Degree					
	Specialized Bachelor Degree (specify awa	ard type ³ :)			
	Other (specify award type ³ :)					
MA)	Master of Arts Degree					
(MS)	Master of Science Degree					
	Specialized Master Degree (specify award	d type ³ :)			
	Other (specify award type ³ :)					
	Doctoral Degree (specify award type ³ :)				
	K-12 School Personnel Program					
	Out of Service Area Delivery Program					
I, the Chief Aca	ic Officer (or Designee) Signature: Idemic Officer or Designee, certify that all request to the Office of the Commissioner.	equired institu	tional approvals have been obtained prior to			
Please type you	r first and last name Dat	e:				
I unders	tand that checking this box constitutes my	egal signature) .			

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

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

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

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Bachelors of Science in Biomedical Engineering effective Fall 2022. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

A Bachelors of Science in Biomedical Engineering will address the growing demand for engineers qualified to design biomedical devices. The program will prepare students to apply engineering principles to biomedical applications such as medical instrumentation, data analysis, and medical imaging in order to improve medical outcomes and to pursue engineering solutions to challenges at the intersection of technology and biology.

Consistency with Institutional Mission

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

The BS degree in Biomedical Engineering fits within the mission of Weber State University. The Weber State University Mission emphasizes multiple credentials and degree pathways, experiential learning, and research, which are central features of the program. Further, the College of Engineering, Applied Science, and Technology (EAST) Mission Statement states, "Preparing students for employment upon graduation and ensuring that they are productive, accountable, and responsible individuals able to function effectively in today's workplace."

The BS degree in Biomedical Engineering is consistent with the college's and WSU's ongoing commitment to meet the educational needs of the businesses and industries in Northern Utah.

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.

Biomedical engineering has a strong pull for a diverse group of prospective students and is the most requested and currently unoffered degree by our existing and prospective students. Weber State University and USHE will benefit by being able to attract a larger and more diverse group of students into engineering which will, in turn, benefit the local industry. Specifically, only an estimated 13% of all engineers are female but 40% of all biomedical engineers are female (Society of Women Engineers/ASEE). The program is designed to allow and encourage lateral movement of trained biomedical engineering students into other engineering disciplines and thus help alleviate both labor pool shortages and diversity issues in the local talent pool.

The program will also enable recruitment of students and faculty to better collaborate with the Dumke College of Health professions, particularly the departments of Health Sciences, Medical Laboratory Sciences, and Radiological Sciences. For example, the Radiological Sciences Department could work as a strong collaboration with the proposed BME program as the Department of Electrical and Computer Engineering already has faculty with expertise in medical imaging and medical instrumentation. Adding additional faculty and interested students will

provide a foundation for high-impact medical innovation at WSU.

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 demand for Biomedical Engineers is strong and growing in Utah and is rated 5 stars (strongest employment outlook and high wages) by the Department of Workforce Services. The 2020 median salary is \$77,970 in Utah and over \$90,000 nationally. Salt Lake City has the 7th highest location quotient (share of jobs) of Biomedical Engineers for all metropolitan areas in the US and nearby Boulder, Colorado, has the strongest labor market for biomedical engineering graduates in the country.

According to the Economic Development Corporation of Utah, our state has been near or at the highest growth rate in the technology sector of any state. There are several major medical device companies within Utah including Becton Dickinson, Edwards Life Science, Fresenius, Merit Medical Systems, Bard, Stryker and many others.

There are a projected 42 annual jobs for biomedical engineers in Utah with a projected growth rate of 5% (higher than average for all jobs) according to the BLS and more than 20% according to Utah State University. In addition, the interdisciplinary nature of the program means that the graduates of the program would also be eligible for many of the projected 60 annual jobs for Electrical Engineering as well. That estimate is likely far below actual since there are currently 218 active electrical engineering jobs in the DWS system. Local employers of electrical engineers have informed our department they have four job openings per qualified applicant, and this program will help fill that need.

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.

We expect initial enrollments of 10 students based on interest from current and prospective students. Many of the courses will be cross-listed between the ECE and BME programs, encouraging students to broaden their skill sets and improve enrollments in both programs.

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 and Utah State University have somewhat similar programs, but both differ significantly from what is being proposed here. Utah State University offers a Biological Engineering degree which focuses heavily on the biology aspect of the interdisciplinary degree and only requires a single electrical engineering course in the fourth semester. This structure and emphasis on biology and agricultural applications is fundamentally different from the proposed program and will consequently qualify students for fundamentally different careers. The program at University of Utah is similar to the Utah State University program but provides a broader foundation in biology, mechanical engineering, material science and electrical engineering and then allows students to focus on one track with just a few elective courses.

In contrast, the proposed program at Weber State takes a more specialist, rather than generalist, approach and is built upon a backbone of electrical engineering, encouraging a more focused version of the degree. In fact, students could select elective courses such that they could be admitted to the Masters of Electrical Engineering program with

only a single leveling course. This structure is similar to programs at University of Washington and University of Nevada and is better suited for the career prospects local to the Ogden area.

Collaboration with and Impact on Other USHE Institutions

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

The proposed program should have minimal impact on other local universities. The programs at both Utah State University and University of Utah are substantially different as described in the previous section. The Department of Electrical and Computer Engineering at WSU is accustomed to educating working professionals from Hill Air Force Base, Northrup Grumman and other companies that sponsor their employees to be students. These students are generally unable or unwilling to make the longer commutes to the University of Utah or Utah State due to their work commitments. The program will offer many core and elective courses at night to provide opportunities for non-traditional students, in comparison with the University of Utah program which focuses more on traditional students. The program at the University of Utah is already competitive admission and limits the number of students. It is expected that the majority of students will come from nearby communities and local companies, as is the case with the Electrical and Computer Engineering degrees. One positive benefit for the other local universities is that there will be an increase in the number of qualified applicants to their graduate programs as >25% of biomedical engineering students continue on to graduate school according to the American Society for Engineering Education.

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.

This program will be an ABET accredited degree as is the case with the other degrees within the department. The degree will also be subject to the Department Industrial Advisory Board so as to ensure the degree addresses the workforce shortage faced by the local employers.

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 BS BME will require 126 credits hours. Students are required to have a 2.8 GPA in all Major courses to graduate and the program will meet all ABET accreditation standards for graduation. A C- or better will be required in all courses for the degree.

Admission Requirements

List admission requirements specific to the proposed program.

Students can freely enroll into the program but will be required to have a 2.8 GPA in their pre-major courses in order to be admitted to full-major status and begin taking Junior and Senior level coursework.

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?

The majority of core and elective courses are already taught through the Department of Electrical and Computer Engineering or through other departments. The small number of additional courses can be handled by existing faculty who have both research and industry experience in biomedical applications.

This new program will positively impact other degree offerings because elective courses will benefit students in other departments as they may serve as cross-listed electives with other programs such as Electrical Engineering, Mechanical Engineering, and Computer Science majors and the Neuroscience minor to satisfy student demand for biomedical oriented coursework. Faculty in other departments have already expressed an interest and capability for offering new and existing courses as elective for this program.

Biomedical Engineering is accredited through ABET and the Department of Electrical and Computer Engineering already has experience in successfully gaining and maintaining ABET accreditation.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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.

Seven current full-time WSU faculty are able to support the inception and continuation of the BS in Biomedical Engineering program in an instructional and/or administrative capacity. The existing faculty have related degrees and associated academic and industry experience to support all courses listed. The majority of courses are already offered and have sufficient capacity for the projected additional majors. One half-time faculty member will be needed to handle the additional course load from new courses, but there is a current open position being hired that may fill that need.

Two faculty members already perform biomedical engineering-oriented research. One faculty member performs research on medical imaging and the other has an emphasis on biomedical instrumentation, implantable medical devices and neural recording. Undergraduate students are currently active in research with these faculty and they have the capacity to expand that research to include Biomedical Engineering students.

Staff

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

The College of Engineering, Applied Science, and Technology currently employs a full-time advisor who would be available to counsel students on admissions, financial aid and tuition, course scheduling and registration, and other inquiries. Secretarial support for the program will be covered by a current full-time administrative specialist in the

Department of Electrical and Computer Engineering. Lab support will be provided by current EAST professional IT staff. The faculty member who administers the Biomedical Engineering program will provide academic advisement and program management for the Biomedical Engineering BS degree. No additional staff will be required.

Student Advisement

Describe how students in the proposed program will be advised.

Academic advising will be provided through existing college and university advising services at Weber State University. Each student will receive individual advisement in planning his or her program of study.

Library and Information Resources

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

The WSU Stewart Library already has an extensive list of books, journals, and electronic media that supplies supporting material for Electrical and Computer Engineering, primarily through ongoing collaborations related to the associated undergraduate and graduate degree programs. The Stewart Library has also developed access to most of the electronic journals essential for following the latest developments in the discipline. A dedicated library official, assigned to EAST, reviews the offerings regularly and solicits faculty for updates to available content.

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 Biomedical Engineering BS program consists of engineering courses and a required, senior design project. Students will write a formal report and provide a demonstration and presentation as part of the project. Program courses cover advanced topics in engineering that are designed to address the needs of both large and moderate-sized industries throughout the state and particularly in Northern Utah. This program will be regularly assessed to verify that graduates have the necessary skills and knowledge to be productive in these industries. The assessment will also provide feedback for the continual improvement of the program. Several different methods will be used for evaluation.

First, student performance in each course will be assessed against the expected learning outcomes to verify that the course is meeting its objectives.

Second, students will be evaluated at the time of their project presentation to ensure that the program is meeting its objectives. The results from these sources of information will be analyzed every year and changes will be implemented, if necessary, by the faculty in a process of continuous improvement.

Third, the department regularly receives feedback from the industry advisory board.

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 specific outcomes that students will be required to attain are based on general program outcomes but will

depend on their specific course of study and design project. Program outcomes include the ability to:

- (a) apply knowledge of math, science and engineering
- (b) design a system, component or process for biological or medical systems and products
- (c) identify, formulate and solve engineering problems, and
- (d) Apply their engineering skills, through theory and application, in industry, government, society, or in graduate school.

In addition to meeting those requirements, students will be required to maintain a grade of C or better in all of their Major courses.

Formative assessment will be provided in the form of regular class exams, course feedback, course projects, and ABET required assessment rubrics to ensure each course is meeting the program objectives. Summative student assessment will be performed by faculty judges at the end of the students senior capstone project to determine both individual student learning outcomes and the health of the program. The capstone project will require students to demonstrate their ability to fulfill the four program outcomes listed above. We also regularly seek student feedback, job outcomes, and employer feedback at the end of the capstone project to assess program outcomes.

These requirements were formed by using the feedback received from the industry advisory board for the other majors in the Department of Electrical and Computer Engineering and through ABET accreditation standards.

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	on Cours	ses (list specific courses if recommended for this program on Degree M	lap)
			General Education Credit Hour Sub-Total	24
	Required Courses			
+ (-)	BME 1000	X	Introduction to Biomedical Engineering	2
+ (-)	PHYS 2210		Physics for Scientists and Engineers I	5
+ (-)	MATH 1210		Calculus I	4
+ -	MICR 2054		Principles of Microbiology	4
+-	MATH 1220		Calculus II	4
+-	PHYS 2220		Physics for Scientists and Engineers II	5
+-	ECE 1400		Fund. of Engineering Computing	4
+-	ECE 2700		Digital Circuits	4
+	ECE 1270		Intro to Electric Circuits	4
+	CHEM 1210		Principles of Chemistry I	5
+-	CHEM 1220		Principles of Chemistry II	5
+-	BME 2000	X	Biomedical Engineering Seminar I	1
+	ECE 2269		Fund. of Electrical Circuits	4
+	MATH 2250		Linear Algebra & Diff. Equations	4
+-	EC 3610		Digital Systems	4
+-	ECE 3210		Signals and Systems	4
+-	BME 3000	X	Biomedical Engineering Seminar II	1
+	BME 3110	X	Microelectronics for Biomedical Engineers	4
+-	MATH 3410		Probability and Statistics	3
+-	CHEM 2310		Organic Chemistry I	5
+-	BME 3xxx	X	Bio-design and Standards	4
+-	ECE 3090		Project Management	1
+-	ECE 3890		Internship/Job Shadow	1
+-	ECE 4010		Research Project 1	2
+-	HTHS 1110		Anatomy and Physiology	4
+-	ECE 4020		Research Project II	2
			Required Course Credit Hour Sub-Total	90
	Elective Courses			
+ -	ECE 5110		Digital VLSI	3
+ -	ECE 5210		Digital Signal Processing	3
+ (-)	ECE 5120		Analog VLSI	3
+ -	ECE 4100		Control Systems	3

		Course Number	NEW Course	Course Title	Credit Hours
+	$\overline{\cdot}$	ECE 3710		Embedded Systems	4
+	$\overline{\cdot}$	ECE 5220		Image Processing	3
+	$\overline{\cdot}$	ECE 5230		Deep Learning	3
+	$\overline{\cdot}$	ECE 5140		Sensors and Instrumentation	3
+	$\overline{\cdot}$	ECE 5710		Real-time Systems	3
+	$\overline{\cdot}$	ECE 3310		Electromagnetics I	4
+	$\overline{\cdot}$	NEUR 3850		Clinical Neuroscience	3
+	$\overline{\cdot}$	NEUR 3950		Cell & Molecular Neuroscience	3
+	$\overline{\cdot}$	MLS 3314		Advanced Clinical Chemistry	3
+	$\overline{\cdot}$	MLS 4410		Interdisciplinary Health Care Teams	3
+	$\overline{\cdot}$	MICR 4354		Industrial Microbiology and Biotech	
+	$\overline{\cdot}$	MICR 3254		Immunology	4
+	$\overline{\cdot}$	MICR 3305		Medical Microbiology	5
+	$\overline{\cdot}$	CHEM 3070		Biochem I	3
+	$\overline{\cdot}$	CHEM 3080		Biochem II	3
+	$\overline{\cdot}$	CHEM 2320		Organic Chemistry II	5
+	$\overline{\cdot}$	BME XXXX	X	Neural Engineering	3
+	$\overline{\cdot}$	BME XXXX	X	Cell and Tissue Engineering	3
+	•	BME XXXX	X	Biomechanics and Prosthetics	3
				Elective Credit Hour Sub-Total	12
				Core Curriculum Credit Hour Sub-Total	126

Program Curriculum Narrative

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

All courses in first- and second-year are lower division and includes WSU Gen Ed courses that combine Gen Ed attributes (see attached detailed grad map).

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.
Calculus I	4	Principles of Microbiology	4
Intro to Biomedical Engineering	2	Calculus II	4
Physics for Sci & Eng I	5	Physics for Sci & Eng II	5
Gen Ed (HU/CA or HU/SS)	3	Fund. Of Engineering Computing	4
SS or CA (Depending on selection above)	3		
Total	17	Total	17
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
Digital Circuits	4	Fund of Electric Circuits	4
Principles of Chemistry I	5	Linear Algebra & Diff Equations	4
Intro to Electric Circuits	4	Principles of Chemistry II	5
Intermediate Writing	3	Gen Ed (AI)	3
BME Seminar	1		
Total	17	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Digital Systems	4	Organic Chemistry I	5
Signals & Systems	4	Bio-design and Standards	4
Engineering Seminar	1	Project Management	1
Microelectronics for BME's	4	Professional & Tech Writing	3
Prob and Stats	3	Internship/Job Shadow (Med)	1
Total	16	Total	14
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Research Project I	2	Research Project II	2
Elective I	3	Elective III	3
Anatomy and Physiology	4	Elective IV	3
Elective II	3	Gen Ed (HU/CA (DV))	3
Intrps &Sm Group Comm	3	Principles of Microeconomics	3
			14

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 -Tenur Track
Faculty: Full Time with Doctorate	3	4	0
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			

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)

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							
	Justin	Jackson	T	PhD	University of Utah		
	Fon	Brown	T	PhD	Utah State University		
	Christian	Hearn	Т	PhD	Virginia Tech University		
	Avery	Gardner	TT	PhD	University of Utah	25%	
	Eric	Gibbons	TT	PhD	Stanford University	25%	
	Shellee	Dyer	TT	PhD	University of Utah		
	Jonathan	West	TT	PhD	University of New Mexico		
	{Currently hiring}	-	TT	PhD	-	-	
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	A a a de costa a contra de contra de contra la Mara de col	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					

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

new faculty & staff as described in Appendix (D					
Three Year Projection: Program Participation	n and Department	Budget				
	Year Preceding	New Program				
	Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department		292	300	305	310	315
# of Majors in Proposed Program(s)		10	15	20	25	30
# of Graduates from Department		50	55	60	65	70
# Graduates in New Program(s)		0	1	5	10	15
Department Financial Data						
		Department	Budget			
		Year 1	Year 2	Year 3		
		Addition to	Addition to	Addition to		
Project additional expenses associated with	Year Preceding		Base Budget	Base Budget		
offering new program(s). Account for New Faculty	Implementation	for New Program(s)	for New Program(s)	for New Program(s)		
as stated in Appendix C, "Faculty Projections."	(Base Budget)		1 Togram(3)	1 Togram(3)		
EXPENSES – nature of additional costs requi		.,				
List salary benefits for additional faculty/staff each year 2, include expense in years 2 and 3. List one						
Personnel (Faculty & Staff Salary & Benefits)		\$30,000	\$31,000	\$32,000		
Operating Expenses (equipment, travel,						
resources)		\$15,000	\$2,000	\$2,000		
Other:						
TOTAL PROGRAM EXPENSES		\$45,000	\$33,000	\$34,000		
TOTAL EXPENSES	\$0	\$45,000	\$33,000	\$34,000		
FUNDING – source of funding to cover addition	onal costs generate	ed by propose	ed program(s)		
Describe internal reallocation using Narrative 1 on Narrative 2.	the following page. L	Describe new s	ources of fund	ling using		
Internal Reallocation		\$45,000	\$31,000	\$32,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees			\$2,000	\$2,000		
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////////	\$45,000	\$33,000	\$34,000		
TOTAL DEPARTMENT FUNDING	\$0					
Difference	Ψ	Ţ 10,000	+55,550	+01,000		
Funding - Expense	\$0	\$0	\$0	\$0		
	Ψ	ΨΟ	ΨΟ	ΨΟ		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The proposed BioMedical Engineering (BME) program will take advantage of the PhD Electrical and Computer Engineering faculty to teach BME courses. Electrical and Computer Engineering (ECE) faculty (including a hire currently underway), as well as adjuncts working within the university and from industry, will cover most of the traditional ECE courses. Most of the courses are preexisting, mostly within ECE, limiting new courses. The major requires only 12 credits of required coursework and has 9 credits of available upper-division electives. We estimate this will take 25% of our existing, expert, faculty's time. ECE and BME programs will be housed together to facilitate faculty collaboration and to share laboratory and shop resources. This will minimize costs of the proposed program although there is a minimal equipment cost at startup.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services. Internal reallocations will be made from college funding slated to be used for engineering faculty.

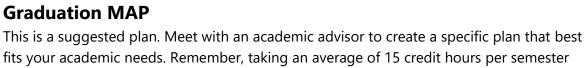
Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

New funding sources will consist of revenue from course fees, used for laboratory equipment repair and replacement.

Bachelor of

facilitates timely graduation.





Catalog Year:			NAME:			
✓	Course	Credit Hour	Semester Offered	Milestones & Notes		
	Freshman (Semester 1)					
	ECE 1000	2	Spring	If your Math placement is below		
	MATH 1210 - Calculus I	4	Fall, Spring, Summer	Math 1210 (Calculus I), please see an		
	PHYS 2210 - Physics for Sci & Eng I (PS)	5	Fall, Spring	advisor for assistance on how to		
	Gen Ed (HU/CA or HU/SS)	3	Fall, Spring, Summer	adjust this graduation plan.		
	Gen Ed SS or CA (Depending on selection above)	3	Fall, Spring, Summer			
	Total Semester Credits	17				
	Freshman (Semester 2)					
	MICR 2054 - Principles of Microbiology (LS)	4	Fall, Spring, Summer	Consider applying to a scholarship		
	MATH 1220 - Calculus II	4	Fall, Spring, Summer			
	PHYS 2220 - Physics for Sci & Eng II	5	Fall, Spring			
	ECE 1400 - Fund. Of Engineering Computing	4	Spring			
	Total Semester Credits	17				
	Freshman (Optional)					
				- •		
				_		
	Total Semester Credits					
	Sophomore (Semester 3)					
	ECE 2700 - Digital Circuits	4	Fall, Spring	Consider applying for a scholarship		
	CHEM 1210 - Principles of Chemistry I (PS)	5	Fall, Spring, Summer			
	ECE 1270 - Intro to Electric Circuits	4	Fall, Spring			
	ENGL 2010 - Intermediate Writing (EN)	3	Fall, Spring, Summer			
	BME 2000 - Biomedical Engineering Sophomore	1	Fall			
	Seminar	ı ı				
	Total Semester Credits	17				
	Sophomore (Semester 4)					
	ECE 2260 - Fund of Electric Circuits	4	Spring			
	BME 2240 – Dynamic Systems Engineering	4	Spring			
	CHEM 1220 - Principles of Chemistry II	5	Fall, Spring, Summer			
	Gen Ed (AI)	3	Fall, Spring, Summer			
	LIBS 1704 - Information Navigator	1				
	Gen Ed SS or CA (depending on selection above)	3		_		
	Total Semester Credits	16				
	Sophomore (Optional)			-		
				-		
	Total Semester Credits					

✓	Course	Credit Hours	Semester Offered	Milestones & Notes
	Junior (Semester 5)			
	ECE 3610 - Digital Systems	4	Fall	•
	BME 3210 - Signals & Systems	4	Fall	
	BME 3000 - Engineering Seminar	1	Fall	
	BME 3130 - Microelectronics for BME's	4	Fall	
	LIBS 1704 - Information Navigator	1	Fall, Spring, Summer	
	Total Semester Credits	14		
	Junior (Semester 6)			
	CHEM 2310 - Organic Chemistry I	5	Fall, Spring, Summer	Begin looking for an internship
	BME 3600 - Bio-design and Standards	4	Spring	Consider applying for a scholarship
	BME 3090 - Project Management	1	Fall, Spring	ECE 3890 requires instructor
			· •	permission
-+	ENGL 3100 - Professional & Tech Writing	3	Fall, Spring, Summer	May substitute PS 3250 for ENGL
\dashv	BME Elective I	3	Fall, Spring	3100
	ECE 3890 - Internship/Job Shadow	1	Fall, Spring, Summer	
	Total Semester Credits	17		
	Junior (Optional)			
				•
_	Total Semester Credits	0		
		U		
Т	Senior (Semester 7)	2	Fall Caring	1.
-	BME 4010 - Senior Project I	1	Fall, Spring	-
	BME Elective II (ECE5140 recommended)	3	Fall, Spring	_
	BME Elective III	3	Fall, Spring	
	HTHS 1104 - Introductory Human Anatomy and	3	Fall, Spring, Summer	
	Physiology			
+	COMM 2110 - Intrps & Sm Group Comm (HU)	3	Fall, Spring, Summer	
	Total Semester Credits	14		
	Senior (Semester 8)			
	BME 4020 - Senior Project II	2	Fall, Spring	Apply for graduation by February 1
	BME Elective IV	3	Fall, Spring	(Spring) or Oct 4 (Fall)
	BME Elective V (CHEM/MICR/MLS Recommended)	3	Fall, Spring	
	Gen Ed (HU/CA (DV))	3	Fall, Spring, Summer	
	ECON 2010 - Principles of Microeconomics (SS)	3	Fall, Spring, Summer	
-+		14		
	Total Semester Credits	14		
	Total Semester Credits Senior (Optional)	14		
	Total Semester Credits Senior (Optional)	14		
		14		_ •
		14		•

Gen Ed Breadth Requirements (do not duplicate departments)

□ HU	□ CA	HU or CA
□ SS	□ SS	
□ PS	□ LS	□ PS or LS
□ DV (Do	uble dip with breadth	course)

Avoid misadvisement! Consult your academic advisor (weber.edu/advisors), the WSU Catalog (weber.edu/catalog), and your CatTracks degree evaluation (log into your eWeber Student Portal).

Notes: Refer to the catalogue for elective options.

For advising questions and appointments, please email: eastadvising@weber.edu or schedule at

https://www.weber.edu/east/appointments.html

Revision Date: 10/15/21 196/301

Bachelor of Graduation MAP



This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

Catalog Year: NAME: _____

]	Course	Credit Hour	Semester Offered	Milestones & Notes
	Freshman (Semester 1)			
	BME 1000 - Intro to Biomedical Engineering	2	Spring	If your Math placement is below
	MATH 1210 - Calculus I	4	Fall, Spring, Summer	Math 1210 (Calculus I), please see an advisor for assistance on how to
	PHYS 2210 - Physics for Sci & Eng I (PS)	5	Fall, Spring	
	Gen Ed (HU/CA or HU/SS)	3	Fall, Spring, Summer	adjust this graduation plan.
	Gen Ed SS or CA (Depending on selection above)	3	Fall, Spring, Summer	7
	, , , , , , , , , , , , , , , , , , ,		, , , , , , , , , , , , , , , , , , ,	
	Total Semester Credits	17		
	Freshman (Semester 2)			
	MICR 2054 - Principles of Microbiology (LS)	4	Fall, Spring, Summer	Consider applying to a scholarship
	MATH 1220 - Calculus II	4	Fall, Spring, Summer	
	PHYS 2220 - Physics for Sci & Eng II	5	Fall, Spring	
	ECE 1400 - Fund. Of Engineering Computing	4	Spring	
	Total Semester Credits	17		
	Freshman (Optional)			
				•
	Total Semester Credits			
	Sophomore (Semester 3)			
	ECE 2700 - Digital Circuits	4	Fall, Spring	Consider applying for a scholarship
	CHEM 1210 - Principles of Chemistry I (PS)	5	Fall, Spring, Summer	
	ECE 1270 - Intro to Electric Circuits	4	Fall, Spring	
	ENGL 2010 - Intermediate Writing (EN)	3	Fall, Spring, Summer	
	BME 2000 - Biomedical Engineering Sophomore	1	Fall	
	Seminar	'		
	Total Semester Credits	17		
	Sophomore (Semester 4)			
	ECE 2260 - Fund of Electric Circuits	4	Spring	
	BME 2240 – Dynamic Systems Engineering	4	Spring	
	CHEM 1220 - Principles of Chemistry II	5	Fall, Spring, Summer	
	Gen Ed (AI)	3	Fall, Spring, Summer	
	Total Semester Credits	16		
+		10		
	Sonhomore (Ontional)			
	Sophomore (Optional)			•
	Sophomore (Optional)			_ •
	Sophomore (Optional)			•

	Course	Credit Hours	Semester Offered	Milestones & Notes
Junior (Semester 5)		Hours	Officieu	a notes
ECE 3610 - Digital Sy		4	Fall	•
BME 3210 - Signals		4	Fall	
BME 3000 - Enginee		1	Fall	
BME 3130 - Microele	9	4	Fall	
LIBS 1704 - Informat		1	Fall, Spring, Summer	
Total Semester Cred	lits	14		
Junior (Semester 6)				
CHEM 2310 - Organ		5	Fall, Spring, Summer	Begin looking for an internship
BME 3600 - Bio-desi		4	Spring Spring	Consider applying for a scholarship
BME 3090 - Project I		1	Fall, Spring	ECE 3890 requires instructor
	sional & Tech Writing	3	Fall, Spring, Summer	permission
BME Elective I	ional & recti withing	3	Fall, Spring	May substitute PS 3250 for ENGL
	z/lob Chadow		· •	3100
ECE 3890 - Internshi		1	Fall, Spring, Summer	
Total Semester Cred	ITS	17		
Junior (Optional)				
				_ •
				_
Total Semester Cred	lits	0		
Senior (Semester 7)				
BME 4010 - Senior P		2	Fall, Spring	•
BME Elective II (ECES	•	3	Fall, Spring	
BME Elective III	71 to recommended,	3	Fall, Spring	
	uctory Human Anatomy and	3	Fall, Spring, Summer	
Physiology	ictory Flaman Anatomy and		raii, spring, sammer	
	s & Sm Group Comm (HU)	3	Fall, Spring, Summer	
COMMITTED INCIDE	ya siii araap caiiiii (iia)		ran, spring, sammer	
Total Semester Cred	its	14		
			I.	
Senior (Semester 8)				
Senior (Semester 8) BME 4020 - Senior P		2	Fall, Spring	Apply for graduation by February
BME 4020 - Senior P BME Elective IV	Project II	2 3	Fall, Spring Fall, Spring	Apply for graduation by February (Spring) or Oct 4 (Fall)
BME 4020 - Senior P BME Elective IV				
BME 4020 - Senior P BME Elective IV BME Elective V (CHE Gen Ed (HU/CA (DV)	Project II M/MICR/MLS Recommended)	3 3 3	Fall, Spring	
BME 4020 - Senior P BME Elective IV BME Elective V (CHE Gen Ed (HU/CA (DV)	Project II M/MICR/MLS Recommended)	3	Fall, Spring Fall, Spring	
BME 4020 - Senior P BME Elective IV BME Elective V (CHE Gen Ed (HU/CA (DV)	M/MICR/MLS Recommended)) bles of Microeconomics (SS)	3 3 3	Fall, Spring Fall, Spring Fall, Spring, Summer	
BME 4020 - Senior P BME Elective IV BME Elective V (CHE Gen Ed (HU/CA (DV) ECON 2010 - Princip	M/MICR/MLS Recommended)) bles of Microeconomics (SS)	3 3 3 3	Fall, Spring Fall, Spring Fall, Spring, Summer	
BME 4020 - Senior P BME Elective IV BME Elective V (CHE Gen Ed (HU/CA (DV) ECON 2010 - Princip Total Semester Cred	M/MICR/MLS Recommended)) bles of Microeconomics (SS)	3 3 3 3	Fall, Spring Fall, Spring Fall, Spring, Summer	
BME 4020 - Senior P BME Elective IV BME Elective V (CHE Gen Ed (HU/CA (DV) ECON 2010 - Princip Total Semester Cred	M/MICR/MLS Recommended)) bles of Microeconomics (SS)	3 3 3 3	Fall, Spring Fall, Spring Fall, Spring, Summer	(Spring) or Oct 4 (Fall)
BME 4020 - Senior P BME Elective IV BME Elective V (CHE Gen Ed (HU/CA (DV) ECON 2010 - Princip Total Semester Cred	Project II M/MICR/MLS Recommended) i) oles of Microeconomics (SS) lits	3 3 3 3	Fall, Spring Fall, Spring Fall, Spring, Summer	

Gen Ed Breadth Requirements (do not duplicate departments)

□ HU	□ CA	□ HU or CA
□ SS	□ SS	
□ PS	□ LS	□ PS or LS
□ DV (E	Double dip with breadth	course)

Avoid misadvisement! Consult your academic advisor (weber.edu/advisors), the WSU Catalog (weber.edu/catalog), and your CatTracks degree evaluation (log into your eWeber Student Portal).

Revision Date: 10/15/21

Notes: Refer to the catalogue for elective options.

For advising questions and appointments, please email: eastadvising@weber.edu or schedule at

https://www.weber.edu/east/appointments.html

198/301



April 27, 2022

Kearston Cutrubus, 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 Cutrubus,

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

• Bachelor of Science in Biomedical Engineering

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,

Dane Ul

David R. Woolstenhulme, EdD

Commissioner of Higher Education

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



















Peer Review Report

Weber State University Bachelor of Science in Biomedical Engineering April 14, 2022

In accordance with Utah Board of Higher Education policy, Weber State University's degree proposal for a new Bachelor of Science in Biomedical Engineering underwent peer review by members of the academic community with the Utah System of Higher Education (USHE). Comments were received by Salt Lake Community College, Southern Utah University, Utah State University, University of Utah, and the Commissioner's Office. Comments from all entities, with some concerns expressed by the University of Utah were supportive of the program and most of the questions that were asked were merely seeking clarifications on specific points. The University of Utah recently went through Accreditation Board of Engineering and Technology (ABET) reaccreditation and voiced strong concerns about the choice of courses in the curriculum and the overall structure of the program. But Weber State provided ample evidence that other ABET-approved programs in the Western United States were in fact closer to the Weber State-proposed model than the University of Utah's model.

The USHE chief academic officers at degree-granting institutions discussed the proposal during a meeting held on April 13, 2022. The University of Utah had a representative from their bioengineering program who restated concerns they had with the proposal, but there was broad and collaboration and excitement expressed by the other institutions in the state for the Weber State proposal. This proposal is no ready for consideration by the Weber State University Board of Trustees.

Attachment: Transcript of Peer Comments.

APRIL PRR - WSU BS in Biomedical Engineering

OCHE Staff Comments:

Mar 28, 2022Mar 28 at 4:06pm

Weber State University, Bachelor of Science in Biomedical Engineering

Weber State University has established itself as a leader in the delivery of healthcare education in the state of Utah. This engineering program will provide graduates in the field of biomedical engineering. Two other universities in the state have bio med engineering programs, USU and the UU. WSU program is a somewhat different program, incorporating some unique interdisciplinary coursework that will give students unique training. The student learning outcomes are solid and the program is to be ABET accredited, which is a real boon for the university and for students to be in a nationally-recognized engineering program.

The program will need to hire one additional faculty member to serve ½ time in the program. Five new courses will need to be developed to create the necessary curriculum for the degree program. The four-year degree map is solid. Like other engineering programs, it assumes students are prepared enough to enroll in MATH 1210 in the first-year of college. If a student is not prepared enough to start with calculus, they will need to add an additional year on to their college experience as they take lower math courses to prepare for calculus. This is not unusual in engineering fields. The physics classes for engineers also assumes a certain level of advanced understanding for high school graduates and may require additional preparatory work as well.

Is the new faculty member going to teach half time in this program and half time in another engineering program, or is the department's desire to hire adjuncts to cover the ½ time need in the program?

UVU has a program in robotics that sometimes reaches over into the biomedical field. Will the Weber State engineering program duplicate anything that UVU is currently doing in their program?

Congratulations on a great program application. We wish you well.

Steve Hood, OCHE

Eric Amsel, Weber State

Apr 3, 2022Apr 3 at 2:20pm

Thank you for the comments on the proposed BS in Biomedical Engineering, which I shared with the program design team, led by Dr. Avery Gardner (Assistant Professor, Department of Electrical and Computer Engineering).

Dr. Gardner affirmed that the new hire would be full-time and teach courses in the Biomedical Engineering program and in other undergraduate and graduate degree programs in the Department of Electrical and Computer Engineering.

He was also aware of UVU's programs training students in robotics as part of Mechatronics Technology and Electrical Automation & Robotics Technology. He notes that these programs do not align BME with regard to student training and background (e.g., math, physics, and chemistry course requirements), so the focus of instruction is different, and there are challenges for students to transfer from those programs and complete the Biomedical Engineering program in two years.

The design team did see an opportunity to support student transfer by making slight alterations to the graduation map, enabling students to earn an Associate in Pre-Engineering degree when completing the first four semesters, which would allow them to transfer to other engineering programs across the state. In addition, APE students from other USHE institutions could transfer to WSU and complete the BME program in four semesters, depending on their engineering coursework.

James Sage, SUU

Apr 5, 2022Apr 5 at 9:05am

My colleagues here at SUU reviewed the proposal and are very supportive. The following comments (paraphrased slightly) were shared with me:

WSU's proposal (BS in Biomedical Engineering) is timely, meets workforce needs, and blends elements of electrical engineering, mechanical engineering, materials science, chemistry, biology/anatomy, etc. The proposed courses are appropriate and offer perspectives from multiple disciplines. The degree also appears to be sufficiently distinct from other existing USHE degrees.

Enrollment estimates for the number of students interested in the program are a concern - we think that the program will be more popular among students than the proposal anticipates. The program does have a slight focus on electrical; my colleagues here suggest including a bit more emphasis on the mechanical/physical side since electromechanical devices could be of significant interest.

In summary, we are very supportive of WSU's proposal for a new BS in Biomedical Engineering and we wish you the very best as you work toward implementation.

Eric Amsel, Weber State

Apr 7, 2022Apr 7 at 6:25am

Thanks for the SUU comments that I sent to the program design team, led by Dr. Avery Gardner (Assistant Professor, Department of Electrical and Computer Engineering). His (paraphrased) comments are below.

We will be solid in our capacity for growth as we have three things going for us:

- We already have an open faculty line to replace a recently departed faculty member, and we could be ready to hire as soon as next year.
- We have room for growth in the current courses and could handle 15 new students in the first, second, and 3rd years with no additional faculty. The only course of concern is the required ECE 1400, but we expect our next faculty hire will be capable of teaching that course, and we'll be adding an extra section of it regardless of what happens with BME (it was more than full this semester, already, and fall is looking to be the same).
- Our current faculty has a solid skill-set to enable this program, and we can move around course assignments to adapt to student needs and demands. For example, if we exceed 15 students before a new faculty hire, the key faculty could reorganize schedules and other commitments to teach key courses on a temporary basis.

As for the more mechanical engineering concern, the program was designed based on industry feedback, and they wanted only a specific subset of mechanical engineering skills, which we accommodated. Of course, we will closely monitor student, ABET, and industry feedback and accommodate the curriculum as needed. Finally, we plan to collaborate with the ME department in the near future to give our students more upper-division electives related to the mechanical engineering side of BME, but they're currently overwhelmed with their rapid growth and a new Energy degree.

Rachel Lewis, SLCC:

Apr 7, 2022Apr 7 at 10:50am

This degree proposal was sent to faculty and academic leaders in SLCC's School of Science, Mathematics, and Engineering for review with the following responses:

- 1. The proposed curriculum does appear to meet the standards.
- 2. The resources appear adequately specified and met.
- 3. The structural and programmatic nature of the degree seem well thought out, having a balance of biology and heavy signals, digital, and imaging emphasis. It seems lacking just slightly in mechanical engineering related curriculum, although perhaps the Biomechanics and Prosthetics course is intended to fill that role.
- 4. There are no other concerns not addressed above.

Jonathan Barnes, Associate Dean, Natural Sciences and Engineering

 We do not have any issues with this. It still requires the calculus sequence so students coming here wishing to transfer to this program is something we can support with the math classes listed.

Suzanne Mozdy, Associate Dean, Mathematics

 Thanks for the opportunity to have Biology review this program. It has very little, if any overlap with any of our programs. As such and after reviewing the proposed curriculum documents, we have no comments.

Mary Jane Keleher, Associate Dean, Biology

SLCC looks forward to working with Weber State to create an articulated pathways for SLCC graduates to transfer into this program.

Eric Amsel, Weber State:

SaturdayApr 9 at 11:42am

Thanks for the comments and support from the multiple departmental perspectives. Dr. Avery Gardner, the BME program lead, will reach out to articulate pathways. SUU mentioned similar comments about ME courses in the curriculum. As we noted in our response to them, more ME elective courses are coming, and the program will carefully monitor student, ABET, and industry feedback to see if we need to further incorporate ME courses into the curriculum.

University of Utah:

SundayApr 10 at 10:02am

Re: WSU proposal for new undergraduate degree in Biomedical Engineering

Questions about the WSU BME degree proposal:

- Justification or demand for an ECE-focused BME B.S. degree is unclear. What is the driver?
- This new major/degree leverages heavily the existing electrical engineering (EE) degree at WSU. A few health- and biology- related courses are added to produce the new BME degree product. Previous UU review of the EE degree indicates that this WSU B.S. degree has few direct topical experts involved, few hands-on and practical lab experiences of relevance to modern industry, and with less expertise than expected for modern industrial employment in this field. The use

- of that EE degree as the basis to produce the new BME degree is, therefore, concerning.
- The add-on of biology and health sciences courses to the EE degree does not necessarily produce an effective BME degree. Biomedical, biological, physiological and anatomical components to engineering must be tailored selectively to produce the understanding of how biology and engineering intersect for effective biomedical engineering training. These are not obvious or automatic from typical biology or health science course offerings from those instructional bases.
- Lists of WSU courses are not consistent between pages 8-9 and 15-16 (e.g., signal processing is listed as an ECE course in one place and a BME course in another). The difference is important as standard courses in technical topics often miss the biomedical applications that must be included.
- The program more closely matches an ECE degree with an emphasis on biomedical than a complete BME degree program. The core course set is not as comprehensive as other established programs.
- Proper justification for creating a more-focused degree program while still contending that it is a complete BME program is unclear. This must be addressed if WSU seeks ABET accreditation (see below).
- Grading standards specifying a C- minimum course requirement in one place, and a C minimum in another location in the document is confusing.
- Achieving the stated standard "design a system, component or process for biological or medical systems or products" is difficult without proper quantitative and functional understanding of physiological principles interfaced with engineered systems.
- o It may be useful that WSU courses are offered outside traditional work times.
- WSU students who complete this program may qualify for ECE graduate programs but will have more limited fit for BME programs. The mix of ECE and BME proposed is valuable, but only in the context of bioelectricity and electrophysiology, two topics that appear to be absent from the proposed plan. Again, effective integration of coursework interdisciplinarity to address relevant BME topical design is absent.
- It is impossible to imagine a BME program without some training in physiology, only offered from another department, HTHS, and not sufficiently quantitative to prepare a biomedical engineer.
- The motivation that the program is designed to allow and encourage "lateral movement of trained biomedical engineering students to other engineering disciplines" does not seem compelling.
- A critical limitation is that there is no mention of expectations or benchmarking for student transfer in their degree latter years to existing programs in the state. Creating such expectations for students without partner institution acceptance criteria would set them up for delays and even failure when they attempt to move into core BME classes in midstream. Transfer students will not have required UU BME prerequisites and this complexity will require further understanding for proper programmatic coordination.

- UU BME would view WSU prospective students seeking transfer into our BME BS program midstream (or likewise to the BME graduate program) as deficient or non-competitive in numerous important technical and topical areas, particularly in biomedical laboratory and hands-on skills. That they might enter through the UU ECE department and seek to minor in BME at Utah is possible but dependent on their ability to achieve that ECE transfer status, and qualify with the minimum required GPA. If this is the program intent, then improved communication between the WSU and UU ECE programs are essential to understand mutual programmatic and student performance expectations, and training requirements. From an accreditation perspective (ABET), a BME program must demonstrate core engineering aptitudes common of all ABET Engineering Accreditation Commission (EAC) accredited programs. There are nine core criteria that address topics ranging from students, infrastructure, faculty, and to the academic program that must be addressed (see below for the full list of ABET-EAC criteria).
 - The process of becoming accredited as an engineering program will require that students graduate from a program that provides them with appropriate experiences in their classes and projects. These experiences must culminate in a set of skills and understanding of biomedical engineering practice that are demonstrated by achieving a set of Student Outcomes (SO) at the time of graduation and Program Educational Objectives (PEO) three to four years into their careers.
 - Primary focuses in an ABET review are to make sure the program has appropriate faculty qualifications and institutional support to deliver the program to ensure that students can achieve the SOs and PEOs.
 - Faculty training must include appropriate PhD level training. The
 expectation would be to see faculty with either Ph.Ds. in Biomedical
 Engineering or Bioengineering and/or significant exposure to BME
 relevant topics in their Ph.D. or subsequent training.
 - For professors involved in teaching the capstone design classes, the Ph.D. training or subsequent experience must include relevant exposure to design control, quality systems, and medical device industry best practices.
 - Facilities including appropriate labs for conducting training where students can learn to make measurements on and interpret data from living systems and solve BME problems including those associated with the interaction between living and nonliving systems.
 - An environment where BME training includes interaction with research and clinical environments.
 - One of the most important parts of the undergraduate experience is that students are exposed to a curriculum with sufficient depth in the varied engineering topics needed for a BME to culminate their undergraduate education with a capstone design experience.
 - This training will include appropriate exposure to meet SOs of BMEs. The SOs for the UofU BME program are listed below. Identical Student

- Outcomes are expected to be met by any BME program that plans to be ABET accredited.
- For BME students, the capstone experience needs to follow the design control process that is part of Quality System Requirements as outlined in the Federal Code of Regulations (21 CFR 820 specifically part 30)
 - The medical device industry is a highly regulated environment and students must be trained in best practice in quality systems (e.g., 21 CFR820 and ISO13485) to be employable (according to the University of Utah BME Industrial Advisory Board).
 - Med Tech. employer expectations are that BMEs have training that includes exposure to both domestic and international regulatory policy and standards. This is also extensively explored as part of each ABET–BME accreditation review.
- The engineering design project must address a clinically relevant problem and identify a set of user needs that include relevant consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- These projects are best fostered when working with physicians and other clinical practitioners to develop the user needs as part of design input identification. An ABET accredited BME program must have a demonstrated clinical affiliation that provides opportunities for students to gain clinical exposure.
- In addition, a BME program must demonstrate skills at the times of graduation that are specific to biomedical engineering. A BME program criteria has been set by ABET with support from the following BME aligned professional societies including the Biomedical Engineering Society.
 - The structure of the curriculum must provide both breadth and depth across the range of engineering and science topics consistent with the program educational objectives and student outcomes.
 - The curriculum must include experience in:
 - Applying principles of engineering, biology, human physiology, chemistry, calculus-based physics, mathematics (through differential equations) and statistics;
 - Solving bio/biomedical engineering problems, including those associated with the interaction between living and non-living systems;
 - Analyzing, modeling, designing, and realizing bio/biomedical engineering devices, systems, components, or processes; and
 - Making measurements on and interpreting data from living systems.
 - ABET criteria must address: (further details below)
 - Students
 - Program Educational Objectives (PEO)
 - Student Outcomes (SO)
 - Continuous Improvement
 - Curriculum
 - Faculty
 - Facilities

- Institutional Support
- Program Specific Criteria
- UU ABET Program Educational Objectives
 - The biomedical engineering undergraduate program is dedicated to preparing graduates for professional careers. We educate students such that our graduates will be:
 - successful in graduate programs, in professional schools, including medicine and law, or in a biomedical engineering aligned career;
 - able to effectively communicate and solve problems at the interface of engineering and biology appropriate to their chosen profession, as well as understand and apply standards of ethical behavior:
 - motivated to pursue life-long learning, including understanding contemporary questions at the interface of science, medicine, technology, and society.
 - UU Student Outcomes
 - Graduates of the undergraduate program will have acquired the following skills and experiences to achieve the program educational objectives:
 - Undergraduate Engineering Program Outcomes (ABET 1-7)
 - an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
 - an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
 - an ability to communicate effectively with a range of audiences
 - an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
 - an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
 - an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
 - an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
 - BME Specific Program Outcomes

- Applying principles of engineering, biology, human physiology, chemistry, calculus-based physics, mathematics (through differential equations) and statistics
- Solving biomedical engineering problems, including those associated with the interaction between living and non-living systems
- Analyzing, modeling, designing, and realizing biomedical engineering devices, systems, components, or processes
- Making measurements on and interpreting data from living systems

Eric Amsel, Weber State: TuesdayApr 12 at 3:17pm

Thanks to our colleagues at the University of Utah for their comments that were shared with the program design team. There is much to respond to, but instead of a point-by-point rebuttal (which we would be happy to do offline), the design team has decided to address the issues by considering four broad themes emerging from the comments – program design, curriculum & pedagogy, transfer and next step academic success, and accreditation. For each of these themes, the U considers WSU's BME program different than the U's program and assumes that this means the program is inferior and inadequate. As we did in the R401, we are very happy to stipulate that there are differences in the programs. However, we do not believe that differences must reflect inferiority in either program. Instead, we believe that the programs are designed to achieve different goals. We are very proud of the proposed BME program and believe it will significantly impact our students and community in precisely the ways it was designed to have.

Program Design

The program is a marriage of student demand and industry needs so that graduates are employable and regional economic development is promoted. This fits the institution's mission (as noted in the R401) and doubles down on the goal to provide transformative educational experiences that change students' lives, as measured by ROI (https://cew.georgetown.edu/cew-reports/roi2022/ (Links to an external site.)). This approach drives not just the development of the BME but all our new engineering and all university programs. It comes as no surprise this is not the same "driver" of program development at R1 universities. Our focus on student demand and industry needs may seem narrow to those designing engineering programs at the University of Utah, whose mission is "to prepare students to face tomorrow's challenges, innovate new solutions and technologies, and improve the overall quality of life." The difference in missions reflects the broader difference between a Research and Regional university, as defined in USHE policy (R 312 (Links to an external site.))

We have noted this difference in institutional missions as a basis for differences in program design several times now in multiple new (and successful) engineering programs (MSSE, MSEE, BSME), including the BSEE that the University of Utah

has provided peer-review feedback. We are happy to point out the differences again but look forward to when differences in institutional missions and the design of programs based on those missions would be celebrated rather than the topic of critical review.

Curriculum and Pedagogy

There were several points about basing the BME on WSU's E.E. program, which was seen as a "concerning" program regarding pedagogy and curriculum. Add to that the characterization of WSU as merely "adding on" biology and health science courses, making it "unlike established programs," limiting students' meaningful understanding of the discipline, denying the value of the program, and questioning the program's viability for ABET accreditation (see below).

The critique again is based on different program goals and their implementation. The WSU EE program is fully ABET-accredited despite the U's concerns and serves as a completely appropriate basis for the BME program to train engineers with the knowledge, capacity, and skills to design and fabricate medical devices in accordance with industry needs. Furthermore, students are provided with interdisciplinary education with perspectives from those in neuroscience, biology, and health, with whom students will be working as professionals. There are multiple faculty affiliated in these areas with relevant expertise in such BME areas of bioelectricity and electrophysiology. In addition, students have electives available to pursue their bioengineering interests and will offer more options in the future. So we challenge the claim of a lack of effective integration of interdisciplinary coursework to address relevant BME topics.

An additional suggestion was to downgrade the program into an emphasis of the Bachelor of Science in Electrical Engineering. However, the suggestion is impractical. Students need to be able to select depth electives that favor BME career paths, which would be wildly inappropriate for an E.E. major to take. For example, Biochemistry is highly desirable for BME students but completely inappropriate for an E.E. as a technical elective. Therefore, it makes little sense to have the BME as an emphasis rather than a complete degree.

We appreciate that the curriculum and pedagogy may not align with the U's program, but despite claims to the contrary, the program is as comprehensive as those at other institutions. We used the following schools as examples:

- The <u>University of Nevada (Links to an external site.)</u> is *very* similar to ours for the same reason; the local industry expects electrical skills in their BMEs.
- The <u>University of North Dakota (Links to an external site.)</u> They have a BME emphasis in the E.E. degree and the example serves to show why we chose to do it as its own major. BMEs need knowledge of measuring biological signals, mechanical engineering design, physiology, and organic chemistry, and it is simply not possible to fit this into an emphasis.
- Washington State (Links to an external site.) Leans heavily on the chemical engineering side of BME.

 <u>Cal Poly SLO (Links to an external site.)</u> - Mechanical heavy. Limited electrical, materials, and chemistry.

This BME program's goal to train engineers qualified to design biomedical devices is based on carefully listening to our industry partners on such matters as curriculum and pedagogy. We have worked with BioFire, NOV, IHC, HAFB, and Northrop Grumman representatives, and they appear satisfied with the program curriculum and pedagogy. As one industry partner put it, "after reviewing the degree requirements of the Weber State proposed program, I feel overall that this curriculum provides a solid educational foundation for several potential technical career paths, including my engineering team, technical program/project management, and technology transfer groups." We will continue to monitor the success of our students, the satisfaction of our industry partners, and feedback from ABET to revise the program curriculum and pedagogy as necessary.

Transfer and Next Step Academic Success

Concerns raised about the program seem to suggest students will be trapped, unable to transfer to other programs, or find next-step academic success. They note a "critical limitation" was the failure in partnering with the U to create a transfer pathway and note that WSU students would be considered "deficient" for the U's BME program. We appreciate the trepidation but find it misplaced. As noted in our response to OCHE, WSU BME students will earn an Associate of Pre-engineering degree after four semesters, allowing them to transfer to other engineering programs in the system. APE students may need to fulfill additional requirements to complete whichever program they are transferring to, and such may be the case with the U. Nonetheless, we would be happy to explore transfer pathways between the U and WSU (and vice versa) to make student transfer as easy as possible.

There was a concern that WSU students who complete the BME will have a more limited fit for the U's graduate BME programs and again would be considered "deficient and non-competitive." WSU's BME program meets the requirements for admission to the BME graduate programs at Harvard, Stanford, and Berkeley (amongst others). We have little doubt that our students who wish to pursue graduate school will find suitable matches.

Finally, there was some discomfort with the idea that the program is designed to allow and encourage "lateral movement of trained biomedical engineering students to other engineering disciplines." From our discussions, industry expects engineers to be capable of transitioning between expertise, and it is rare for an engineer to not change over the course of their career. We are focused on providing ample opportunity to our students to pursue the degree of their choosing.

ABET Accreditation

The U provided a carefully outlined 3-page roadmap for ABET accreditation of their BME program. We appreciate their review of details about the assuring program quality, defining students learning outcomes, reviewing faculty credentials, and

meeting federal mandates, among other issues. They even offered the U's general engineering student learning outcomes and specific BME outcomes.

We are a little unsure how to respond to the U's details about their program ABET program accreditation in a peer review of our program. We assume it was meant to be helpful, but the WSU has been able to navigate ABET-EAC accreditation for several programs for the past decade. We expect the BME program to be similarly successful in its ABET-EAC accreditation as the other programs have been.

Engineering programs at WSU accredited by ABET-EAC:

Computer Engineering (Bachelor of Science)

- Accredited: Oct 1, 2017 Present
- Accredited Locations: Weber State University
- Date of Next Comprehensive Review: 2024–2025
- Accredited By: Engineering Accreditation Commission
- Program Criteria: Computer Engineering

Electrical Engineering (Bachelor of Science)

- Accredited: Oct 1, 2011 Present
- As Electrical Engineering (Bachelor of Science) Apr 7, 2015 Present
- As Electronics Engineering (B.S.) Dec 9, 2011 May 1, 2015
- Accredited Locations: Weber State University
- Date of Next Comprehensive Review: 2024–2025
- Accredited By: Engineering Accreditation Commission
- Program Criteria: Electrical and Electronics Engineering

Mechanical Engineering (Bachelor of Science)

- Accredited: Oct 1, 2019 Present
- Accredited Locations: Main Campus
- Date of Next Comprehensive Review: 2024–2025
- Accredited By: Engineering Accreditation Commission
- Program Criteria: Mechanical Engineering

Other Issues

The comments from the University of Utah were useful in picking up on some typos.

- Signal processing was corrected and listed only as a BME
- Grading standards were corrected to specify a C minimum course requirement.

Finally, we will take under advisement the suggestion that we schedule coursework outside traditional work times.



BOARD OF TRUSTEES AGENDA ITEMS

MAY 19, 2022

OVERVIEW

The proposed Masters of Science in Data Science (MSDS) program is an interdisciplinary degree with coursework from 5 colleges designed to prepare graduates for employment requiring advanced skills in programming, computational statistics, mathematics, and communication in order to succeed in data science and analytics in industry. As a new degree program, it went out to Peer Review through the Office of the Commissioner of Higher Education. The OCHE summary of the review and details of the comments and responses are available.

ACTION

It is recommended that the Trustees take action to approve the proposed program.

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

Institution Submitting Request:		Weber State University		
Proposed Program Title	: :	Master of Science in Data Science		
Are There New Emphas	es:	Yes No		
Names of New Emphase	es (Separated by Commas):			
Sponsoring School, Co	llege, or Division:	College of Eng	ineering, Applied Science and Technolog	
Sponsoring Academic [Department(s) or Unit(s):	School of Com	puting	
Classification of Instruc	tional Program Code ¹ :	30.7001		
Min/Max Credit Hours R	Required of Full Program:	33 /	33	
Proposed Beginning Te	rm²:	Fall	2022	
Institutional Board of Ti	ustees' Approval Date:			
Program Type (check al	I that apply):			
(AAS) Associate	e of Applied Science Degree			
(AA) Associate	e of Arts Degree			
(AS) Associate	e of Science Degree			
Specializ	ed Associate Degree (specify aw	vard type ³ :)	
Other (sp	pecify award type ³ :			
(BA) Bachelor	of Arts Degree			
(BS) Bachelor	of Science Degree			
(BAS) Bachelor	of Applied Science Degree			
Specializ	ed Bachelor Degree (specify awa	ard type ³ :)	
Other (sp	pecify award type ³ :			
(MA) Master o	f Arts Degree			
(MS) Master o	f Science Degree			
Specializ	ed Master Degree (specify awar	d type ³ :)		
Other (sp	pecify award type ³ :			
Doctoral	Degree (specify award type ³ :)		
K-12 Sch	nool Personnel Program			
Out of Se	rvice Area Delivery Program	Attached	MOU	
Out of Mi	ssion Program			
NEW Pro	fessional 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

Cha	nges to Existing Programs or Administrative Units Required (check all that apply, if any):
	Program Restructure with or without Consolidation
	Emphases transfer from another program or academic unit
	Name Change of Existing Program or Academic Unit
	Program transfer to a different academic unit
	Suspension or discontinuation of a unit or program
	Reinstatement of a previously suspended/discontinued program or administrative unit
	Other
I, the	ef Academic Officer (or Designee) Signature: Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to nitting this request to the Office of the Commissioner.
Plea	se 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 Master's degree(s): Master of Science in Data Science effective Fall 2022. 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 MS in Data Science (MSDS) program is an interdisciplinary degree with coursework from 5 colleges. The program requires at least 33 semester credit hours beyond a bachelor's degree. It is designed to prepare graduates for employment requiring advanced skills in programming, computational statistics, mathematics, and communication in order to succeed in data science and analytics in industry.

The MS degree will be based on coursework and a final capstone course. It consists of core and elective courses in computer science, mathematics, communications, and business. The following are requirements for the MSDS degree:

- 1. At least 27 credits are required of core courses from Computer Science (CS), Mathematics (MATH), Economics (ECON), and Communication (MPC).
- 2. At least 6 credits are required of elective (6000-level) courses to allow students to specialize in an area, including the four areas above and Business Administration (MBA) and Health Administration (MHA).

Required Core MSDS courses (27 credits):

- CS 6570 (Data Science Algorithms I)
- CS 6580 (Data Science Algorithms II)
- CS 6550 (Advanced Database course)
- ECON 6550 (Econometrics)
- MATH 6400 (Advanced Statistical Learning)
- MATH 6450 (Applied Statistics & Regression)
- MATH 6500 (Factor and Cluster Analysis)
- MPC 6840 (Data Visualization & Storytelling)
- Take one of the following:
- CS 6705 (Applied Cloud Computing)
- MATH 6900 (Capstone in Statistics and Data Science)

Elective MSDS Courses (6 credits):

- CS 6500 (Artificial Intelligence)
- CS 6600 (Machine Learning)
- CS 6700 (Deep Learning Theory)
- CS 6705 (Applied Cloud Computing)
- CS 6830 (Special Topics)
- ECON 6900 (Special Topics)
- MATH 6920 (Special Topics)
- MATH 6900 (Capstone in Statistics and Data Science)
- MBA 6160 (Applications of Decision Models)
- MBA 6620 (Data Visualization Using Tableau)
- MBA 6660 (Forecasting and Time Series)
- MHA 6200 (Population Health and Data Analytics
- MHA 6450 (Health Informatics)

- MPC 6350 (Visual Communication in the Workplace)
- MPC 6600 (Strategic Communication)
- MPC 6150 (Writing for Professional Communicators)
- MPC 6210 (Presentational Speaking in the Workplace)
- MPC 6500 (Special Topics)

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 creation of a Data Science Master's degree is consistent with Weber State's Mission Statement:

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 (Weber State University, 2021).

Notably, the sentence in the mission statement references, "through multiple credentials and degree pathways." This proposed program is a master's degree in the technical and professional field of data science and is one of those mentioned pathways.

The mission statement further refers to "transformative educational experiences for students." This proposed master's degree will be a transformative educational experience for students and a driver for applied research and economic development in Northern Utah. The program was developed in direct response to industry's need for more data scientists. Weber State recognizes the importance of providing regional employers with a highly trained workforce and embraces its role as the regional university. Consequently, Weber State proposes to meet local labor, student, and economic demands by creating a Master's degree in Data Science — consistent with its mission statement and duty as the regional university of Northern Utah and Weber/Davis counties.

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 new degree will satisfy two essential and urgent objectives: (1) provide an avenue for undergraduate students in Computational Statistics and Data Science to pursue a graduate degree in a high-demand and growing discipline, and (2) offer an opportunity for the local professional work force of Weber and Davis counties to earn an advanced high-tech degree that would promote innovation and economic growth for both corporate and governmental research institutions across the state.

Nationally, US News ranked Data Science-related positions as #2 in technology careers, listing the median salary at \$94,280 and number of jobs at 10,300 (https://money.usnews.com/careers/best-jobs/data-scientist).

In an effort to serve practicing professionals in the local Weber/Davis counties and to advance the Weber State core themes of Learning, Access, and Community, the proposed program seeks to offer a high-demand graduate level degree in close proximity to a workforce that would not otherwise consider pursuing an advanced degree because of time and distance considerations in attending the currently available programs.

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).

This section considers the regional, state, and national labor demands for data scientists and related professions. This labor

demand analysis presents statistics from regional employers, academic literature, the Utah Department of Workforce Services, and the United States Bureau of Labor Statistics. These sources consistently demonstrate a high demand for graduates with a Master's degree in Data Science.

i. Regional Labor Demand

Hill AFB is concerned about its ability to recruit qualified candidates. As the economy improves, Hill AFB needs Weber State and other higher education institutions to produce more data scientists so that it can replenish its workforce.

There are many other regional labor needs as well. For example, Halosight (Kurt Williams) and MarketStar (Russ Reed) have both expressed their support in a data science graduate program. They represent many companies that have needs for data scientists at their companies.

ii. State Labor Demand

A report from the Utah Department of Workforce Services that combined Computer and Mathematical jobs into a single category projected 1,790 annual job openings. This results in a 3.2% projected growth rate for Utah. By 2022 projections are that Utah companies will need to fill a cumulative 48,170 jobs in this category.

The following tables (attached at the end of this template) shows a comparison of possible jobs for students coming from a computer science, data science, and computational statistics background. It illustrates the current and project needs for these students.

iii. National Labor Demand

The Pew Research Center published a comprehensive review of STEM considering national trends in the labor market and graduation rates in STEM degrees (Pew Research Center, 2021). According to this study, STEM occupations receive approximately \$18,000 more than their non-STEM counterparts at the beginning of their careers (with a BS). As people's careers continue then the difference in pay increases even more.

The United States Bureau of Labor Statistics (BLS) provides projections for the total data science occupations to grow nationally from 180,700 to 231,000 which is a growth rate of 27% between 2016 and 2026 (US Bureau of Labor Statistics, 2021). This contrasts favorably with the average growth rate for all occupations which is 7.7% during the same period of time.

The BLS has specific projections for the following professions related to a data science master's degree: actuaries, operations research analysts, statisticians, mathematicians, financial quantitative analysts, financial analysts. These occupations are not the only professions that a master's degree in data science would prepare a graduate to perform, but they are illustrative of the job growth expected in the field in general. Also, most data science job openings show that a majority of job openings (> 50%) require a graduate degree in data science or a similar field.

iv. Summary of Labor Demand Findings

The regional, state, and national labor demands for graduates with a Master's degree in Data Science provide compelling reasons to create this degree at Weber State University. As the Air Force Department consolidates resources and responsibilities, Utah should be responsive to Hill AFB's hiring needs not only because Hill is the largest employer in the State, but also to make a case to maintain and relocate projects and resources to Utah. One of the best ways to meet Hill AFB's demands for data science is to initiate a master's degree program at Weber State University. The university's proximity and previous collaborations with Hill AFB will ensure that it satisfies the Base's immediate and future workforce needs.

The State of Utah's labor demands necessitate the creation of a Master's degree in Data Science at Weber State because of the projected growth rate of demand.

The national growth trends and salaries in the US justify creating a Master's degree in Data Science at Weber State University. The US Bureau of Labor Statistics estimates that data science-related occupations are projected to grow 27% from 2016 to 2026 (US Bureau of Labor Statistics, 2021).

Due to its interdisciplinary nature, data science takes longer to be fully trained in the subject than many other STEM fields. As a result, most jobs in data science require a master's degree or higher. By providing a path to a graduate degree in data science,

we will be providing more students with the training they need to succeed in this growing 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.

Weber State has student demand for a Master's of Science degree in Data Science from the following groups: recent Weber State and other in-state graduates, Hill AFB employees, and bachelor's degree recipients in non-STEM degrees. This section will consider each of these groups separately below.

i. Weber State and Other In-State Graduates

Weber State University students elect to attend the university based on their geographic proximity to the university and its affordability. In Fall Semester 2017, Weber and Davis Counties, the counties where Weber State has campuses, accounted for 19,300 of the 26,809 total students, which is 71.9% of the entire student body (Weber State University, 2017). While an open enrollment institution, Weber State University's entering freshmen have similar academic preparation as Utah State University's entering freshmen and slightly lower preparation than University Utah's when comparing average ACT scores and GPA between the institutions (About Education, 2014; Grove, 2014). The entering freshman academic profiles are charted below.

Weber State University GPA 3.27 ACT Composite 21

Utah State University 3.06-3.38 (25%-75% percentile) 20-26 (25% -75% percentile)

University of Utah 3.31-3.87 (25%-75% percentile) 21-27 (25% -75% percentile)

Although many Weber State students could matriculate at the University of Utah and Utah State University, they elect to attend the regional institution. University selection based on location is not an uncommon phenomenon and has been documented in various academic publications (Keskinen, et al 2008; Veloutsou, et al 2004; Moogan, et al 1999).

In particular, the Weber State EAST students are more likely to be tied to Davis and Weber Counties because of the 3,021 students in the college 1,447 are 25 or older, and 759 are 30 or older (Weber State University IR, Fall 2016 3rd Week Census). These counties account respectively for 47.9% and 25.1% of the total college. Based on Utah demographics, students who are over the age of 25 and more particularly over the age of 29, are more likely to be married and have full-time work than younger students (Utah Dept. of Health Center for Health Data, 2012). Marriage, older age, and full-time work make it less likely that a student will elect to relocate to another place to attend graduate school because of the transactional costs associated with moving a family and losing full-time work (Zhao, 2001).

Given students' geographic ties to Davis and Weber Counties, the graduates of the college are more likely to attend graduate school if the program is located in the region. With this in mind, there are more than enough Weber State graduates in qualifying disciplines to begin an MS in Data Science degree at Weber State.

In addition to Weber State graduates, graduates from other institutions in the state will benefit from a Master's degree in Data Science at Weber State. According to the National Center for Education Statistics (NCES), 1189 Utah residents migrated to attend out-of-state bachelor's degree programs in 2008 (National Center for Educational Statistics, 2014). This demonstrates attrition of human capital from Utah at the undergraduate level.

There are further attritions for graduate and professional students who attend schools in other states and elect to stay in those

states resulting in an effective "brain drain." While according to the NCES study Utah experienced a net gain of undergraduate students, the State ought to maximize its human capital by attracting talented out-of-state students and minimizing (or even eliminating) the attrition of talented in-state students. In part, Utah can achieve this by providing graduate study opportunities for qualified in-state graduates, and thus take away incentives for these graduates to move from Utah. Creating a Master's degree in Data Science at Weber State will complement the efforts of Utah State and University of Utah to maintain and attract human capital to Utah.

ii. Hill AFB employees

As indicated before, Hill AFB employees will benefit from the proposed Master's degree in Data Science. Hill AFB communicated that it provides graduate study opportunities as an incentive to retain many of its 20,000 employees (Hill Air Force Base, 2014). Currently Hill provides graduate studies through Georgia Tech online programs. Studies indicate that online courses often have much lower completion rates than traditional brick and mortar education, and therefor may not cater to students needs as much as traditional courses (Bos & Shami, 2006; Rovai, 2003; Willging & Johnson, 2004).

Because student round-trip travel from Hill AFB to University of Utah and Utah State University range between 76 to 96 minutes and 120 to 130 minutes respectively, it is not practical for many base employees to attend brick and mortar graduate programs at these universities. Weber State campuses in Davis and Weber Counties are much closer to Hill AFB. In particular, Weber State Davis Campus is only 4.1 miles from Hill AFB's South Gate which would provide easy access for base employees to attend a brick mortar Master's degree in Data Science.

iii. Non-Stem Degree Recipients

Another group that potentially will benefit from the proposed degree at Weber State are qualifying non-STEM bachelor degree recipients. Weber State is exploring the possibility of structuring channels by which non-STEM bachelor degree recipients can take prerequisites to qualify to be admitted into the Data Science Master's degree. This will enable graduates in other disciplines seeking to shift their specialty mid-career to quickly retrain with a marketable graduate degree. Because master's degrees generally require less course work than bachelor's degrees, this new program provides a more efficient way to retrain a workforce. Boston College has proven the effectiveness of this concept with the Leap Program where they admit non-STEM graduates into engineering master's degree programs (Boston College, 2014).

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)?

Utah State University offers an MS in Data Science with a good balance of computer science and math/statistics courses. The University of Utah currently offers a data science emphasis in their MS in computing. It is essentially a MS in computer science with specific data science courses required and two non-computer science courses.

There are a number of universities in the state that offer an undergraduate degree in data science. For example, Utah State University, Utah Valley University, Brigham Young University (2 data science BS options), and Weber State University. Southern Utah University currently offers a Data Science certificate. Students from all these programs would be welcomed in WSU's MS in Data Science.

The proposed program is designed to serve the educational needs of students, professionals, and industry local to the university. The program seeks to address concerns from local tech organizations that qualified individuals in Weber/Davis/ Morgan county are deciding simply *not* to pursue an advanced computing degree because of the significant time and distance considerations in attending the currently available programs. Given the substantial growth in the demand for computing professionals and managers, it is imperative that any and all individuals in this field be provided a convenient, affordable opportunity to achieve their career goals which can be furthered by obtaining an advanced degree.

Collaboration with and Impact on Other USHE Institutions

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

We anticipate no impact on other USHE institution programs.

External Review and Accreditation

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

Members of the community, such as Halosight (Kurt Williams) and MarketStar (Russ Reed), Click Lease (Jeff Hatch), etc. were consulted with to create a program that fits employer needs.

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.

Grade Requirements: An MSDS student must complete all program courses, including electives, with a grade of "B-" or higher. In addition, the overall program GPA must be 3.0 or higher.

Credit Hour Requirements: The program requires a minimum of 33 semester hours beyond a bachelor's degree.

Once enrolled, a student must register for at least one MSDS course each semester, except summers, until graduation. Students who fail to do so must petition for readmission into the program.

Admission Requirements

List admission requirements specific to the proposed program.

Admissions Requirements

To be admitted to the MS program in Data Science, students will have to complete a bachelor's degree, preferably in Data Science, Computer Science, Mathematics, Economics, or other related disciplines. In addition, GRE scores will be required. Indications of academic ability as expressed by undergraduate grade point average and professional experience will also be considered.

As determined on a case-by-case basis, students with non-data science degrees may be required to take leveling courses in technology-related areas that will adequately prepare them for the MS core courses. The minimum leveling courses for non-data science degrees are the following:

- Integral Calculus: MATH 1220 or QUAN 2400 or MATH 1216
- Descriptive and Inferential Stats: MATH 3410 or MATH 3450 or QUAN 3610 or COMM 3150 or PSY 3650
- Elementary Linear Algebra: MATH 2270
- Programming basics: CS 2420
- Database: CS 2550 or MIS 3210

Individuals who have already completed a graduate-level program and are well into established careers in a related field may be admitted without the GRE requirement, based on admission committee approval.

Additional Admission Requirements for International Students

All international students and any applicant educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their undergraduate degree was not English, will be required to submit a score from the Test of English as a Foreign Language (TOEFL) or International Language Testing System (IELTS) which is not more than two years old. Applicants are required to have an internet-based TOEFL score of 79-80 or a minimum IELTS score of 6.0.

Application

Applicants for admission into the Master of Science in Computer Science program must possess a bachelor's degree or be in the final stage of completing the degree. An overall GPA of 3.25 is required from the undergraduate program in which the bachelor's degree is earned.

Applicants will submit:

- Completed application.
- Current resume.
- Official transcripts from every institution of higher education attended.
- Scores from the GRE. NOTE: Individuals who have already completed a graduate-level program and are well into established careers in a related field may be admitted without the GRE requirement, based on admission committee approval.
- Contact information for three references, at least one from a professional context and one from an academic context.

The application for admission to the Master of Science in Data Science program must be submitted online. Official transcripts from each institution of higher education attended and all test scores must be sent directly to the WSU School of Computing. Deadlines for application are October 15, for students enrolling in spring semester and March 15, for students enrolling in fall semester. Completed applications are considered by the Admissions Committee after each application deadline.

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?

Based on our own surveys of students at Weber State University and nation-wide trends, data science is one of the highest growing fields in the country and we forecast success in the program. The main purpose of this program is to fulfill existing and future regional demand. The administration of the new program will be supported by the College of Engineering, Applied Science and Technology (EAST). The courses for the new MS will come from five colleges: EAST, College of Science (COS), Arts & Humanities (A&H), College of Health Professions, and College of Business.

This program is interdisciplinary that takes the combined talents from the five colleges listed above. It has been in the planning stages for over a year. We created an organization committee to determine the correct balance of courses to help students with current industry needs. Our interdisciplinary approach is in no small part due to data science being an interdisciplinary subject that combines parts of computer science, mathematics, statistics, communication, and business. Data science by its very nature does not belong to any one department nor college. The college Deans have all signed a MOU to document the collaboration, sharing of resources, and coordinated management of the program.

Over 80% of the required and elective courses of the MSDS already exist. Graduate courses in computer science (CS), master of professional communications (MPC), economics (ECON), master of business administration (MBA), and master of health administration (MHA) courses are presently already developed and attached to other graduate programs. In other words, these

other courses already have a current and steady student enrollment from other programs but there is interest in accommodating the new MSDS students.

We included required and elective courses from the Department of Communications to help students share and communicate the results of their data evaluations. This choice is based on work that shows that one of most data scientists' weaknesses is their inability to communicate effectively.

The Department of Mathematics created new graduate courses in mathematics for the program. The department is being supported in creating the graduate classes with a faculty line, based on the success of the MSDS program. Based on surveys that we have taken of students in the current Math Computational Statistics and Data Science BS program, there will be sufficient enrollment in the MSDS for the ranks of Math majors.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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.

The following are faculty that are currently ready to support the program:

- Robert Ball (School of Computing)
- Brian Rague (School of Computing)
- Matt Ondrus (Department of Mathematics)
- Cora Neal (Department of Mathematics)
- Julian Chan (Department of Mathematics)
- Sarah Steimel (Department of Communications)
- Li Chen (Department of Communications)
- Gavin Roberts (Goddard School of Business)
- Seokwoo Song (Goddard School of Business)

In addition, the Department of Mathematics and the School of Computing are each independently hiring another faculty due to increased student demand.

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 will be sufficient to support the program. The program will be housed in and leverage with administrative staff support form from the College of Engineering, Applied Science and Technology (EAST). For example, Rainie Ingram is a full-time staff member who supports all graduate programs in the college.

Student Advisement

Describe how students in the proposed program will be advised.

The interdisciplinary nature of the program will allow advising from multiple sources. Students will be advised by Rainie Ingram (college staff) and the graduate director (faculty member) in CS, and faculty advisors in each college who also serve on the Governing Program Committee.

Library and Information Resources

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

The WSU Stewart Library already has an extensive list of books, journals, and electronic media that supplies supporting material for Computer Science, Mathematics, Statistics, Business, Communications, and Data Science primarily through ongoing collaborations related to the associated undergraduate degree programs. The Stewart Library has also developed access to most of the electronic journals essential for following the latest developments in the discipline. A dedicated library

official, assigned to EAST, reviews the offerings regularly and solicits faculty for updates to available content. The expectation is that only a few more recommended journals or research tracts appropriate to a Master's level program in data science would be needed to complete the library/electronic resources available to students.

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 Master of Science degree in Data Science is specifically designed to provide graduates with an in-depth data science background. It attempts to address the staffing needs of both large and moderate-sized industries in Northern Utah and throughout the state as well as many of the manpower needs of Hill Air Force Base. Several different methods of evaluation will be used to assess the program, the first being a survey of the students that are currently in the program. The purpose of this survey is to see if the desired goals and the expectations of the students are being met. The second will consist of surveys of both graduates from the program and the employers of those graduates. The graduates will be evaluated to determine whether the program met the needs of their current employer or other past employers and how the program could be improved. The employers will be asked whether or not the program is meeting their needs for data scientists. The project and thesis courses will also be used as an assessment tool to determine if students have gained the knowledge and skills they were to have acquired in their graduate courses. The results from these three sources of information will be analyzed and used to implement necessary changes every other year in a process of continuous improvement.

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.

Student outcomes for this program will be the following:

- Demonstrated ability to apply mathematical and statistical principles to the analysis of data
- Demonstrated ability to develop and implement data analysis strategies base on theoretical principles, ethical considerations, and detailed knowledge of the underlying data
- Demonstrated ability to identify and classify relevant variables to develop appropriate machine learning and statistical models for effective actionable insight into the underlying data

An additional criterion specific to graduate programs is that students demonstrate an ability to apply masters level knowledge to the specialized area of data science. Students will be required to maintain a reasonably high level of performance while enrolled in the program. Students must achieve a B- or better in all required classes for the MS degree and graduate with a GPA of 3.2 or higher.

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	on Cours	ses (list specific courses if recommended for this program on Degree N	lap)
			General Education Credit Hour Sub-Total	
	Required Courses			
+-	CS 6570	X	Data Science Algorithms I	3
+	CS 6580	X	Data Science Algorithms II	3
+	CS 6550	X	Advanced Database course	3
+-	ECON 6550	X	Econometrics	3
+-	MATH 6400	X	Advanced Statistical Learning	3
+	MATH 6450	X	Applied Statistics & Regression	3
+-	MATH 6500	X	Factor and Cluster Analysis	3
+-	MPC 6840	X	Data Visualization & Storytelling	3
+-	CS 6705 or MATH 6₽	X	Applied Cloud Computing or Capstone in Statistics and Data Science	3
	Elective Courses		Required Course Credit Hour Sub-Total	27
	CS 6500		Artificial Intelligence	3
+ (-)	CS 6600		Machine Learning	3
+ -	CS 6700	X	Deep Learning Theory	3
+ -	CS 6705		Applied Cloud Computing	3
+ -	CS 6830		Special Topics	3
+ (-)	ECON 6900	X	Special Topics	3
+ -	MATH 6920	X	Special Topics	3
+ -	MATH 6900	X	Capstone in Statistics and Data Science	3
+ -	MBA 6160	/\	Applications of Decision Models	3
+ -	MBA 6620		Data Visualization Using Tableau	3
+ -	MBA 6660		Forecasting and Time Series	3
+ -	MHA 6200		Population Health and Data Analytics	3
+ -	MHA 6450		Health Informatics	3
+ -	MPC 6350		Visual Communication in the Workplace	3
+ (-)	MPC 6600		Strategic Communication	3
+ (-)	MPC 6150		Writing for Professional Communicators	3
+ (-)	MPC 6210		Presentational Speaking in the Workplace	3
+ -	MPC 6500		Special Topics	3
			Elective Credit Hour Sub-Total	6

	Course Number	NEW Course	Course Title	Credit Hours
			Core Curriculum Credit Hour Sub-Total	33

Program Curriculum Narrative

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

All Program Courses

Required Core courses (27 credits):

- CS 6570 (Data Science Algorithms I)
- CS 6580 (Data Science Algorithms II)
- CS 6550 (Advanced Database course)
- ECON 6550 (Econometrics)
- MATH 6400 (Advanced Statistical Learning)
- MATH 6450 (Applied Statistics & Regression)
- MATH 6500 (Factor and Cluster Analysis)
- MPC 6840 (Data Visualization & Storytelling)
- CS 6705 (Applied Cloud Computing) or MATH 6900 (Capstone in Statistics and Data Science)

Elective Courses (6 credits):

- CS 6500 (Artificial Intelligence)
- CS 6600 (Machine Learning)
- CS 6700 (Deep Learning Theory)
- CS 6705 (Applied Cloud Computing)
- CS 6830 (Special Topics)
- ECON 6900 (Special Topics)
- MATH 6920 (Special Topics)
- MATH 6900 (Capstone in Statistics and Data Science)
- MBA 6160 (Applications of Decision Models)
- MBA 6620 (Data Visualization Using Tableau)
- MBA 6660 (Forecasting and Time Series)
- MHA 6200 (Population Health and Data Analytics
- MHA 6450 (Health Informatics
- MPC 6350 (Visual Communication in the Workplace)
- MPC 6600 (Strategic Communication)
- MPC 6150 (Writing for Professional Communicators)
- MPC 6210 (Presentational Speaking in the Workplace)
- MPC 6500 (Special Topics)

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.
CS 6570 (Data Science Algorithms I)	3	CS 6580 (Data Science Algorithms II)	3
MATH 6400 (Advanced Statistical Learning)	3	MATH 6450 (Applied Statistics & Regression)	3
ECON 6550 (Econometrics)	3	Elective	3
Total	9	Total	9
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
MATH 6500 (Factor and Cluster Analysis)	3	CS 6705 (Applied Cloud Computing) or	3
CS 6550 (Advanced Database course)	3	MATH 6900 (Capstone in Statistics and Data Sati	
Elective	3	MPC 6840 (Data Visualization & Storytelling)	3
Total	9	Total	6
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total	On Ha	Total	011
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	1	0
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	0	0	0
Faculty: Part Time with Masters	2	0	0
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			0
Staff: Full Time	0	0	1
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).

Liet burront radary			Tenure (T) / Tenure Track		ea in support of the proposed program	Est. % of time faculty member will dedicate	If "Other,"
Full Time Faculty	First Name	Last Name	(TT) / Other	Degree	Institution where Credential was Earned	to proposed program.	describe
•							
	Robert	Ball	Т	Ph.D.	Virginia Tech	33%	
	Brian	Rague	Т	Ph.D.	University of Utah	15%	
	Matt	Ondrus	Т	Ph.D.	University of Wisconsin - Madison	15%	
	Cora	Neal	Т	Ph.D.	Utah State University	15%	
	Julian	Chan	Т	Ph.D.	University of Utah	15%	
	Sarah	Steimel	Т	Ph.D.	University of Nebraska-Lincoln, NE	15%	
	Li	Chen	TT	Ph.D.	Syracuse University	15%	
	Gavin	Roberts	Т	Ph.D.	University of Wyoming	15%	
	Seokwoo	Song	Т	Ph.D.	University of Wisconsin, Milwaukee	15%	
Part Time Faculty	l l				T		

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	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	2	0	
Faculty: Part Time with Doctorate	0	0	0	

	# 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	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants			0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

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.

iew racuity & starr as described in Appendix C.							
Three Year Projection: Program Participation	Three Year Projection: Program Participation and Department Budget						
	Year Preceding	Year Preceding		New Program	n		
	Implementation	Year 1	Year 2	Year 3	Year 4	Year 5	
Student Data							
# of Majors in Department							
# of Majors in Proposed Program(s)		10	20	25	30	35	
# of Graduates from Department							
# Graduates in New Program(s)		0	7	16	22	28	
Department Financial Data							
		Department	Budget				
		Year 1	Year 2	Year 3			
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)			
EXPENSES - nature of additional costs requi	red for proposed p	rogram(s)					
List salary benefits for additional faculty/staff each year 2, include expense in years 2 and 3. List one-							
Personnel (Faculty & Staff Salary & Benefits)		\$223,522	\$223,522	\$223,522			
Operating Expenses (equipment, travel, resources)		\$8,000	\$15,935	\$48,272			
Other:							
TOTAL PROGRAM EXPENSES		\$231,522	\$239,457	\$271,794			
TOTAL EXPENSES	\$0	\$231,522	\$239,457	\$271,794			
FUNDING - source of funding to cover addition	nal costs generate	ed by propose	ed program(s)			
Describe internal reallocation using Narrative 1 on Narrative 2.	the following page. L	Describe new s	ources of fund	ling using			
Internal Reallocation		\$80,573					
Appropriation		\$110,110	\$110,110	\$110,110			
Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition		\$40,839	\$84,128	\$105,160			
Differential Tuition (requires Regents							
approval)		0001 757	\$45,219				
PROPOSED PROGRAM FUNDING		\$231,522					
TOTAL DEPARTMENT FUNDING	\$0	\$231,522	\$239,457	\$271,794			
Difference							
Funding - Expense	\$0	\$0	\$0	\$0			

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Funding goes towards hiring two new data science faculty positions, one in Computer Science and one in Mathematics. In addition, there will be expenses for a program director reassigned time, marketing, and program operating costs, including equipment purchases in year three.

Part III: Describe funding sources

Revenue Narrative 1

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

Year one has no differential because it won't be approved in time for the first year. The tuition revenue is supplemented in the first year by a one-time reallocation from the Provost unallotted budget toward the mathematics data science faculty. The data science faculty in Computer Science will be funded by the USHE grant for data science and machine learning for the first three years. Program funding will be used for that position starting in year four, not shown on this table.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Tuition and differential will be at the same level as the Master of Science in Computer Science and other related master's programs.

Utah Computer Science and Data Science Employment Needs and Wages Data verified from jobs.utah.gov 8/23/2021 Projected Annual Statewide Job Openings (2014-2024) Stackable Median **Educational** Job Title Annual Current Projected Annual Level Wage **Employment Employment Openings** Computer Junior DWS data not available – this position leads to Science Programmer computer programmer position Associate of Web \$66,640 2,120 3,291 140 Applied Developer Science Computer Computer 3,820 5,712 240 \$78,040 Systems Science **Analysts** Information Bachelor of Security 354 489 20 \$84,090 Science Analysts Computer 3,695 170 \$79,750 4,478 Programmers Database 920 1,270 50 \$95,600 Administrators Software 8,844 14,036 640 \$97,230 **Developers-Applications** Software Developers-\$102,640 3,052 4,356 170 Systems Software

	Computer and Information Systems Managers	3,081	4,470	170	\$119,410
Computational Statistics and Data Science	Actuaries	143	186	10	\$52,830
Bachelor of Science	Financial Quantitative Analyst	1,099	1,385	40	\$64,980
	Operations Research Analysts	663	1,058	50	\$69,210
	Financial Analysts	1,887	2,411	90	\$70,060
	Statisticians	149	244	10	\$70,300
MS in Data	Machine Learning Engineer/Data Scientist	517	789	30	\$95,720
Science	Data Engineer (source: Indeed.com)	3,820	5,712	240	\$78,040
Data Science & Machine Learning	Computer and Information Research Scientists	517	789	30	\$95,720



April 27, 2022

Kearston Cutrubus, 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 Cutrubus,

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

Master of Science in Data 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,

Dane Ul

David R. Woolstenhulme, EdD

Commissioner of Higher Education

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



















Peer Review Report

Weber State University Master of Science in Data Science April 14, 2022

In accordance with Utah Board of Higher Education policy, Weber State University's proposal for a new Master of Science in Data Science degree program underwent peer review by members of the academic community within the Utah System of Higher Education (USHE). Comments were received from Southern Utah University, Utah State University, the University of Utah, and staff in the Commissioner's Office. All are supportive of the program, and Southern Utah University made a request for a list of undergraduate courses that students could use as a road map to fulfill prerequisites should they wish to apply for admission to Weber State's program.

The USHE chief academic officers at degree-granting institutions discussed the proposal during a meeting held on April 13, 2022. There is a great deal of support from institutions because of the interdisciplinary nature of this program and the potential it provides for so many students in a wide array of academic programs. No additional issues were raised at the meeting. The proposal is ready for consideration by the Weber State University Board of Trustees.

Attachment: Transcript of Peer Comments

APRIL PRR - WSU MS in Data Science

OCHE Staff Comments:

Mar 28, 2022Mar 28 at 4:29pm

Weber State University, Master of Science in Data Science

Our industry partners all along the Wasatch Front are going to be excited about this new graduate program in data science. Increasingly, companies are looking for graduates who are not simply trained in computer science. They want graduates who can do particular calculations and analyze data related to quality control, understanding costs and benefits, and studying markets. This program is a welcome addition that many folks are calling for.

Like most data science programs, this degree calls upon the faculties of five different academic programs. Each of these departments contributes with core and elective courses to this program. While there is a strong case made for regional demand for this major, we know from other reports and requests from industry that this degree fills a need in the state and nation.

The document does not offer much in terms of external review of the program by existing programs. While it is a unique program, it is always a good idea to contact programs and notify them of an intent to develop a program. We believe the proposers are correct, that there is much need in the labor market not being completely met by existing programs, but it is still good to work with our higher ed partners when proposing a new program. Has there been any contact with other USHE institutions in the development of this graduate program?

The proposal notes that most the needed courses for the program already exist, yet of the 27 courses listed in the curriculum map, 14 of those are listed as new courses. The department wants to hire two new faculty members to help with the increased load. Will these new faculty members be the ones creating these 14 new courses or are these new courses generally accepted as courses that can be created by existing faculty? In addition, departments from math, computer science, economics, and communication are all involved in creating new courses. Is there agreement that these courses can be created by the existing departments?

This is an exciting program and one that will no doubt help train students in areas of great need. We thank Weber State for developing this program.

Steve Hood, OCHE	teve	Hood.	OCHE
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Eric Amsel, Weber State:

Apr 3, 2022Apr 3 at 2:23pm

The MSDS design team appreciates the comments recognizing the importance of the proposed program's interdisciplinary nature and potential workforce impact.

Of course, the development of the program involved researching and referencing other USHE programs offering Data Science oriented degrees, all of which are excellent but primarily originate within a single department. However, because of the team's desire to create what was, for us, a first-of-its-kind multi-college, multi-department, interdisciplinary graduate degree, much of the program development effort was focused on bringing together the various representatives to establish alignment and consensus. Indeed, it took the contributions and collaborations of 20 faculty members and administrators across 5 colleges and 7 departments, taking over 18 months to hammer out details of what was finally a signed MOU outlining the program's curriculum, governance, and financing.

Once the program was hammered out, there were informal discussions by the program design team members with other USHE institutions. Notably, Dr. Kyle Feuz (Chair of the School of Computing) brought up the proposed MSDS program at the recent Computer Science USHE majors meetings. Several USHE schools were interested in data science and how each institution approached the challenge of teaching such a multi-disciplinary degree.

Concerning the new courses, 4 are Special Topics, 3 are core CS (some are less new as mush as redesigned and renamed courses), 3 are core Math, 1 is core MPC, 1 is Econ, and 2 are CS Electives. All the new courses have already been developed (as per policy at WSU for new programs), and some have been taught or are being taught this summer as part of certificate programs. We do not see a challenge in having the courses taught given the new hires in Math and School of Computing (which are completed) and the expertise of the existing faculty in Math and the School of Computing. As to the agreement regarding adding courses to the program, the MOU covers such contingencies.

James Sage, Southern Utah University:

Apr 5, 2022Apr 5 at 9:13am

My colleagues here at SUU reviewed the proposal and are very supportive. The following comments (paraphrased slightly) were shared with me:

WSU's proposal (MS in Data Science) is in a high-demand area with many opportunities for graduates. The proposed degree includes an appropriate mix of courses in statistics, computing, and applications. It is sufficiently distinct from other USHE programs (including SUU's MS in Business Analytics) and would be a good option for SUU undergraduate students in various quantitative majors that are interested in pursuing a graduate degree in data science.

The proposal mentions welcoming students who have completed SUU's new Data Science Certificate. To ensure a seamless (and successful) transition, one suggestion is to ask WSU to publish a list of expected undergraduate courses that students should take (particularly in statistics, computer science, or data analytics) in order to be admitted into their program. After all, we want students to be successful and appropriate preparation is a key part of that. Such a list of courses might be included on their (eventual) information page for the program that outlines the full range of admission criteria. If needed, SUU is willing to make adjustments to our curriculum to ensure students are prepared to be successful in WSU's new graduate program.

In summary, SUU wholeheartedly supports WSU's proposal for a new MS in Data Science and welcomes continued collaboration to better serve all of our students and help them achieve their educational and career goals. We wish you the very best as you work toward implementation of this promising new degree.

Eric Amsel, Weber State:

Apr 6, 2022Apr 6 at 12:11pm

Many thanks for the comments and support!

We appreciate that admissions standards were vague in the R401, and some of that is due to the interdisciplinary aspirations of the program. But, after discussion with the program design team, we realized sections of the Admission Requirements were left off the proposal as it went through various revisions. So, I trust that this version of the Admissions Standards will answer your questions and concerns:

Admission Requirements

To be admitted to the MS program in Data Science, students will have to complete a bachelor's degree, preferably in Data Science, Computer Science, Mathematics, Economics, or other related disciplines. In addition, GRE scores will be required. Indications of academic ability as expressed by undergraduate grade point average and professional experience will also be considered.

As determined on a case-by-case basis, students with non-data science degrees may be required to take leveling courses in technology-related areas that will adequately prepare them for the MS core courses. The minimum leveling courses for non-data science degrees are the following:

- Integral Calculus: MATH 1220 or QUAN 2400 or MATH 1216
- Descriptive and Inferential Stats: MATH 3410 or MATH 3450 or QUAN 3610 or COMM 3150 or PSY 3650

Elementary Linear Algebra: MATH 2270

Programming basics: CS 2420Database: CS 2550 or MIS 3210

Individuals who have already completed a graduate-level program and are well into established careers in a related field may be admitted without the GRE requirement, based on admission committee approval.

We appreciate that some of these course prefixes and numbers may need to be aligned with corresponding courses at SUU and other institutions. We are happy to begin that alignment process and work one-on-one with other institutions to confirm.

University of Utah

Friday Apr 8 at 1:39pm

Please see the feedback on this degree from the School of Computing at the University of Utah:

This is a timely and well-designed degree for an MS in Data Science. Based on the course names and learning outcomes, it appears to cover the core of what is typically needed to work in the area of data science. I agree with the assessment and need, and although it has similarities to the program at UofU, it is likely to cater to a different set of students. The graduates will have the core technical skills to be well-positioned to be successful in this area, and reach the high salaries listed.

What was not described in the proposal was the sort of programming and mathematical background expected of admitted students. The program is likely to get applicants with an undergraduate degree in CS or with work experience as software engineers. But I would also expect a wide variety of applicants with different backgrounds and experience in programming and math. They will likely need different amounts of time to get up to speed to handle some of the advanced topics — and to be qualified as a data scientist. This is something those who run the program should be cognizant of as they plan the first semester experience for students — and on deciding on who should be admitted into the program.

Another topic not explicitly discussed is the handling and processing of messy data, sometimes called Data Wrangling. This sort of work constitutes a large amount of time for working data scientists, and so would be great to include. Perhaps it is part of the "Data Science Algorithms" courses.

It is great to see "ethical considerations" listed in the student outcomes. I do not see a specific course on this topic - but integrating it into the other courses where techniques are learned is a great way to engage students. This topic will be an important one to maintain, and I suspect one that both teachers and students will enjoy, and benefit from.

Regards,

Mary Hall

Director and Professor, School of Computing

Eric Amsel, Weber State:

Saturday, April 9th 9:49 AM

Thank you for the very helpful comments and insights. As we noted in response to the SUU comments, the admissions standards were accidentally left off the R401 and are detailed in our SUU response. The response to the issues of data wrangling and ethics are addressed by Dr. Brian Rague (Associate Dean, Engineering, Applied Science, and Technology Professor, School of Computing), who is a design team leader of the MSDS program.

Data Wrangling is covered extensively in the Data Science Algorithms I, Data Science Algorithms II, and Applied Cloud Computing course since, as mentioned in the UofU response, this effort constitutes a significant majority of the work expected from the data scientist. Data sets with unbalanced features, missing, and out-of-range data are all addressed as students are asked to grapple with messy or ill-defined information. Students are also exposed to a wide variety of unfamiliar domains and must quickly perform the due diligence necessary to make sense of the data from a practical standpoint.

We plan to integrate discussions on ethics, in some cases full class periods, throughout the program. As one example, the instructor for Data Science Algorithms I has scheduled separate time periods during the semester to address issues related to observer (analyst) biases, resisting any pressure to "doctor" data to achieve specific results, adhering to the principles of the scientific method, and more social-oriented concerns such as the influence of recommender systems on the emergence of tribalism. This observation about ethics from the UofU highlights and emphasizes the importance of sustained coordination and oversight of a consistent message of ethical practice by the program's governing committee representatives.

Paul Barr, Utah State University

Apr 13 at 10:09am

USU is supportive of the Data Science MS proposal. This topic is in high demand and is a timely offering for the needs of the state. We also want to congratulate Weber on the development of this interdisciplinary degree. It is a great model of combining expertise across disciplines. The CS and DATA departments have reviewed this proposal and are supportive. One question that did come up was prerequisites. Sometimes a stumbling block of an interdisciplinary degree is the

prerequisites for some of the upper division courses. Was this a consideration and how did you manage it? Well done.



Policy Proposal Summary

Policy Title: PPM 6-22, Student Code

Responsible Office: Dean of Students Office

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)

The following are the purposes for this revision of the Student Code:

- 1. It defines the terms "academic disruptions" and "harassment" and prohibits that conduct. These definitions provide notice to students about what activities fall within the scope of these terms. This aligns the Student Code with other institutions, which have similarly defined these terms. These definitions balance freedom of expression interests with concerns about mitigating substantial and material inferences with University operations.
- 2. It clarifies that the Student Code regulates University activities held virtually and off campus. This clarification is important particularly in the pandemic and post-pandemic environment where potentially more University activities will be conducted remotely. This clarification more expressly provides notice to students about the scope of the Student Code's jurisdiction.

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)

These changes provide more explicit notice to the parties about their obligations and duties. The Dean of Students Office, ASSA, and the Policy Office will likely be most implicated in the implementation of this policy of modification.

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 primary stakeholders include: WSUSA, the student body, Faculty Senate and more particularly ASSA, the Policy Office, SAC, and the Dean of Students Office. Other areas may be incidentally impacted on a case-by-case basis.

Proposed Revision of PPM 6-22, Student Code - redline



PPM 6-22, Student Code

Responsible Office: Dean of Students Office

1.0 PURPOSE

- 1.1 Weber State University recognizes students as adults pursuing their education and cannot assume the responsibility of parents for the conduct of students. The underlying goals of the Weber State University Student Code (Student Code or Code) are to: 1) contribute to the development of appropriate individual and group behavior and 2) encourage responsible citizenship within the University community. The administration of student policies should be conducted in a manner that will foster the ethical development and personal integrity of students and promote an environment that is in accord with the overall educational mission of the University.
- **1.2** The Weber State University Student Code is a document incorporated in the University Policies and Procedures Manual (PPM) and is available online at www.weber.edu/ppm.

2.0 REFERENCES

- **2.1** PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX)
- **2.2** PPM 3-34, Americans with Disabilities Act & Section 504 Requests for Accommodations
- **2.3** PPM 3-67, Violence Prevention
- **2.4** PPM 5-36a, Safety, Response, and Reporting (Clery)
- **2.5** Utah Code Ann. § 76-5-107.5
- **2.6** Utah Code Ann. § 76-8-701, et. seq.

3.0 DEFINITIONS

The following definitions have been accepted by the University to apply to the various terms used in describing the procedures of academic due process as outlined in Sections 5.0 through 12.0 below:

3.1 Academic Dishonesty - includes, but is not limited to, those actions identified in Section 6.0.

- 3.2 Academic Disruption behaviors that, by virtue of their intensity and/or repetitiveness, substantially interfere with and materially disrupt the teaching or learning process in a University academic activity (e.g., classroom, remote or online learning environments, lecture, lab, workshop, or other instructional activity, whether the University activity is conducted in an on-campus, off-campus, or virtual setting). This may include but is not limited to: creating noise that obstructs the learning process; repeatedly interrupting others; monopolizing or dominating discussion outside the bounds of reasonable classroom engagement after being notified of the problem; repeatedly entering and leaving the classroom without authorization; or threatening the instructor or other students. Mere expression of disagreement or differences of opinion, or of differing values or beliefs do not in and of themselves constitute academic disruption. (See section 6.4.8 and PPM 9-5.)
- **3.23** Advisor any individual selected by the respondent or complainant to attend the pre-hearing conference or hearing, including legal counsel, if desired.
- **3.34 Arbitrary and capricious** a decision that is not supported by substantial evidence or exceeds the bounds of reasonableness and rationality. A decision is supported by substantial evidence if a reasonable mind could reach the same conclusion as did the decision maker based on the evidence available to the decision maker.
- **3.45** Cheating seeking to obtain an unfair advantage by fraud, deception, or the violation of University rules or agreements.
- **3.56** Complaint an informal accusation that a violation of University policy has allegedly occurred.
- **3.67 Complainant** any member of the University community (individual or group) who registers a complaint or files a charge. The individual who registers the complaint need not also be the individual who files an associated charge.
- **3.78 Due Process** For clarification, Constitutional due process is afforded where a student has a property or liberty interest and procedures will comply with constitutionally defined due process of notice and an opportunity to be heard. However, all references to "due process" used herein refer only to the process the University will endeavor to provide under this policy, as described herein.
- **3.89 Due Process Officer** a member of the University administration, faculty, or staff, appointed by the President, to perform the following functions:
- **3.89.1** Facilitate implementation of the due process provisions of the Student Code;
- **3.89.2** Serve as a resource to members of the University community, including students, providing clarification of issues and assistance in utilizing appropriate processes related to grievances involving students;

- **3.89.3** Provide adequate orientation to the due process system, hearing formats, consultation, and assistance to those involved in the dispute resolution process involving students:
- **3.89.4** Interpret due process provisions of the Student Code in consultation with University Legal Counsel;
- **3.89.5** Maintain records of decisions and/or sanctions imposed by hearing committees;
- **3.89.6** Hear and decide all appeals filed under the provisions of this Student Code;
- **3.89.7** Report annually on the operation of this Student Code to the Vice President of Student Affairs and the Provost.
- **3.89.8** Review the due process provisions of this Code every three (3) years and make recommendations for revisions as needed to the Vice President of Student Affairs and the Provost.
- **3.910 Faculty Member** –an individual holding academic rank or title as defined in PPM 8-6.
- 3.11 Harassment unwelcome written, verbal, or physical conduct (including virtual conduct) directed toward an individual that based on the intensity and/or repetitiveness of the conduct would cause a reasonable individual to suffer (and that actually causes an individual to suffer) physical harm or substantial emotional harm, and thereby substantially interferes with and materially disrupts the work of the university or the ability of another person to participate in the University's programs or activities. Harassment does not include constitutionally protected activity. Discriminatory harassment based on protected categories is defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX).
- **3.102** Hazing intentionally, knowingly, or recklessly engaging in an act, or causing another to commit an act, that endangers the mental or physical health or safety of another, including but not limited to acts described in Utah Code Ann. 76-5-107.5(2). Hazing may be further defined in University handbooks or rules applicable to specific student activities.
- **3.143 Legal Counsel** University Legal Counsel or the lawyer assigned to the University by the Attorney General's Office. The Legal Counsel will serve as a representative of the University to provide advice at any stage of the due process procedure to the Due Process Officer. It should be recognized by all parties, however, that in this assignment the University Legal Counsel serves to protect the interests of the University.
- **3.124 Organization** refers to any group of individuals who have complied with the formal requirements of registration for a University organization at Weber State University.

- **3.135 Reasonable Care** the level of performance recognized in the academic profession as reasonable in light of obligations one has assumed, competing demands upon energy and time, the nature and quality of the work, and all other circumstances that the University community, after being fully informed, would properly take into account in determining whether responsibilities have been discharged at an acceptable performance level.
- **3.146 Reasonable Cause** cause that a person of ordinary prudence would consider sufficient to justify an action under all of the circumstances.
- **3.157 Respondent** a student, faculty member, staff member, or administrator against whom a complaint has been made or a charge has been issued.
- **3.168** Sanctions includes measures or disciplinary actions which are imposed as a penalty for the violation of University policy. The sanctions authorized under this code are defined above.
- **3.179 Student** includes all persons taking courses at the University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating this code, as well as individuals who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered "students," as are persons who are living in the University residence halls, although not enrolled in this institution.
- **3.1820 Student Code** title of this provision of the PPM which set forth the rights and responsibilities and jurisdictional and due process policies and procedures applicable to students attending Weber State University.
- **3.1921** University Community includes any individual who is a student, faculty member, staff member, administrator, or any other person employed by the University.
- **3.2022** University Premises includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including streets and sidewalks).
- **3.2123** University Policy written regulations of the University as found in the Weber State University Policies and Procedures Manual (PPM).
- **3.2224 Working Day** those days which fall during an official University semester with the exception of Saturday, Sunday, and legal or University holidays.

4.0 PREFACE

4.1 Weber State University derives its legal authority from the State of Utah to provide programs and services to students. This authorization, established by the State

Legislature, is administered by the Governor and delegated to the State Board of Higher Education, the Weber State University Board of Trustees, and the Weber State University President. The Weber State University President has the option of delegating specific elements of University authority to various entities including University administrators, faculty, staff, and student governance systems. The administration of the Student Code has been delegated to the Vice President of Student Affairs.

4.2 As members of the Weber State University academic community, students have significant opportunities and special privileges, but they also assume the obligations thereof. Students are responsible for becoming familiar with the Student Code.

5.0 STUDENT RIGHTS

- **5.1** Weber State University students retain and enjoy all rights guaranteed to citizens by the Constitution and laws of the United States and the Constitution and laws of the State of Utah. Examples of such rights include but are not limited to the following:
 - **5.1.1** The right of reasonable access to University facilities and programs and the right to learn free from unlawful discrimination or other arbitrary and capricious treatment;
 - **5.1.2** The right of free inquiry, expression, and assembly subject to constitutional limitations;
 - **5.1.3** The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures. Privacy rights are not absolute and are governed by this and other University policies, which outline further privacy expectations.
- **5.2** In addition to the foregoing, Weber State University will make reasonable efforts to promote an environment that provides:
 - **5.2.1** The right to form and operate an organized student government within the guidelines prescribed by the University;
 - **5.2.2** Student representation through the Weber State University Student Association (WSUSA) on University committees, councils, commissions, and other formally constituted bodies that make general policy decisions affecting students or that govern student activities and conduct;
 - **5.2.3** University due process, as described further in section 10.2;
 - **5.2.4** Procedural safeguards and privacy with respect to testing for drugs and infectious diseases;

- **5.2.5** The right to be reasonably informed about the full cost of tuition, activity fees, lab fees, etc., and about available financial aid programs, their attendant obligations, procedures, loan repayment schedules, consequences of non-payment, etc.;
- **5.2.6** The right of reasonable access to and use of University services and programs such as financial aid, orientation, counseling, academic advisement, career planning, library services, etc.;
- **5.2.7** The right to competent academic instruction and advisement such that students may:
 - **5.2.7.1** Expect to complete the course work required for specific programs within a reasonable period of time and with reasonable scheduling options to meet program and institutional requirements as outlined in the University catalog;
 - **5.2.7.2** Inquire and be informed of course, program, major, and institutional requirements, and expect that such requirements will not be changed for students already enrolled in a program without reasonable alternatives being provided;
 - **5.2.7.3** Expect that courses offered will be comparable with their catalog descriptions, and that reasonable attempts will be made to offer periodically all courses listed in the catalog;
 - **5.2.7.4** Expect that program changes will be well-planned, widely communicated, and will incorporate an orderly transition from the old to the new;
 - **5.2.7.5** Receive academic credit and/or academic degrees when all specified requirements have been satisfied;
 - **5.2.7.6** Receive appropriate credit or notations for work included in faculty publications or other endeavors;
 - **5.2.7.7** Expect faculty members to conduct themselves ethically and professionally, in accordance with University policies and directives and accepted professional standards;
 - **5.2.7.8** Expect faculty members, when reasonably possible, to provide a syllabus which outlines course requirements and faculty members availability to be distributed the first week of class;
 - **5.2.7.9** Experience academic evaluation through orderly procedures and criteria, which are announced within fourteen (14) calendar days of the

first day of class and which are designed to prevent prejudice and arbitrary judgment;

- **5.2.7.10** Inquire and be informed by faculty members of sanctions they may impose in the different courses they teach for the basic types of inappropriate behavior and academic dishonesty;
- **5.2.7.11** Have access to faculty members in formal classes, during scheduled office hours, and/or by scheduling appointments;
- **5.2.7.12** Have the right of intellectual inquiry, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, class size, reasonable faculty members availability, and other exigencies defined by the University;
- **5.2.7.13** Have the opportunity, through course evaluation and/or access to the department chair, to assess the personal value of a course and make suggestions about its direction, including the opportunity to complete anonymous evaluations of both the faculty members and the instruction they have received;
- **5.2.7.14** Expect that the University or any of its departments will not require unreasonable absences from classes in order to maintain extracurricular or academic scholarships and/or positions;
- **5.2.7.15** Expect faculty members to allow students absent from class while engaged in official University activities, or students absent due to mandatory military orders that do not exceed 20% of total participation for the course, a reasonable opportunity to make up missed quizzes, exams, and/or assignments or complete some comparable activity.
- **5.2.7.16** Request a resolution of conflict between course content and the student's core-beliefs. See PPM 6-22 6.4.8.

6.0 STUDENT RESPONSIBILITIES

- **6.1** Students at Weber State University assume the personal obligation to conduct themselves in a manner that is compatible with the University's role as a public institution of higher education. By enrolling at Weber State University, students agree to maintain certain standards of conduct, which if violated, may result in the imposition of sanctions or other forms of University discipline.
- **6.2** General categories of misconduct for which students may be subjected to University discipline are listed below.
 - **6.2.1** Conduct which violates federal, state, or local law:

- **6.2.2** Conduct which violates Weber State University rules or regulations;
- **6.2.3** Conduct which unreasonably disrupts, adversely affects, or otherwise interferes with the lawful functions of the University, or the rights of any individual to pursue an education at Weber State University;
- **6.2.4** Conduct which results in injury or damage to persons affiliated with the University or property owned or controlled by the University.
- **6.3** As members of the Weber State University community, students shall avoid conduct which violates the provisions of Section 6.2 above. Examples of such prohibited conduct include but are not limited to the following:
 - **6.3.1** Engaging in or supporting hazing, <u>harassment</u>, violent behavior, or other behavior as described in PPM 3-67, Violence Prevention;
 - **6.3.2** Harassment and/or discrimination based on "protected classifications" as defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct and as handled through those processes. This includes sexual assault, stalking, dating violence, or domestic violence, as those terms are defined in PPM 5-36a, Safety, Response, and Reporting (Clery);
 - **6.3.3** Disorderly, lewd, indecent, defamatory, or obscene conduct or expression on University-owned or controlled property or at University-sponsored or supervised functions or events.
 - **6.3.4** Participating in demonstrations, rallies, assemblies, performances, showings, exhibits, pickets, etc. in violation of any law or University policy;
 - **6.3.5** Distributing, publishing or posting materials, soliciting funds, selling items, engaging in commercial activity, erecting structures, exhibiting items, displaying films and videos, using official University insignia or materials, or participating in performances and activities without proper authorization or not in accordance with University policy;
 - **6.3.6** Obstructing or disrupting teaching (including engaging in academic disruption), research, administration, disciplinary procedures, computing services, other University-sponsored activities, services, or events, including public service functions;
 - **6.3.7** Deliberate interference with academic freedom and freedom of speech, including not only instructional activities, but also interference with performances, exhibits, displays, dissemination of information, demonstrations, or the freedom of any speaker invited by any segment of the University community to express views;
 - **6.3.8** Initiating or causing to be initiated any intentionally false report warning;

- **6.3.9** Leaving children unattended on University premises or allowing them to create a disruption on University premises or at University-sponsored functions;
- **6.3.10** Failing to meet contractual obligations with the University;
- **6.3.11** Knowingly violating terms of any disciplinary sanction;
- **6.3.12** Intentionally furnishing false information, including false identification;
- **6.3.13** Forging, altering, misusing, or mutilating University documents, records, identification, educational materials, or other University property;
- **6.3.14** Influencing or attempting to influence the academic process or any University administrative process through explicit or implied bribery, threats, sexual behavior, etc;
- **6.3.15** Theft or misappropriation of property, equipment, materials, services, or data;
- **6.3.16** Theft or other abuse of computer facilities and resources, including but not limited to:
 - **6.3.16.1** Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose;
 - **6.3.16.2** Unauthorized transfer of a file;
 - **6.3.16.3** Use of another individual's identification and/or password;
 - **6.3.16.4** Use of computing facilities and resources to interfere with the work of another student, faculty member, or University official;
 - **6.3.16.5** Use of computing facilities and resources to send obscene or abusive messages;
 - **6.3.16.6** Use of computing facilities and resources in violation of state or federal law or University policies, or for any illegal purpose;
 - **6.3.16.7** Use of computing facilities and resources to interfere with normal operation of the University computing system;
 - **6.3.16.8** Use of computing facilities and resources in violation of copyright laws;
 - **6.3.16.9** Any violation of the University Acceptable Use Policy.
- **6.3.17** Knowingly possessing stolen property, equipment, materials, services, or data;

- **6.3.18** Intentionally or recklessly destroying, defacing, vandalizing, damaging, or misusing the property, equipment, materials, services, or data of the University or other University community members, or aiding, abetting, or contributing to such actions;
- **6.3.19** Unauthorized entry upon or use of University facilities, equipment, materials, data, premises, or services;
- 6.3.20 Unauthorized possession or use of a key to any University facility;
 6.3.21 Illegal or unauthorized possession of firearms, explosives, other
- weapons, or dangerous chemicals on University premises or use of any such items, even if legally possessed, in a manner that harms, threatens, or causes reasonable fear of imminent bodily harm;
- **6.3.22** Unlawful use, possession, distribution, sale, manufacture, or possession for purposes of distribution or sale of any controlled substance or illegal drug;
- **6.3.23** Sale, possession, manufacture, distribution, or consumption of alcoholic beverages on University premises;
- **6.3.24** Unauthorized sale, possession, manufacture, distribution, or consumption of alcoholic beverages at any official off-campus University-sponsored function or event;
- **6.3.25** Smoking in unauthorized locations on University premises in violation of state law, University, or public health regulations;
- **6.3.26** Aiding, abetting, or inciting others to commit any act prohibited by law or University policy;
- **6.3.27** Violating University parking regulations or other misuse of a vehicle which violates the law or University policy;
- **6.3.28** Refusing to respond to reasonable requests and directions from University or local government officials while in the performance of their duties, including but not limited to course directions provided orally or in writing by a faculty member;
- **6.3.29** Abuse of the Student Code system, including but not limited to:
 - **6.3.29.1** Failure to obey the notice from a University official to appear for a meeting or hearing as part of the Student Code system;
 - **6.3.29.2** Falsification, distortion, or misrepresentation of information before a hearing committee;

- **6.3.29.3** Disruption or interference with the orderly conduct of a hearing committee proceeding;
- **6.3.29.4** Initiation of a Student Code proceeding in bad faith;
- **6.3.29.5** Attempting to discourage an individual's proper participation in, or use of, the Student Code system;
- **6.3.29.6** Attempting to influence the impartiality of a member of a hearing committee prior to and/or during the course of the proceeding; **6.3.29.7** Harassment (verbal or physical) and/or intimidation of a member of a hearing committee prior to, during, and/or after a Student Code proceeding;
- **6.3.29.8** Failure to comply with the sanction(s) imposed under the Student Code:
- **6.3.29**.9 Influencing or attempting to influence another person to commit an abuse of the Student Code system.
- **6.3.30** Any other violation of clearly stated proscriptions of any legal authority or any published rule or regulation promulgated by any official, University administrator, committee, commission, or council acting within the scope of their authority.
- **6.3** In addition to the foregoing, as members of the Weber State University academic community, students shall:
 - **6.4.1** Maintain academic standards including institutional, school, departmental, program, and individual course standards;
 - **6.4.2** Maintain academic ethics and honesty. To this end, the following activities are specifically prohibited:
 - **6.4.2.1** Cheating, which includes but is not limited to the following examples:
 - Copying from another student's test;
 - Using materials during a test not authorized by the person giving the test:
 - Collaborating with any other person during a test without authorization:
 - Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test without authorization of the appropriate University official;
 - Bribing any other person to obtain any test;
 - Soliciting or receiving unauthorized information about any test;

- Substituting for another student or permitting any other person to substitute for oneself to take a test;
- Knowingly obtaining academic credit for work that is not one's own regardless of the source of the work;
- Knowingly involved in arranging fraudulent academic credit or false transcripts.
- **6.4.2.2** Plagiarism, which is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers;
- **6.4.2.3** Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit;
- **6.4.2.4** Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process;
- **6.4.2.5** Giving, selling, or receiving unauthorized course or test information;
- **6.4.2.6** Using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity;
- **6.4.2.7** Infringing on the copyright law of the United States which prohibits the making of reproductions of copyrighted material except under certain specified conditions.
- **6.4.3** Obtain the faculty member's permission at least one (1) working day before bringing any children (including infants) into a classroom, workshop, or laboratory setting. In the case of an emergency, prior approval may be sought up to the beginning of the class or activity. If the child becomes disruptive in any way during an approved visit, the responsible person must remove the child immediately;
- **6.4.4** In the absence of the faculty members, remain in the classroom at least fifteen (15) minutes from the class starting time, unless otherwise notified;
- **6.4.5** Notify their faculty members as far in advance as possible of any planned absence for participation in University-approved or requested group activities, and discuss the terms, options, and possible outcomes of these absences with faculty members:
- **6.4.6** Avoid unethical, wasteful, and/or inappropriate use of any computer system, library, or other campus resource, or interference with the productivity of other users;

- **6.4.7** Avoid misrepresentation of a research project or paper for other than its original intended usage.
- **6.4.8** Determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the faculty member. This policy does not oblige the faculty member to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the faculty member in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.
- **6.4** Any student found in violation of the aforementioned examples of dishonesty may, in addition to the appropriate academic sanctions imposed by the faculty member, have his/her name forwarded to the Dean of Students and/or other designated individuals/entities for appropriate institutional sanctions identified below. All members of the University community have the obligation to report instances of academic dishonesty to the responsible faculty member.

6.6 Recordings

- **6.6.1** Restrictions Purpose. The University restricts students' permission, as described in Sections 6.6.2, 6.6.3, and 6.6.4, to make audio or visual recordings (including still and audio recordings) of other people and instructional materials on University premises and in University sponsored activities in the furtherance of the following University interests:
 - **6.6.1.1** To protect intellectual property, privacy, and personality rights;
 - **6.6.1.2** To promote the marketplace of ideas and reasonable pedagogical concerns;
 - **6.6.1.3** To encourage the free exchange of ideas in an environment where students are learning and exploring new concepts;
 - **6.6.1.4** To prevent substantial disruptions, material interferences with activities, defamation, and illegal activity; and
 - **6.6.1.5** To promote other reasonable, important, substantial, and compelling interests.

Violations of this Section 6.6 may result in any of the disciplinary actions listed in Section 11.0 and the student may be required to remove and delete such recordings.

6.6.2 Recording in Private Places. Students may not make an audio or visual recording of any person in a private place, where the person reasonably expects to

be safe from casual or hostile intrusion or surveillance without the person's permission. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.

6.6.3 Academic Recording.

- **6.6.3.1** Student Responsibilities. Students must obtain a faculty member's permission before making audio or visual recordings of non-public University-sponsored academic experiences, supervised by faculty and designed to impart particular knowledge or skills to students, including classes, course related activities, and related academic meetings. Where a faculty member grants permission, students may only use these recordings for personal educational purposes unless otherwise agreed in writing by the faculty member. Students who have been granted permission to record may not share these recordings with other people through any means (e.g. sharing on social media, posting online, giving to other students, etc.) unless each recorded person gives their written permission.
- **6.6.3.2** Faculty Responsibilities. Each faculty member may grant permission to make recordings by a blanket policy established in the syllabus or on a case-by-case basis. Faculty members shall include a recording policy statement in their syllabi. This policy statement outlines the faculty member' policies on the recording and use of instructional materials. The absence of a statement in the syllabi describing restrictions on the recording and use of instructional materials by default is not permission to make these recordings.
- **6.6.3.3** Recordings for Accommodations. Where students seek to make recordings for purposes of accommodating a disability, students must contact Disability Services, who will work with the faculty member to provide an academic adjustment and will enter into a written agreement outlining parameters of use, consistent with this policy (see PPM 3-34).
- **6.6.4** Students must not make or use audio or visual recordings in any way that violates the Student Code. This includes making and using recordings in a manner that engages in prohibited behaviors described in Section 6.0, such as hazing, violence, discrimination, and cheating.
- **6.7** Weber State University reserves the right to take appropriate action against any individual or group which is found to pose an unreasonable risk of harm to the health, safety, or welfare of the University community, subject to applicable due process rights outlined herein.

7.0 STUDENT ORGANIZATIONS AND ACTIVITIES

7.1 Weber State University believes in student participation in the government of the institution. As constituents of the University community, students are encouraged

individually and collectively to express their views concerning policy to the administration. The WSUSA constitution establishes the governing bodies for students of the University by a delegation of authority through the President of the University.

7.2 Student organizations may be established within the University for any lawful purpose. All organizations must register with the WSUSA. By virtue of registering as a student organization, such organizations do not become official agencies of Weber State University.

8.0 FREEDOM OF EXPRESSION

- **8.1** Academic freedom, the free flow of ideas, the right to speak, and the right to hear must be protected not only from censorship, but also from those committed to interfere with free expression through acts of disruption. It is the responsibility of all members of the University community to refrain from conduct which interferes with free speech. The University shall apply appropriate sanctions under proper procedural safeguards to those who violate this obligation.
- **8.2** Members of the University community shall have the right to freedom of speech and assembly without prior restraint or censorship, subject only to constitutional guidelines and clearly stated, reasonable, and nondiscriminatory rules and regulations.
- **8.3** By virtue of regulating the exercise of free speech on the University premises, unless expressly stated otherwise, the University does not sponsor or sanction the messages being stated or the methods of speech being used. Nothing in these regulations shall be construed as authorizing or condoning unlawful, defamatory, or obscene exercises of speech rights defined under these regulations and national, state, or local laws.

9.0 STUDENT RECORDS

- **9.1** The privacy and confidentiality of all student records shall be preserved in accordance with the law and University policy. The Family Educational Rights and Privacy Act of 1974 ("FERPA"), establishes the right of students to inspect and review their education records, and to provides guidelines for the correction of inaccurate or misleading data.
- **9.2** Students also have the right to file complaints with the Registrar concerning alleged failures by Weber State University to comply with FERPA. Questions regarding this Act and the related University policies may be referred to the Registrar.
- **9.3** The complete listing of official student records, information regarding their confidentiality, their access, and the access and/or accuracy of the challenge/hearing process, may be obtained from the Registrar.

10.0 RESOLUTION OF STUDENT CODE ISSUES AND UNIVERSITY DUE PROCESS

10.1 Overview. Procedures and hearings of all Weber State University bodies that have the potential of sanctioning students or providing relief to students will follow guidelines specified in the Student Code. Jurisdiction of bodies hearing types of grievances is as outlined in this Section 10.3. Actions that seek imposition of sanctions on staff/faculty members of Weber State University and/or its administrative entities will follow guidelines and procedures outlined in the Weber State University PPM. All other hearing bodies shall create rules outlining procedures, time frames, and due process requirements that must be consistent with the due process objectives described below and approved by the Student Code Procedural Committee. This committee shall be comprised of the Due Process Officer, the Dean of Students, a member of Faculty Executive Committee, an administrator designated by the Provost's office, and a student appointed by Student Senate, and shall be advised by University Legal Counsel. This committee shall be guided by principles of consistency, efficiency, fairness, and will be consistent with applicable law. All rules governing procedures or hearings that implicate discrimination or harassment based on protected classifications or Title IX considerations will follow rules outlined in PPMs 5-36a, 3-32, or other applicable policies. All rules created under this Section 10.3 shall be made publicly available on a website made easily accessible to all students and the University community. Students shall also be provided a hard copy of such rules, upon request to the Dean of Students.

10.2 University Due Process Objectives.

10.2.1 In General.

Due process in an academic setting is a system of procedures designed to produce fair and reasonable judgments in those situations in higher education that may yield a serious adverse action against students and other members of the University community. In general, due process seeks a clear, orderly, and fair way of rendering decisions by providing procedural and substantive safeguards. Due process furnishes the structure for a reasonable and fair administration of justice in institutions of higher learning. Complaints or charges requiring due process may be originated by an individual or group (complainant) from outside or from within the University community, yet the process itself involves the University community. It may be initiated in the interest of the University community or the public to ensure accountability under these policies.

10.2.2 Procedural Due Process

Procedural due process refers to the receipt of adequate notice, timeliness, and deliberative actions in accordance with established policies and procedures. In general, procedural due process will be deemed to have been afforded when the greater weight of evidence shows individuals took reasonable care in following established procedures. Reasonable care in the performance of the various roles of committee members and administrators (allowing for exigencies and unanticipated problems) is sufficient to meet the requirements for procedural due process. However, the University recognizes that procedures may be deviated from due to circumstances in an individual matter. Therefore, only in cases where prejudicial failure to meet procedural guidelines is shown will there be sufficient reason for reconsideration.

The level of procedural due process required depends on the circumstances and possible sanctions that may be imposed on a student. Generally due process includes:

- **10.2.2.1** adequate notice of the charges or basis of action,
- **10.2.2.2** an impartial decision maker,
- **10.2.2.3** an opportunity to be heard,
- **10.2.2.4** an opportunity to present evidence to the decision maker,
- **10.2.2.5** a decision based on the record with a statement of the basis for the decision.

Different levels of procedural due process may be required, depending on the type of grievance or sanction that may be imposed or as otherwise required by law.

10.2.3 Substantive Due Process

Substantive due process refers to rational and professional decision making in the resolution of disputes and/or imposition of sanctions. Examples of substantive due process violations include decisions that are unsupported by evidence or are arbitrary or capricious.

10.2.4 Appeal. Some form of appeal will be provided for purposes of reviewing due process concerns, consistent with the standards outlined herein, unless prohibited by applicable law. The Student Code Procedural Committee shall create rules regarding appeal processes and make them available as described in this Section 10.1.

10.3 Jurisdiction

- 10.3.1 Scope. Generally, University jurisdiction and discipline shall be limited to conduct which that occurs on University premises, or in University activities that occur off-campus or virtually, or and that adversely affects the University community and/or the pursuit of its objectives. Off-campus behavior by students or student groups acting as official representatives of the University or utilizing the name of the University in any capacity or by students or student groups engaged in any violent behavior (as further described in PPM 3-67, Violence Prevention) may be referred by any interested party to the Dean of Students for review. Where a reasonable person would believe the behavior presents a risk to the safety or welfare of the University community or security of University property, University action may be taken and sanctions may be imposed.
- **10.3.2** Specific Issues. Procedures that foster dialogue and promote resolution between the immediate parties involved in a dispute are encouraged. Every effort should be made to resolve disputes at the lowest possible level (e.g., individual,

supervisor, department chairperson, program director, and/or dean). In all cases, students must meet designated time frames for initiating a complaint. Time frames may be extended to accommodate extraordinary circumstances. In cases not involving allegations of harassment or discrimination, the University may require students to exhaust levels of administrative review prior to proceeding to the next, unless there are unusual or extenuating circumstances that would warrant otherwise. This determination is made by the Due Process Officer. In order to promote the resolution of disputes in an efficient and effective manner, the power to resolve particular issues shall be exercised as follows:

- **10.3.2.1** Academic Issues. Academic issues generally include, but are not limited to, concerns regarding academic dishonesty, grade disputes, course sanctions, standing in restricted enrollment programs, and program completion. Academic complaints are generally reviewed within the academic program in which they arose. Whenever possible, such complaints should be resolved at the lowest level (e.g. faculty member, staff member, director, etc.). Further procedures for handling and resolving academic complaints shall be created and made available as described in this 10.1.
- **10.3.2.2** Administrative Issues. Administrative issues generally include concerns regarding residency, tuition, course waivers, credit adjustment, graduation, participation in specific activities, financial aid, parking and traffic, and residence halls. Administrative issues are generally reviewed by the administrative unit governing the issue. Further procedures for handling and resolving administrative complaints shall be created and made available as described in this Section 10.1. Financial and business obligations such as payment of tuition, parking fees, residence hall charges, financial aid, etc., are considered business transactions and are covered by legal agreements in addition to the Student Code.
- **10.3.2.3** Behavioral Issues. Unless otherwise specified herein, behavioral issues involving the alleged violation of the Student Code are generally reviewed by the Dean of Students. Further procedures for handling and resolving behavioral issues shall be created and made available as described in this Section 10.1.
- **10.3.2.4** Student Grievances Against Faculty. Grievances against an individual faculty member on grounds other than grading, course sanctions, academic dishonesty, or admission/standing in restricted enrollment programs shall be referred to the appropriate department chair, dean, vice president, or other responsible administrator for resolution according to the provisions of Section 9 of the PPM. Specific guidance with respect to this procedure should be obtained from the Due Process Officer. Individuals should submit their petitions as soon as possible but no later than six (6) months after the event or issue being contested. Where the interests of justice require, however, this time limit

may be extended with the approval of the Due Process Officer. The student's petition must contain a statement of the relief sought (desired outcome) and a short account of the facts, reasons, and rationale to support the desired outcome.

- **10.3.2.5** Student Grievances Against Staff/Administration. Whenever possible, complaints or grievances should be resolved at the lowest level possible (ie: staff member, supervisor, director, etc.). If unresolved, grievances against an individual member of the University staff or administration should be referred to the vice president having supervisory jurisdiction over the subject matter of the complaint for resolution according to the provisions of the Student Code or other relevant portions of the PPM. (See PPM 3-31a). Specific guidance with respect to this procedure should be obtained from the Due Process Officer.
- **10.3.2.6** Discrimination/Harassment. Complaints of discrimination and harassment based on "protected classifications," including sexual harassment, as more fully identified in that policy and herein, are handled in accordance with PPM 3-32, Discrimination and Harassment.
- **10.3.2.7** Criminal Activity/Civil Court Actions. The jurisdiction of federal, state, and local courts and law enforcement officials is recognized by the University with regard to criminal offenses and civil matters. Courts have jurisdiction over cases involving violations of civil and criminal law. Weber State University has jurisdiction over violations of University rules and regulations. When an act allegedly violates both civil or criminal law and University rules, there is concurrent jurisdiction. University Police have the responsibility to investigate criminal acts and enforce court orders as mandated by the requirements of their duly constituted offices. When a charge has been filed against a respondent and criminal or civil charges on the same or closely related acts are pending in a court of law, hearing proceedings under University policy may be postponed at the discretion of the appropriate hearing committee, in accordance with applicable law, after considering the arguments of the parties, and with the concurrence of the University Legal Counsel.
- **10.3.2.8** Referral Power. If jurisdiction is not clear or the issues exceed the jurisdictional scope of a particular hearing committee, the matter shall be referred to the Due Process Officer for assignment to an appropriate committee. An appropriate committee may be fashioned for specific purposes, so long as appropriate University due process procedures are followed.

11.0 SANCTIONS AND REMEDIES

11.1 General Considerations

When a sanction is imposed, the individual/group will be informed in writing of the specific action, the appeals processes available, and reasonably prompt time frames established to avail the individual/group of an appeal process, where available.

- 11.2 Sanctions Against Students: General Considerations
 - **11.2.1** Sanctions shall be imposed pursuant to administrative procedures outlined in the Weber State University PPM.
 - 11.2.2 No hearing committee may impose sanctions which exceed its specific jurisdiction. If the committee concludes that additional sanctions are warranted, it may refer the case to the Due Process Officer for further action.
 - **11.2.3** Reasonable efforts should be made to see that:
 - **11.2.3.1** The severity of sanctions imposed is reasonable in light of the violation committed;
 - **11.2.3.2** A similar range of sanctions is imposed under similar circumstances.
 - **11.2.4** Relevant factors may be considered, including but not limited to:
 - **11.2.4.1** Present attitude;
 - **11.2.4.2** Past disciplinary records of the individual/group charged with violations;
 - 11.2.4.3 Nature of the offense:
 - **11.2.4.4** Severity of any damage, injury, or harm resulting from the offense.
 - **11.2.4.5** Repeated violations or an aggravated violation of any University policy or procedure may result in the imposition of a more severe sanction.
 - **11.2.5** Attempts to commit acts prohibited by University policy may be subject to sanctions to the same extent as completed violations.

11.3 Possible Sanctions Against Students

A hearing committee is authorized to impose the following punitive disciplinary actions under this Code:

11.3.1 Academic Sanctions

- **11.3.1.1** Grade Adjustment. Receipt of a lower grade as determined and administered by the faculty member. A hearing committee may recommend this action to faculty members;
- **11.3.1.2** Loss of Credit. A hearing committee may mandate loss of credit for a particular academic course.

11.3.2 Institutional Sanctions

- **11.3.2.1** Warning. Verbal or written notice to a student that his/her conduct may be in violation of University rules and regulations and that the continuation of such conduct or actions may result in further disciplinary action;
- **11.3.2.2** Reprimand. A verbal or written censure by the faculty member or University official involved;
- **11.3.2.3** Probation. A specified period of observation and review of conduct during which the student must demonstrate compliance with University rules and regulations. Counseling or participation in specific courses or workshops may be required. Terms of probation and the probationary period will be determined at the time the sanction is imposed. Appropriate University officials shall be notified of the imposition of the sanction;
- **11.3.2.4** Denial of or Suspension from Participation in a Restricted Enrollment Program. The opportunity to participate in a restricted enrollment program may be denied or suspended;
- **11.3.2.5** Suspension of Specific Privileges. The opportunity to participate in extracurricular activities, attend University activities, or utilize facilities, resources, or services on the University premises may be suspended;
- **11.3.2.6** Suspension of Use of Specific University Services. The right to access and receive transcripts, register, etc. may be suspended for a specific period of time or until specific conditions are met;
- 11.3.2.7 Deferred Suspension. Deferred suspension is used for offenses found serious enough to warrant suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Deferred suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the Code of Student Conduct. A deferred suspension may be accompanied by a transcript remark. If, during the period of the deferred suspension, the student is again found responsible for violating any University rule or

regulation or an order of the Dean of Students or hearing committee, the student may be immediately suspended from the University;

- **11.3.2.8** Suspension. Separation of the student from the University for a specified or indefinite period of time. Temporary and/or permanent notification may appear on the student's transcript. Participation in any University-sponsored activity or the student's physical presence on the University premises may be restricted;
- **11.3.2.9** Expulsion. Permanent separation of the student from the University. A permanent indication of expulsion will be made on the student's transcript. The student can also be barred from the University premises or activities. This sanction must be approved by the Weber State University President before being implemented;

11.3.3 Monetary Sanctions

- **11.3.3.1** Forfeiture. Loss of tuition, monies due to an individual or group, and other appropriate fees may be imposed jointly with expulsion, suspension, suspension of specific privileges, probation, or restitution;
- **11.3.3.2** Restitution. Reimbursement for damage to or misappropriation of property, which may take the form of direct financial compensation, the individual obligation to perform up to twenty-five (25) hours of uncompensated work for the University, community service, or other forms of indirect compensation as outlined in the official decision;
- **11.3.3.3** Fines. Payment of up to two hundred (200) dollars in punitive fines may be required. Fines may be imposed separately or in conjunction with any other individual sanction or combination of sanctions. A portion of the fine may be suspended pending successful completion of other sanctions. Those groups or individuals who fail to pay may be subject to further sanctions.

11.3.4 Personal Development Sanctions

Requirements or recommendations for counseling and/or enrollment in specific courses or workshops may be made. If requirements are not met, probation and further sanctions may result.

11.3.5 Group Sanctions

Any single sanction or combination of sanctions listed in this Code, including the loss of Clubs and Organizations status, may be imposed against an entire group, individual group officers, or individual group members, arising from their conduct in or leadership of the group, pursuant to the provisions for personal conduct outlined in this Code. Notification of any sanction listed may be made to national affiliates and officials.

- **11.3.6** Temporary Interim/Emergency Sanctions In special circumstances, any sanction listed above may be temporarily implemented prior to a hearing.
 - **11.3.6.1** Such circumstances include situations in which there is reasonable cause to believe the continued presence of the student/student group on the University premises or at University events poses an unreasonable risk of harm to the health, safety, or welfare of the University community or its individuals, such as:
 - Inflicting bodily harm on oneself or others;
 - Inflicting serious emotional or mental distress on oneself or others;
 - Creating a substantial disruption of University functions including instruction;
 - Presenting a threat to the stability and continuance of any University function;
 - Being criminally charged with a felony;
 - Engaging in behavior that would violate PPM 3-67, Violence Prevention or Utah Code Ann. § 76-8-701, et.seq.
 - 11.3.6.2 Any student may be immediately removed from a classroom for behavior outlined in this Section 11.3.6.1 for up to one class period. If the faculty member requests removal for a longer period of time, the faculty member must notify the Dean of Students of the removal within twenty-four (24) hours of the removal with a written statement documenting the behavior necessitating the removal. The Dean of Students, or his or her designee, must review the action prior to the next time the class meets, to determine what further action(s) need(s) to be taken and will notify the faculty member and student of any disciplinary actions or recommendations. The student may not return to that class until given approval by the Dean of Students or designee, or due process has been granted as further outlined in this Section 11.3.6.
 - **11.3.6.3** Any student/student group receiving a sanction on an interim basis shall be given the opportunity for a review by the chair of the appropriate hearing committee within ten working days from the effective date of the action.
 - **11.3.6.4** If, after a review, it is determined that the student or registered student organization did not violate University policy or fall under the provisions of this emergency sanction, arrangements will be made so that any missed academic work may be made up.
 - **11.3.6.5** As soon as practical, the chair of the appropriate hearing committee will schedule a hearing to determine if temporary sanctions should become permanent.

11.3.7 Pending Civil or Criminal Actions

Civil or criminal court actions may be grounds for sanctions imposed by the University.

- **11.3.7.1** University actions in addition to formal legal action may be considered at the request of University Police or other interested parties by referral of an issue to the Due Process Officer for further action.
- **11.3.7.2** Temporary sanctions may be imposed before courts have determined guilt or civil liability based on guidelines outlined in this Code.
- **11.3.7.3** Permanent sanctions may be imposed after a court decision is reached.
- **11.3.7.4** The due process procedures and guidelines outlined in this Code must be followed in any process in which permanent sanctions or additional University sanctions may be imposed.
- 11.4 Remedy of Students: General Considerations. Subject to the concerns of academic freedom applicable in grading cases (see Section 11.5 below), if the hearing committee finds that the imposition of a sanction or other adverse institutional action is not justified, based on the greater weight of the evidence, it shall have the power to set aside the sanction or decision and to fashion an appropriate remedy.
- 11.5 Remedy of Students: Academic Freedom Considerations. No hearing committee may interfere with a faculty member's academic freedom to manage the learning process and grading evaluations within a particular course. Hearing committees may take one or more of the following actions:
 - **11.5.1** Encourage the faculty member to alter a course sanction and/or to submit a change of grade.
 - **11.5.2** Expunge relevant elements (courses etc.) of the student's academic record.
 - **11.5.3** Authorize a student to retake a particular course(s) or designated equivalent at no additional charge.
 - **11.5.4** Authorize the refund of tuition and/or full/partial student fees for a particular course(s).
 - **11.5.5** Waive relevant course(s) as requirements or prerequisites in the individual's academic program.

In cases in which the hearing committee determines that the charge of academic dishonesty has not been proven, the faculty member shall rescind any reduced grade for academic dishonesty and shall evaluate and grade the student's performance in the course, examination, or academic assignment without consideration of the charge of academic dishonesty.

12.0 AMENDMENTS

- **12.1** Amendments to this Code may be proposed by the Board of Trustees, the President of the University, the Vice President for Student Affairs, the Provost, the Due Process Officer, the Faculty Senate, the WSUSA Student Senate, or by written petition of not less than two hundred and fifty (250) members of the University community.
- 12.2 Proposed amendments shall be submitted to the Admissions, Standards, and Student Affairs (ASSA) Committee. The ASSA Committee shall, within sixty (60) working days of receiving amendment(s), publish notice of the same and solicit comment from the members of the University community via open hearings. Following these activities, the ASSA Committee shall transmit the proposed amendment(s) to the WSUSA Student Senate.
- 12.3 The WSUSA Student Senate shall consider the proposed amendment(s) and return its findings to the ASSA Committee within 60 working days. The ASSA Committee, at this point, has the responsibility to attempt to reconcile different versions of the amendment(s).
- **12.4** The ASSA Committee shall submit its proposed amendment(s) to the Faculty Senate. In the event that the proposed amendments from the WSUSA Student Senate and the WSU Faculty Senate are irreconcilable, either body may choose to submit its proposed amendment(s) to the President, with the opportunity for students and faculty to be present during such a presentation.
- **12.5** The President shall, within sixty (60) working days of receiving the proposed amendment(s), recommend either proposal without change or a modified version thereof to the Board of Trustees.
- **12.6** The Board of Trustees shall, within sixty (60) working days of receiving the proposed amendment(s) from the President, act thereon. The Board of Trustees may approve or disapprove the amendment(s), or may approve the same with modifications as it deems necessary.
- 12.7 The due process provisions of this Code shall be reviewed every three (3) years under the direction of the Due Process Officer who shall make recommendations for revisions to the Vice President of Student Affairs and the Provost. Amendments to this Code shall follow procedures outlined above. Any question of interpretation regarding the due process provisions of this Code shall be referred to the Due Process Officer for final determination in consultation with the University Legal Counsel.

Revision History	
Creation Date: 4-20-77	
Amended: 9-13-18; 4-21-21	



Proposed Revision of PPM 6-22, Student Code - clean



PPM 6-22, Student Code

Responsible Office: Dean of Students Office

1.0 PURPOSE

- 1.1 Weber State University recognizes students as adults pursuing their education and cannot assume the responsibility of parents for the conduct of students. The underlying goals of the Weber State University Student Code (Student Code or Code) are to: 1) contribute to the development of appropriate individual and group behavior and 2) encourage responsible citizenship within the University community. The administration of student policies should be conducted in a manner that will foster the ethical development and personal integrity of students and promote an environment that is in accord with the overall educational mission of the University.
- **1.2** The Weber State University Student Code is a document incorporated in the University Policies and Procedures Manual (PPM) and is available online at <u>www.weber.edu/ppm</u>.

2.0 REFERENCES

- **2.1** PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX)
- **2.2** PPM 3-34, Americans with Disabilities Act & Section 504 Requests for Accommodations
 - **2.3** PPM 3-67, Violence Prevention
 - **2.4** PPM 5-36a, Safety, Response, and Reporting (Clery)
 - **2.5** Utah Code Ann. § 76-5-107.5
 - **2.6** Utah Code Ann. § 76-8-701, et. seq.

3.0 DEFINITIONS

The following definitions have been accepted by the University to apply to the various terms used in describing the procedures of academic due process as outlined in Sections 5.0 through 12.0 below:

- **3.1** Academic Dishonesty includes, but is not limited to, those actions identified in Section 6.0.
- **3.2** Academic Disruption behaviors that, by virtue of their intensity and/or repetitiveness, substantially interfere with and materially disrupt the teaching or learning

process in a University academic activity (e.g., classroom, remote or online learning environments, lecture, lab, workshop, or other instructional activity, whether the University activity is conducted in an on-campus, off-campus, or virtual setting). This may include but is not limited to: creating noise that obstructs the learning process; repeatedly interrupting others; monopolizing or dominating discussion outside the bounds of reasonable classroom engagement after being notified of the problem; repeatedly entering and leaving the classroom without authorization; or threatening the instructor or other students. Mere expression of disagreement or differences of opinion, or of differing values or beliefs do not in and of themselves constitute academic disruption. (See section 6.4.8 and PPM 9-5.)

- **3.3 Advisor** any individual selected by the respondent or complainant to attend the prehearing conference or hearing, including legal counsel, if desired.
- **3.4 Arbitrary and capricious** a decision that is not supported by substantial evidence or exceeds the bounds of reasonableness and rationality. A decision is supported by substantial evidence if a reasonable mind could reach the same conclusion as did the decision maker based on the evidence available to the decision maker.
- **3.5 Cheating** seeking to obtain an unfair advantage by fraud, deception, or the violation of University rules or agreements.
- **3.6 Complaint** an informal accusation that a violation of University policy has allegedly occurred.
- **3.7 Complainant** any member of the University community (individual or group) who registers a complaint or files a charge. The individual who registers the complaint need not also be the individual who files an associated charge.
- **3.8 Due Process** For Clarification. Constitutional due process is afforded where a student has a property or liberty interest and procedures will comply with constitutionally defined due process of notice and an opportunity to be heard. However, all references to "due process" used herein refer only to the process the University will endeavor to provide under this policy, as described herein.
- **3.9 Due Process Officer** a member of the University administration, faculty, or staff, appointed by the President, to perform the following functions:
 - **3.9.1** Facilitate implementation of the due process provisions of the Student Code:
 - **3.9.2** Serve as a resource to members of the University community, including students, providing clarification of issues and assistance in utilizing appropriate processes related to grievances involving students;

- **3.9.3** Provide adequate orientation to the due process system, hearing formats, consultation, and assistance to those involved in the dispute resolution process involving students;
- **3.9.4** Interpret due process provisions of the Student Code in consultation with University Legal Counsel;
- **3.9.5** Maintain records of decisions and/or sanctions imposed by hearing committees:
- **3.9.6** Hear and decide all appeals filed under the provisions of this Student Code;
- **3.9.7** Report annually on the operation of this Student Code to the Vice President of Student Affairs and the Provost.
- **3.9.8** Review the due process provisions of this Code every three (3) years and make recommendations for revisions as needed to the Vice President of Student Affairs and the Provost.
- **3.10 Faculty Member** –an individual holding academic rank or title as defined in PPM 8-6.
- **3.11 Harassment** unwelcome written, verbal, or physical conduct (including virtual conduct), directed toward an individual that based on the intensity and/or repetitiveness of the conduct would cause a reasonable individual to suffer (and that actually causes an individual to suffer) physical harm or substantial emotional harm, and thereby substantially interferes with and materially disrupts the work of the university or the ability of another person to participate in or benefit from the University's programs or activities. Harassment does not include constitutionally protected activity. Discriminatory harassment based on protected categories is defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX).
- **3.12 Hazing** intentionally, knowingly, or recklessly engaging in an act, or causing another to commit an act, that endangers the mental or physical health or safety of another, including but not limited to acts described in Utah Code Ann. 76-5-107.5(2). Hazing may be further defined in University handbooks or rules applicable to specific student activities.
- **3.13 Legal Counsel** University Legal Counsel or the lawyer assigned to the University by the Attorney General's Office. The Legal Counsel will serve as a representative of the University to provide advice at any stage of the due process procedure to the Due Process Officer. It should be recognized by all parties, however, that in this assignment the University Legal Counsel serves to protect the interests of the University.

- **3.14 Organization** refers to any group of individuals who have complied with the formal requirements of registration for a University organization at Weber State University.
- **3.15 Reasonable Care** the level of performance recognized in the academic profession as reasonable in light of obligations one has assumed, competing demands upon energy and time, the nature and quality of the work, and all other circumstances that the University community, after being fully informed, would properly take into account in determining whether responsibilities have been discharged at an acceptable performance level.
- **3.16 Reasonable Cause** cause that a person of ordinary prudence would consider sufficient to justify an action under all of the circumstances.
- **3.17 Respondent** a student, faculty member, staff member, or administrator against whom a complaint has been made or a charge has been issued.
- **3.18 Sanctions** includes measures or disciplinary actions which are imposed as a penalty for the violation of University policy. The sanctions authorized under this code are defined above.
- **3.19 Student** includes all persons taking courses at the University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating this code, as well as individuals who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered "students," as are persons who are living in the University residence halls, although not enrolled in this institution.
- **3.20 Student Code** title of this provision of the PPM which set forth the rights and responsibilities and jurisdictional and due process policies and procedures applicable to students attending Weber State University.
- **3.21 University Community** includes any individual who is a student, faculty member, staff member, administrator, or any other person employed by the University.
- **3.22** University Premises includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including streets and sidewalks).
- **3.23** University Policy written regulations of the University as found in the Weber State University Policies and Procedures Manual (PPM).
- **3.24** Working Day those days which fall during an official University semester with the exception of Saturday, Sunday, and legal or University holidays.

4.0 PREFACE

- 4.1 Weber State University derives its legal authority from the State of Utah to provide programs and services to students. This authorization, established by the State Legislature, is administered by the Governor and delegated to the State Board of Higher Education, the Weber State University Board of Trustees, and the Weber State University President. The Weber State University President has the option of delegating specific elements of University authority to various entities including University administrators, faculty, staff, and student governance systems. The administration of the Student Code has been delegated to the Vice President of Student Affairs.
- **4.2** As members of the Weber State University academic community, students have significant opportunities and special privileges, but they also assume the obligations thereof. Students are responsible for becoming familiar with the Student Code.

5.0 STUDENT RIGHTS

- **5.1** Weber State University students retain and enjoy all rights guaranteed to citizens by the Constitution and laws of the United States and the Constitution and laws of the State of Utah. Examples of such rights include but are not limited to the following:
 - **5.1.1** The right of reasonable access to University facilities and programs and the right to learn free from unlawful discrimination or other arbitrary and capricious treatment;
 - **5.1.2** The right of free inquiry, expression, and assembly subject to constitutional limitations;
 - **5.1.3** The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures. Privacy rights are not absolute and are governed by this and other University policies, which outline further privacy expectations.
- **5.2** In addition to the foregoing, Weber State University will make reasonable efforts to promote an environment that provides:
 - **5.2.1** The right to form and operate an organized student government within the guidelines prescribed by the University;
 - **5.2.2** Student representation through the Weber State University Student Association (WSUSA) on University committees, councils, commissions, and other formally constituted bodies that make general policy decisions affecting students or that govern student activities and conduct;
 - **5.2.3** University due process, as described further in section 10.2;
 - **5.2.4** Procedural safeguards and privacy with respect to testing for drugs and infectious diseases;

- **5.2.5** The right to be reasonably informed about the full cost of tuition, activity fees, lab fees, etc., and about available financial aid programs, their attendant obligations, procedures, loan repayment schedules, consequences of non-payment, etc.;
- **5.2.6** The right of reasonable access to and use of University services and programs such as financial aid, orientation, counseling, academic advisement, career planning, library services, etc.
- **5.2.7** The right to competent academic instruction and advisement such that students may:
 - **5.2.7.1** Expect to complete the course work required for specific programs within a reasonable period of time and with reasonable scheduling options to meet program and institutional requirements as outlined in the University catalog;
 - **5.2.7.2** Inquire and be informed of course, program, major, and institutional requirements, and expect that such requirements will not be changed for students already enrolled in a program without reasonable alternatives being provided;
 - **5.2.7.3** Expect that courses offered will be comparable with their catalog descriptions, and that reasonable attempts will be made to offer periodically all courses listed in the catalog;
 - **5.2.7.4** Expect that program changes will be well-planned, widely communicated, and will incorporate an orderly transition from the old to the new;
 - **5.2.7.5** Receive academic credit and/or academic degrees when all specified requirements have been satisfied;
 - **5.2.7.6** Receive appropriate credit or notations for work included in faculty publications or other endeavors;
 - **5.2.7.7** Expect faculty members to conduct themselves ethically and professionally, in accordance with University policies and directives and accepted professional standards;
 - **5.2.7.8** Expect faculty members, when reasonably possible, to provide a syllabus which outlines course requirements and faculty members availability to be distributed the first week of class;
 - **5.2.7.9** Experience academic evaluation through orderly procedures and criteria, which are announced within fourteen (14) calendar days of the

first day of class and which are designed to prevent prejudice and arbitrary judgment;

- **5.2.7.10** Inquire and be informed by faculty members of sanctions they may impose in the different courses they teach for the basic types of inappropriate behavior and academic dishonesty;
- **5.2.7.11** Have access to faculty members in formal classes, during scheduled office hours, and/or by scheduling appointments;
- **5.2.7.12** Have the right of intellectual inquiry, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, class size, reasonable faculty members availability, and other exigencies defined by the University;
- **5.2.7.13** Have the opportunity, through course evaluation and/or access to the department chair, to assess the personal value of a course and make suggestions about its direction, including the opportunity to complete anonymous evaluations of both the faculty members and the instruction they have received;
- **5.2.7.14** Expect that the University or any of its departments will not require unreasonable absences from classes in order to maintain extracurricular or academic scholarships and/or positions;
- **5.2.7.15** Expect faculty members to allow students absent from class while engaged in official University activities, or students absent due to mandatory military orders that do not exceed 20% of total participation for the course, a reasonable opportunity to make up missed quizzes, exams, and/or assignments or complete some comparable activity.
- **5.2.7.16** Request a resolution of conflict between course content and the student's core-beliefs. See PPM 6-22 6.4.8.

6.0 STUDENT RESPONSIBILITIES

- **6.1** Students at Weber State University assume the personal obligation to conduct themselves in a manner that is compatible with the University's role as a public institution of higher education. By enrolling at Weber State University, students agree to maintain certain standards of conduct, which if violated, may result in the imposition of sanctions or other forms of University discipline.
- **6.2** General categories of misconduct for which students may be subjected to University discipline are listed below.
 - **6.2.1** Conduct which violates federal, state, or local law;
 - **6.2.2** Conduct which violates Weber State University rules or regulations;

- **6.2.3** Conduct which unreasonably disrupts, adversely affects, or otherwise interferes with the lawful functions of the University, or the rights of any individual to pursue an education at Weber State University;
- **6.2.4** Conduct which results in injury or damage to persons affiliated with the University or property owned or controlled by the University.
- **6.3** As members of the Weber State University community, students shall avoid conduct which violates the provisions of Section 6.2 above. Examples of such prohibited conduct include but are not limited to the following:
 - **6.3.1** Engaging in or supporting hazing, harassment, violent behavior, or other behavior as described in PPM 3-67, Violence Prevention;
 - **6.3.2** Harassment and/or discrimination based on "protected classifications" as defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct and as handled through those processes. This includes sexual assault, stalking, dating violence, or domestic violence, as those terms are defined in PPM 5-36a, Safety, Response, and Reporting (Clery);
 - **6.3.3** Disorderly, lewd, indecent, defamatory, or obscene conduct or expression on University-owned or controlled property or at University-sponsored or supervised functions or events.
 - **6.3.4** Participating in demonstrations, rallies, assemblies, performances, showings, exhibits, pickets, etc. in violation of any law or University policy;
 - **6.3.5** Distributing, publishing or posting materials, soliciting funds, selling items, engaging in commercial activity, erecting structures, exhibiting items, displaying films and videos, using official University insignia or materials, or participating in performances and activities without proper authorization or not in accordance with University policy;
 - **6.3.6** Obstructing or disrupting teaching (including engaging in academic disruption), research, administration, disciplinary procedures, computing services, other University-sponsored activities, services, or events, including public service functions:
 - **6.3.7** Deliberate interference with academic freedom and freedom of speech, including not only instructional activities, but also interference with performances, exhibits, displays, dissemination of information, demonstrations, or the freedom of any speaker invited by any segment of the University community to express views;
 - **6.3.8** Initiating or causing to be initiated any intentionally false report warning;

- **6.3.9** Leaving children unattended on University premises or allowing them to create a disruption on University premises or at University-sponsored functions;
- **6.3.10** Failing to meet contractual obligations with the University;
- **6.3.11** Knowingly violating terms of any disciplinary sanction;
- **6.3.12** Intentionally furnishing false information, including false identification;
- **6.3.13** Forging, altering, misusing, or mutilating University documents, records, identification, educational materials, or other University property;
- **6.3.14** Influencing or attempting to influence the academic process or any University administrative process through explicit or implied bribery, threats, sexual behavior, etc.;
- **6.3.15** Theft or misappropriation of property, equipment, materials, services, or data;
- **6.3.16** Theft or other abuse of computer facilities and resources, including but not limited to:
 - **6.3.16.1** Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose;
 - **6.3.16.2** Unauthorized transfer of a file;
 - **6.3.16.3** Use of another individual's identification and/or password;
 - **6.3.16.4** Use of computing facilities and resources to interfere with the work of another student, faculty member, or University official;
 - **6.3.16.5** Use of computing facilities and resources to send obscene or abusive messages;
 - **6.3.16.6** Use of computing facilities and resources in violation of state or federal law or University policies, or for any illegal purpose;
 - **6.3.16.7** Use of computing facilities and resources to interfere with normal operation of the University computing system;
 - **6.3.16.8** Use of computing facilities and resources in violation of copyright laws;
 - **6.3.16.9** Any violation of the University Acceptable Use Policy.

- **6.3.17** Knowingly possessing stolen property, equipment, materials, services, or data:
- **6.3.18** Intentionally or recklessly destroying, defacing, vandalizing, damaging, or misusing the property, equipment, materials, services, or data of the University or other University community members, or aiding, abetting, or contributing to such actions;
- **6.3.19** Unauthorized entry upon or use of University facilities, equipment, materials, data, premises, or services;
- **6.3.20** Unauthorized possession or use of a key to any University facility;
- **6.3.21** Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on University premises or use of any such items, even if legally possessed, in a manner that harms, threatens, or causes reasonable fear of imminent bodily harm;
- **6.3.22** Unlawful use, possession, distribution, sale, manufacture, or possession for purposes of distribution or sale of any controlled substance or illegal drug;
- **6.3.23** Sale, possession, manufacture, distribution, or consumption of alcoholic beverages on University premises;
- **6.3.24** Unauthorized sale, possession, manufacture, distribution, or consumption of alcoholic beverages at any official off-campus University-sponsored function or event;
- **6.3.25** Smoking in unauthorized locations on University premises in violation of state law, University, or public health regulations;
- **6.3.26** Aiding, abetting, or inciting others to commit any act prohibited by law or University policy;
- **6.3.27** Violating University parking regulations or other misuse of a vehicle which violates the law or University policy;
- **6.3.28** Refusing to respond to reasonable requests and directions from University or local government officials while in the performance of their duties, including but not limited to course directions provided orally or in writing by a faculty member;
- **6.3.29** Abuse of the Student Code system, including but not limited to:
 - **6.3.29.1** Failure to obey the notice from a University official to appear for a meeting or hearing as part of the Student Code system;

- **6.3.29.2** Falsification, distortion, or misrepresentation of information before a hearing committee;
- **6.3.29.3** Disruption or interference with the orderly conduct of a hearing committee proceeding;
- **6.3.29.4** Initiation of a Student Code proceeding in bad faith;
- **6.3.29.5** Attempting to discourage an individual's proper participation in, or use of, the Student Code system;
- **6.3.29.6** Attempting to influence the impartiality of a member of a hearing committee prior to and/or during the course of the proceeding;
- **6.3.29.7** Harassment (verbal or physical) and/or intimidation of a member of a hearing committee prior to, during, and/or after a Student Code proceeding;
- **6.3.29.8** Failure to comply with the sanction(s) imposed under the Student Code;
- **6.3.29.9** Influencing or attempting to influence another person to commit an abuse of the Student Code system.
- **6.3.30** Any other violation of clearly stated proscriptions of any legal authority or any published rule or regulation promulgated by any official, University administrator, committee, commission, or council acting within the scope of their authority.
- **6.4** In addition to the foregoing, as members of the Weber State University academic community, students shall:
 - **6.4.1** Maintain academic standards including institutional, school, departmental, program, and individual course standards;
 - **6.4.2** Maintain academic ethics and honesty. To this end, the following activities are specifically prohibited:
 - **6.4.2.1** Cheating, which includes but is not limited to the following examples:
 - Copying from another student's test;
 - Using materials during a test not authorized by the person giving the test;
 - Collaborating with any other person during a test without authorization;
 - Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test without authorization of the appropriate University official;

- Bribing any other person to obtain any test;
- Soliciting or receiving unauthorized information about any test;
- Substituting for another student or permitting any other person to substitute for oneself to take a test;
- Knowingly obtaining academic credit for work that is not one's own regardless of the source of the work;
- Knowingly involved in arranging fraudulent academic credit or false transcripts.
 - **6.4.2.2** Plagiarism, which is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers;
 - **6.4.2.3** Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit;
 - **6.4.2.4** Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process;
 - **6.4.2.5** Giving, selling, or receiving unauthorized course or test information:
 - **6.4.2.6** Using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity;
 - **6.4.2.7** Infringing on the copyright law of the United States which prohibits the making of reproductions of copyrighted material except under certain specified conditions.
- **6.4.3** Obtain the faculty member's permission at least one (1) working day before bringing any children (including infants) into a classroom, workshop, or laboratory setting. In the case of an emergency, prior approval may be sought up to the beginning of the class or activity. If the child becomes disruptive in any way during an approved visit, the responsible person must remove the child immediately;
- **6.4.4** In the absence of the faculty members, remain in the classroom at least fifteen (15) minutes from the class starting time, unless otherwise notified;
- **6.4.5** Notify their faculty members as far in advance as possible of any planned absence for participation in University-approved or requested group activities, and discuss the terms, options, and possible outcomes of these absences with faculty members;

- **6.4.6** Avoid unethical, wasteful, and/or inappropriate use of any computer system, library, or other campus resource, or interference with the productivity of other users;
- **6.4.7** Avoid misrepresentation of a research project or paper for other than its original intended usage.
- **6.4.8** Determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the faculty member. This policy does not oblige the faculty member to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the faculty member in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.
- **6.5** Any student found in violation of the aforementioned examples of dishonesty may, in addition to the appropriate academic sanctions imposed by the faculty member, have his/her name forwarded to the Dean of Students and/or other designated individuals/entities for appropriate institutional sanctions identified below. All members of the University community have the obligation to report instances of academic dishonesty to the responsible faculty member.

6.6 Recordings

- **6.6.1** Restrictions Purpose. The University restricts students' permission, as described in Sections 6.6.2, 6.6.3, and 6.6.4, to make audio or visual recordings (including still and audio recordings) of other people and instructional materials on University premises and in University sponsored activities in the furtherance of the following University interests:
 - **6.6.1.1** To protect intellectual property, privacy, and personality rights;
 - **6.6.1.2** To promote the marketplace of ideas and reasonable pedagogical concerns;
 - **6.6.1.3** To encourage the free exchange of ideas in an environment where students are learning and exploring new concepts;
 - **6.6.1.4** To prevent substantial disruptions, material interferences with activities, defamation, and illegal activity; and
 - **6.6.1.5** To promote other reasonable, important, substantial, and compelling interests. Violations of this Section 6.6 may result in any of the disciplinary actions listed in Section 11.0 and the student may be required to remove and delete such recordings.

6.6.2 Recording in Private Places. Students may not make an audio or visual recording of any person in a private place, where the person reasonably expects to be safe from casual or hostile intrusion or surveillance without the person's permission. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.

6.6.3 Academic Recording.

- **6.6.3.1** Student Responsibilities. Students must obtain a faculty member's permission before making audio or visual recordings of non-public University-sponsored academic experiences, supervised by faculty and designed to impart particular knowledge or skills to students, including classes, course related activities, and related academic meetings. Where a faculty member grants permission, students may only use these recordings for personal educational purposes unless otherwise agreed in writing by the faculty member. Students who have been granted permission to record may not share these recordings with other people through any means (e.g. sharing on social media, posting online, giving to other students, etc.) unless each recorded person gives their written permission.
- **6.6.3.2** Faculty Responsibilities. Each faculty member may grant permission to make recordings by a blanket policy established in the syllabus or on a case-by-case basis. Faculty members shall include a recording policy statement in their syllabi. This policy statement outlines the faculty member' policies on the recording and use of instructional materials. The absence of a statement in the syllabi describing restrictions on the recording and use of instructional materials by default is not permission to make these recordings.
- **6.6.3.3** Recordings for Accommodations. Where students seek to make recordings for purposes of accommodating a disability, students must contact Disability Services, who will work with the faculty member to provide an academic adjustment and will enter into a written agreement outlining parameters of use, consistent with this policy (see PPM 3-34).
- **6.6.4** Students must not make or use audio or visual recordings in any way that violates the Student Code. This includes making and using recordings in a manner that engages in prohibited behaviors described in Section 6.0, such as hazing, violence, discrimination, and cheating.
- **6.7** Weber State University reserves the right to take appropriate action against any individual or group which is found to pose an unreasonable risk of harm to the health, safety, or welfare of the University community, subject to applicable due process rights outlined herein.

7.0 STUDENT ORGANIZATIONS AND ACTIVITIES

- **7.1** Weber State University believes in student participation in the government of the institution. As constituents of the University community, students are encouraged individually and collectively to express their views concerning policy to the administration. The WSUSA constitution establishes the governing bodies for students of the University by a delegation of authority through the President of the University.
- **7.2** Student organizations may be established within the University for any lawful purpose. All organizations must register with the WSUSA. By virtue of registering as a student organization, such organizations do not become official agencies of Weber State University.

8.0 FREEDOM OF EXPRESSION

- **8.1** Academic freedom, the free flow of ideas, the right to speak, and the right to hear must be protected not only from censorship, but also from those committed to interfere with free expression through acts of disruption. It is the responsibility of all members of the University community to refrain from conduct which interferes with free speech. The University shall apply appropriate sanctions under proper procedural safeguards to those who violate this obligation.
- **8.2** Members of the University community shall have the right to freedom of speech and assembly without prior restraint or censorship, subject only to constitutional guidelines and clearly stated, reasonable, and nondiscriminatory rules and regulations.
- **8.3** By virtue of regulating the exercise of free speech on the University premises, unless expressly stated otherwise, the University does not sponsor or sanction the messages being stated or the methods of speech being used. Nothing in these regulations shall be construed as authorizing or condoning unlawful, defamatory, or obscene exercises of speech rights defined under these regulations and national, state, or local laws.

9.0 STUDENT RECORDS

- **9.1** The privacy and confidentiality of all student records shall be preserved in accordance with the law and University policy. The Family Educational Rights and Privacy Act of 1974 ("FERPA"), establishes the right of students to inspect and review their education records, and to provides guidelines for the correction of inaccurate or misleading data.
- **9.2** Students also have the right to file complaints with the Registrar concerning alleged failures by Weber State University to comply with FERPA. Questions regarding this Act and the related University policies may be referred to the Registrar.
- **9.3** The complete listing of official student records, information regarding their confidentiality, their access, and the access and/or accuracy of the challenge/hearing process, may be obtained from the Registrar.

10.0 RESOLUTION OF STUDENT CODE ISSUES AND UNIVERSITY DUE PROCESS

10.1 Overview. Procedures and hearings of all Weber State University bodies that have the potential of sanctioning students or providing relief to students will follow guidelines specified in the Student Code. Jurisdiction of bodies hearing types of grievances is as outlined in this Section 10.3. Actions that seek imposition of sanctions on staff/faculty members of Weber State University and/or its administrative entities will follow guidelines and procedures outlined in the Weber State University PPM. All other hearing bodies shall create rules outlining procedures, time frames, and due process requirements that must be consistent with the due process objectives described below and approved by the Student Code Procedural Committee. This committee shall be comprised of the Due Process Officer, the Dean of Students, a member of Faculty Executive Committee, an administrator designated by the Provost's office, and a student appointed by Student Senate, and shall be advised by University Legal Counsel. This committee shall be guided by principles of consistency, efficiency, fairness, and will be consistent with applicable law. All rules governing procedures or hearings that implicate discrimination or harassment based on protected classifications or Title IX considerations will follow rules outlined in PPMs 5-36a, 3-32, or other applicable policies. All rules created under this Section 10.3 shall be made publicly available on a website made easily accessible to all students and the University community. Students shall also be provided a hard copy of such rules, upon request to the Dean of Students.

10.2 University Due Process Objectives.

10.2.1 In General.

Due process in an academic setting is a system of procedures designed to produce fair and reasonable judgments in those situations in higher education that may yield a serious adverse action against students and other members of the University community. In general, due process seeks a clear, orderly, and fair way of rendering decisions by providing procedural and substantive safeguards. Due process furnishes the structure for a reasonable and fair administration of justice in institutions of higher learning. Complaints or charges requiring due process may be originated by an individual or group (complainant) from outside or from within the University community, yet the process itself involves the University community. It may be initiated in the interest of the University community or the public to ensure accountability under these policies.

10.2.2 Procedural Due Process

Procedural due process refers to the receipt of adequate notice, timeliness, and deliberative actions in accordance with established policies and procedures. In general, procedural due process will be deemed to have been afforded when the greater weight of evidence shows individuals took reasonable care in following established procedures. Reasonable care in the performance of the various roles of committee members and administrators (allowing for exigencies and unanticipated problems) is sufficient to meet the requirements for procedural due process. However, the University recognizes that procedures may be deviated from due to circumstances in an individual matter. Therefore, only in cases where

prejudicial failure to meet procedural guidelines is shown will there be sufficient reason for reconsideration.

The level of procedural due process required depends on the circumstances and possible sanctions that may be imposed on a student. Generally due process includes:

- 10.2.2.1 adequate notice of the charges or basis of action,
- 10.2.2.2 an impartial decision maker,
- **10.2.2.3** an opportunity to be heard,
- **10.2.2.4** an opportunity to present evidence to the decision maker,
- **10.2.2.5** a decision based on the record with a statement of the basis for the decision.

Different levels of procedural due process may be required, depending on the type of grievance or sanction that may be imposed or as otherwise required by law.

10.2.3 Substantive Due Process

Substantive due process refers to rational and professional decision making in the resolution of disputes and/or imposition of sanctions. Examples of substantive due process violations include decisions that are unsupported by evidence or are arbitrary or capricious.

10.2.4 Appeal. Some form of appeal will be provided for purposes of reviewing due process concerns, consistent with the standards outlined herein, unless prohibited by applicable law. The Student Code Procedural Committee shall create rules regarding appeal processes and make them available as described in this Section 10.1.

10.3 Jurisdiction

10.3.1 Scope. Generally, University jurisdiction and discipline shall be limited to conduct that occurs on University premises, or in University activities that occur off-campus or virtually, and that adversely affects the University community and/or the pursuit of its objectives. Off-campus behavior by students or student groups acting as official representatives of the University or utilizing the name of the University in any capacity or by students or student groups engaged in any violent behavior (as further described in PPM 3-67, Violence Prevention) may be referred by any interested party to the Dean of Students for review. Where a reasonable person would believe the behavior presents a risk to

the safety or welfare of the University community or security of University property, University action may be taken and sanctions may be imposed.

- 10.3.2 Specific Issues. Procedures that foster dialogue and promote resolution between the immediate parties involved in a dispute are encouraged. Every effort should be made to resolve disputes at the lowest possible level (e.g., individual, supervisor, department chairperson, program director, and/or dean). In all cases, students must meet designated time frames for initiating a complaint. Time frames may be extended to accommodate extraordinary circumstances. In cases not involving allegations of harassment or discrimination, the University may require students to exhaust levels of administrative review prior to proceeding to the next, unless there are unusual or extenuating circumstances that would warrant otherwise. This determination is made by the Due Process Officer. In order to promote the resolution of disputes in an efficient and effective manner, the power to resolve particular issues shall be exercised as follows:
 - **10.3.2.1** Academic Issues. Academic issues generally include, but are not limited to, concerns regarding academic dishonesty, grade disputes, course sanctions, standing in restricted enrollment programs, and program completion. Academic complaints are generally reviewed within the academic program in which they arose. Whenever possible, such complaints should be resolved at the lowest level (e.g. faculty member, staff member, director, etc.). Further procedures for handling and resolving academic complaints shall be created and made available as described in this 10.1.
 - 10.3.2.2 Administrative Issues. Administrative issues generally include concerns regarding residency, tuition, course waivers, credit adjustment, graduation, participation in specific activities, financial aid, parking and traffic, and residence halls. Administrative issues are generally reviewed by the administrative unit governing the issue. Further procedures for handling and resolving administrative complaints shall be created and made available as described in this Section 10.1. Financial and business obligations such as payment of tuition, parking fees, residence hall charges, financial aid, etc., are considered business transactions and are covered by legal agreements in addition to the Student Code.
 - **10.3.2.3** Behavioral Issues. Unless otherwise specified herein, behavioral issues involving the alleged violation of the Student Code are generally reviewed by the Dean of Students. Further procedures for handling and resolving behavioral issues shall be created and made available as described in this Section 10.1.
 - **10.3.2.4** Student Grievances Against Faculty. Grievances against an individual faculty member on grounds other than grading, course sanctions, academic dishonesty, or admission/standing in restricted enrollment programs shall be referred to the appropriate department chair,

dean, vice president, or other responsible administrator for resolution according to the provisions of Section 9 of the PPM. Specific guidance with respect to this procedure should be obtained from the Due Process Officer. Individuals should submit their petitions as soon as possible but no later than six (6) months after the event or issue being contested. Where the interests of justice require, however, this time limit may be extended with the approval of the Due Process Officer. The student's petition must contain a statement of the relief sought (desired outcome) and a short account of the facts, reasons, and rationale to support the desired outcome.

- **10.3.2.5** Student Grievances Against Staff/Administration. Whenever possible, complaints or grievances should be resolved at the lowest level possible (ie.: staff member, supervisor, director, etc.). If unresolved, grievances against an individual member of the University staff or administration should be referred to the vice president having supervisory jurisdiction over the subject matter of the complaint for resolution according to the provisions of the Student Code or other relevant portions of the PPM. (See PPM 3-31a). Specific guidance with respect to this procedure should be obtained from the Due Process Officer.
- **10.3.2.6** Discrimination/Harassment. Complaints of discrimination and harassment based on "protected classifications," including sexual harassment, as more fully identified in that policy and herein, are handled in accordance with PPM 3-32, Discrimination and Harassment.
- **10.3.2.7** Criminal Activity/Civil Court Actions. The jurisdiction of federal, state, and local courts and law enforcement officials is recognized by the University with regard to criminal offenses and civil matters. Courts have jurisdiction over cases involving violations of civil and criminal law. Weber State University has jurisdiction over violations of University rules and regulations. When an act allegedly violates both civil or criminal law and University rules, there is concurrent jurisdiction. University Police have the responsibility to investigate criminal acts and enforce court orders as mandated by the requirements of their duly constituted offices. When a charge has been filed against a respondent and criminal or civil charges on the same or closely related acts are pending in a court of law, hearing proceedings under University policy may be postponed at the discretion of the appropriate hearing committee, in accordance with applicable law, after considering the arguments of the parties, and with the concurrence of the University Legal Counsel.
- **10.3.2.8** Referral Power. If jurisdiction is not clear or the issues exceed the jurisdictional scope of a particular hearing committee, the matter shall be referred to the Due Process Officer for assignment to an appropriate committee. An appropriate committee may be fashioned for specific

purposes, so long as appropriate University due process procedures are followed.

11.0 SANCTIONS AND REMEDIES

11.1 General Considerations

When a sanction is imposed, the individual/group will be informed in writing of the specific action, the appeals processes available, and reasonably prompt time frames established to avail the individual/group of an appeal process, where available.

- **11.2** Sanctions Against Students: General Considerations
 - **11.2.1** Sanctions shall be imposed pursuant to administrative procedures outlined in the Weber State University PPM.
 - **11.2.2** No hearing committee may impose sanctions which exceed its specific jurisdiction. If the committee concludes that additional sanctions are warranted, it may refer the case to the Due Process Officer for further action.
 - **11.2.3** Reasonable efforts should be made to see that:
 - **11.2.3.1** The severity of sanctions imposed is reasonable in light of the violation committed;
 - **11.2.3.2** A similar range of sanctions is imposed under similar circumstances.
 - **11.2.4** Relevant factors may be considered, including but not limited to:
 - **11.2.4.1** Present attitude:
 - **11.2.4.2** Past disciplinary records of the individual/group charged with violations;
 - **11.2.4.3** Nature of the offense:
 - **11.2.4.4** Severity of any damage, injury, or harm resulting from the offense.
 - **11.2.4.5** Repeated violations or an aggravated violation of any University policy or procedure may result in the imposition of a more severe sanction.
 - **11.2.5** Attempts to commit acts prohibited by University policy may be subject to sanctions to the same extent as completed violations.
- 11.3 Possible Sanctions Against Students

A hearing committee is authorized to impose the following punitive disciplinary actions under this Code:

11.3.1 Academic Sanctions

- **11.3.1.1** Grade Adjustment. Receipt of a lower grade as determined and administered by the faculty member. A hearing committee may recommend this action to faculty members;
- **11.3.1.2** Loss of Credit. A hearing committee may mandate loss of credit for a particular academic course.

11.3.2 Institutional Sanctions

- **11.3.2.1** Warning. Verbal or written notice to a student that his/her conduct may be in violation of University rules and regulations and that the continuation of such conduct or actions may result in further disciplinary action;
- **11.3.2.2** Reprimand. A verbal or written censure by the faculty member or University official involved;
- **11.3.2.3** Probation. A specified period of observation and review of conduct during which the student must demonstrate compliance with University rules and regulations. Counseling or participation in specific courses or workshops may be required. Terms of probation and the probationary period will be determined at the time the sanction is imposed. Appropriate University officials shall be notified of the imposition of the sanction;
- **11.3.2.4** Denial of or Suspension from Participation in a Restricted Enrollment Program. The opportunity to participate in a restricted enrollment program may be denied or suspended;
- **11.3.2.5** Suspension of Specific Privileges. The opportunity to participate in extracurricular activities, attend University activities, or utilize facilities, resources, or services on the University premises may be suspended;
- **11.3.2.6** Suspension of Use of Specific University Services. The right to access and receive transcripts, register, etc. may be suspended for a specific period of time or until specific conditions are met;
- **11.3.2.7** Deferred Suspension. Deferred suspension is used for offenses found serious enough to warrant suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Deferred suspension is a designated period of time

during which a student is given the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the Code of Student Conduct. A deferred suspension may be accompanied by a transcript remark. If, during the period of the deferred suspension, the student is again found responsible for violating any University rule or regulation or an order of the Dean of Students or hearing committee, the student may be immediately suspended from the University;

- **11.3.2.8** Suspension. Separation of the student from the University for a specified or indefinite period of time. Temporary and/or permanent notification may appear on the student's transcript. Participation in any University-sponsored activity or the student's physical presence on the University premises may be restricted;
- **11.3.2.9** Expulsion. Permanent separation of the student from the University. A permanent indication of expulsion will be made on the student's transcript. The student can also be barred from the University premises or activities. This sanction must be approved by the Weber State University President before being implemented;

11.3.3 Monetary Sanctions

- **11.3.3.1** Forfeiture. Loss of tuition, monies due to an individual or group, and other appropriate fees may be imposed jointly with expulsion, suspension, suspension of specific privileges, probation, or restitution;
- 11.3.3.2 Restitution. Reimbursement for damage to or misappropriation of property, which may take the form of direct financial compensation, the individual obligation to perform up to twenty-five (25) hours of uncompensated work for the University, community service, or other forms of indirect compensation as outlined in the official decision;
- 11.3.3.3 Fines. Payment of up to two hundred (200) dollars in punitive fines may be required. Fines may be imposed separately or in conjunction with any other individual sanction or combination of sanctions. A portion of the fine may be suspended pending successful completion of other sanctions. Those groups or individuals who fail to pay may be subject to further sanctions.

11.3.4 Personal Development Sanctions

Requirements or recommendations for counseling and/or enrollment in specific courses or workshops may be made. If requirements are not met, probation and further sanctions may result.

11.3.5 Group Sanctions

Any single sanction or combination of sanctions listed in this Code, including the loss of Clubs and Organizations status, may be imposed against an entire group,

individual group officers, or individual group members, arising from their conduct in or leadership of the group, pursuant to the provisions for personal conduct outlined in this Code. Notification of any sanction listed may be made to national affiliates and officials.

11.3.6 Temporary Interim/Emergency Sanctions In special circumstances, any sanction listed above may be temporarily implemented prior to a hearing.

11.3.6.1 Such circumstances include situations in which there is reasonable cause to believe the continued presence of the student/student group on the University premises or at University events poses an unreasonable risk of harm to the health, safety, or welfare of the University community or its individuals, such as:

Inflicting bodily harm on oneself or others;

Inflicting serious emotional or mental distress on oneself or others; Creating a substantial disruption of University functions including instruction:

Presenting a threat to the stability and continuance of any University function;

Being criminally charged with a felony;

Engaging in behavior that would violate PPM 3-67, Violence Prevention or Utah Code Ann.

§76-8-701, et.seq.

- 11.3.6.2 Any student may be immediately removed from a classroom for behavior outlined in this Section 11.3.6.1 for up to one class period. If the faculty member requests removal for a longer period of time, the faculty member must notify the Dean of Students of the removal within twenty-four (24) hours of the removal with a written statement documenting the behavior necessitating the removal. The Dean of Students, or his or her designee, must review the action prior to the next time the class meets, to determine what further action(s) need(s) to be taken and will notify the faculty member and student of any disciplinary actions or recommendations. The student may not return to that class until given approval by the Dean of Students or designee, or due process has been granted as further outlined in this Section 11.3.6.
- **11.3.6.3** Any student/student group receiving a sanction on an interim basis shall be given the opportunity for a review by the chair of the appropriate hearing committee within ten working days from the effective date of the action.
- **11.3.6.4** If, after a review, it is determined that the student or registered student organization did not violate University policy or fall under the

provisions of this emergency sanction, arrangements will be made so that any missed academic work may be made up.

11.3.6.5 As soon as practical, the chair of the appropriate hearing committee will schedule a hearing to determine if temporary sanctions should become permanent.

11.3.7 Pending Civil or Criminal Actions

Civil or criminal court actions may be grounds for sanctions imposed by the University.

- **11.3.7.1** University actions in addition to formal legal action may be considered at the request of University Police or other interested parties by referral of an issue to the Due Process Officer for further action.
- **11.3.7.2** Temporary sanctions may be imposed before courts have determined guilt or civil liability based on guidelines outlined in this Code.
- **11.3.7.3** Permanent sanctions may be imposed after a court decision is reached.
- **11.3.7.4** The due process procedures and guidelines outlined in this Code must be followed in any process in which permanent sanctions or additional University sanctions may be imposed.
- 11.4 Remedy of Students: General Considerations. Subject to the concerns of academic freedom applicable in grading cases (see Section 11.5 below), if the hearing committee finds that the imposition of a sanction or other adverse institutional action is not justified, based on the greater weight of the evidence, it shall have the power to set aside the sanction or decision and to fashion an appropriate remedy.
- 11.5 Remedy of Students: Academic Freedom Considerations. No hearing committee may interfere with a faculty member's academic freedom to manage the learning process and grading evaluations within a particular course. Hearing committees may take one or more of the following actions:
 - **11.5.1** Encourage the faculty member to alter a course sanction and/or to submit a change of grade.
 - **11.5.2** Expunge relevant elements (courses etc.) of the student's academic record.
 - **11.5.3** Authorize a student to retake a particular course(s) or designated equivalent at no additional charge.

- **11.5.4** Authorize the refund of tuition and/or full/partial student fees for a particular course(s).
- **11.5.5** Waive relevant course(s) as requirements or prerequisites in the individual's academic program.

In cases in which the hearing committee determines that the charge of academic dishonesty has not been proven, the faculty member shall rescind any reduced grade for academic dishonesty and shall evaluate and grade the student's performance in the course, examination, or academic assignment without consideration of the charge of academic dishonesty.

12.0 AMENDMENTS

- **12.1** Amendments to this Code may be proposed by the Board of Trustees, the President of the University, the Vice President for Student Affairs, the Provost, the Due Process Officer, the Faculty Senate, the WSUSA Student Senate, or by written petition of not less than two hundred and fifty (250) members of the University community.
- 12.2 Proposed amendments shall be submitted to the Admissions, Standards, and Student Affairs (ASSA) Committee. The ASSA Committee shall, within sixty (60) working days of receiving amendment(s), publish notice of the same and solicit comment from the members of the University community via open hearings. Following these activities, the ASSA Committee shall transmit the proposed amendment(s) to the WSUSA Student Senate.
- **12.3** The WSUSA Student Senate shall consider the proposed amendment(s) and return its findings to the ASSA Committee within 60 working days. The ASSA Committee, at this point, has the responsibility to attempt to reconcile different versions of the amendment(s).
- **12.4** The ASSA Committee shall submit its proposed amendment(s) to the Faculty Senate. In the event that the proposed amendments from the WSUSA Student Senate and the WSU Faculty Senate are irreconcilable, either body may choose to submit its proposed amendment(s) to the President, with the opportunity for students and faculty to be present during such a presentation.
- **12.5** The President shall, within sixty (60) working days of receiving the proposed amendment(s), recommend either proposal without change or a modified version thereof to the Board of Trustees.
- **12.6** The Board of Trustees shall, within sixty (60) working days of receiving the proposed amendment(s) from the President, act thereon. The Board of Trustees may approve or disapprove the amendment(s), or may approve the same with modifications as it deems necessary.
- **12.7** The due process provisions of this Code shall be reviewed every three (3) years under the direction of the Due Process Officer who shall make recommendations for

revisions to the Vice President of Student Affairs and the Provost. Amendments to this Code shall follow procedures outlined above. Any question of interpretation regarding the due process provisions of this Code shall be referred to the Due Process Officer for final determination in consultation with the University Legal Counsel.

Revision History		
Creation Date: 4-20-77		
Amended: 9-13-18; 4-21-21		



BOARD OF TRUSTEES AGENDA ITEMS

MAY 19, 2022

OVERVIEW

<u>PPM 8-5, Emeritus Rank</u>, states "All faculty who are tenured, hold academic rank and retire from Weber State University are eligible for emeritus status at retirement upon recommendation of the president and approval by the Board of Trustees."

Walther Spjeldnik, Professor Emeritus of Physics

The listed faculty member has been put forward by their academic dean, reviewed by the Provost, and are recommended for Emeritus Rank by President's Council.

ACTION

It is recommended that the Trustees take action to approve the Emeritus Faculty Recommendation.



BOARD OF TRUSTEES AGENDA ITEMS

MAY 19, 2022

OVERVIEW

<u>PPM 1-18, Department Chairs</u>, and <u>PPM 1-19, Appointment of Department Chairs</u>, outline the duties and selection process of department chairs.

Michell Oki - Respiratory Therapy

The listed faculty member has been put forward by their academic deans, reviewed by the Provost, and are recommended for appointment as department chairs by President's Council

ACTION

It is recommended that the Trustees take action to approve the Department Chair Recommendation.

ACADEMIC POLICY COMMITTEE MEETING

April 20, 2022 | 8:15 a.m. Davis Campus Building D2 Room 134 | Hybrid Meeting

Trustee Members:	Excused:
Ms. Louenda Downs (Chair)	
Ms. Karen Fairbanks	
Mr. Ben Ferney	
Mr. Keith Titus	
Ms. Kearston Cutrubus	

Weber State University Representatives:

Dr. Brad Mortensen, President

Dr. Ravi Krovi, Provost

Dr. Eric Amsel, Associate Provost

Ms. Stephanie Hollist, Deputy General Counsel

Guests:

Public Attendees:

Call to Order and Identification of Any Potential or Perceived Conflicts of Interest:

The meeting was called to order at 8:18 a.m. by Ms. Louenda Downs, Chair. Chair Downs opened the meeting and asked for identification of any potential or perceived conflicts of interest. Hearing none, the chair continued through the agenda.

Agenda Items

1. Meeting Minutes Approval

Chair Downs

The committee reviewed the minutes from the March 22, 2022 Academic Policy Committee meeting.

ACTION: Upon a motion by Ms. Cutrubus to approve the meeting minutes from March 22, 2022, with a second by Mr. Ferney, the motion passed unanimously.

1. Curriculum Chair

Downs

- . Program Name Change
 - . Minor in Psychological Science

Provost Krovi explained that the proposed change brings the minor program into harmony with the recent departmental name change.

ACTION: Upon a motion by Mr. Titus to approve the Minor in Psychological Science, with a second by Mr. Ferney, the motion passed unanimously.

a. Organizational Change

Chair Downs

.Master of Education Program

Provost Krovi offered information about the proposed organizational transfer from Teacher Education to the Dean's Office, explaining that this move is patterned after the structure of the Master of Business Administration program and allows for the creation of emphases under the Master of Education program.

ACTION: Upon a motion by Mr. Ferney to approve the Master of Education Program organizational change, with a second by Ms. Fairbanks, the motion passed unanimously.

a. Graduate Degree

Chair

Downs

.Master of Science in Systems Engineering

Provost Krovi explained the proposed program, highlighting the interdisciplinary makeup. He explained that this program has been requested by Hill Air Force Base, along with other aerospace industry partners. He described plans to address increased faculty course load, explaining that many of the required courses are already taught through other programs. Provost Krovi addressed questions from the Peer Review process about the viability of the program, plans for faculty course loads, and student demand for the program. President Mortensen added that the Governor's Office of Economic Development selected WSU's program as an example of one that they hoped to develop in connection with Learn & Work grants. Trustees discussed WSU's strategies for addressing comments from other USHE institutions during the Peer Review process, affirming their support as this program meets market demand, student needs, and curricular alignment. Trustees also discussed the accreditation process for engineering programs and potential and available library resources.

ACTION: Upon a motion by Mr. Titus to approve the Master of Science in Systems Engineering, with a second by Mr. Ferney, the motion passed unanimously.

1. Policy Items Chair

Downs

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

Provost Krovi gave a brief overview of the policy and proposed changes. He explained that there were multiple categories of changes, which were discussed by trustees. Provost Krovi explained that the first change proposes adding adjunct faculty representation to Faculty Senate. Trustees discussed the voice and perspective brought to Faculty Senate by adjunct representatives, as well as WSU's approach to adjunct faculty teaching in General Education classes. The other changes in 1-13 included a clarification of the start date for the members in the Faculty Board of Review and a requirement that committee minutes have to be submitted to the executive committee.

ACTION: Upon a motion by Ms. Fairbanks to approve PPM 11-3, Faculty Senate Constitution and Bylaws, with a second by Mr. Titus, the motion passed unanimously.

a. PPM 4-21, Awarding of Transfer Credit and Credit by Examination or Petition
Provost Krovi gave a brief overview of the policy. The changes are done to ensure that
upper division courses will not be downgraded to lower division credit. He explained
that the proposed change would allow department chairs to determine upper or lower
division credit of transfer courses based on the course content, not solely on the course
numbering at the transfer institution. Trustees also discussed ongoing discussions among
USHE institutions to attempt to standardize the guidelines surrounding credit by
examination across the state.

ACTION: Upon a motion by Mr. Ferney to approve PPM 4-21, Awarding of Transfer Credit and Credit by Examination or Petition, with a second by Ms. Cutrubus, the motion passed unanimously.

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

Provost Krovi gave a brief overview of the policy and proposed changes, offering historical background around the Ranking Tenure process. He explained that the suggested changes help align the deadlines with the digital processes adopted after the last update to this policy.

ACTION: Upon a motion by Ms. Cutrubus to approve PPM 8-12, Dated Guidelines for the Ranking Tenure Review Process, with a second by Mr. Ferney, the motion passed unanimously.

1. Appointments

Downs

Chair

. Department Chairs

Provost Krovi presented the list of department chair appointments for approval.

ACTION: Upon a motion by Ms. Fairbanks to approve the Department Chair Appointments, with a second by Mr. Titus, the motion passed unanimously.

a. Emeritus Faculty

Provost Krovi presented the list of faculty nominated for emeritus designation. Chair Downs reminded trustees of the discussion around emeritus designation held at the March meeting.

ACTION: Upon a motion by Ms. Cutrubus to approve the Emeritus Faculty Appointments, with a second by Ms. Fairbanks, the motion passed unanimously.

1. Other Business:

Dr. Amsel spoke about the background and policy surrounding trustee approval of academic programs and related changes. He reviewed the different types of approval processes, including new non-degree academic programs, new degree academic programs, new academic programs out of mission, and other actions such as departmental name changes, etc. He also explained when USHE Peer Review is required. Trustees thanked Dr. Amsel for his presentation, complimenting Ms. Hollie McKeeth, Administrative Specialist III in the Provost's Office, for her work on a process flowchart. Ms. Cutrubus and Chair Downs recommended that this information be reviewed in the full board meeting.

Adjournment:

With all agenda items completed and business finished, the meeting adjourned at 9:29 a.m.