

WSU Board of Trustees

March 18, 2014

TABLE OF CONTENTS

March 18, 2014

PAGE

AGENDA..... 4

MINUTES:

Meeting - December 3, 2013 6

- President’s Report 7
- WSU Student Association President’s Report 8
- Alumni President’s Report..... 9
- Faculty Report 10
- Business Committee Report..... 11
- Personnel and Academic Policy Committee Report 13

Committee Meetings - December 3, 2013

- Business Committee 19
- Personnel and Academic Policy Committee 23

BUSINESS COMMITTEE:

- Financial Report through December 2013 24
- Financial Report through January 2014 26
- Audit Committee Report 29
- FY15 Tuition and Fees Schedules 35
- FY15 Student Fees Budget 36
- Quarterly Investment Report 39
- WSU Policy, PPM 3-38b, Staff Advisory Committee 69
- WSU Policy, PPM 3-7a, Aids Policy 74
- WSU Policy, PPM 3-6, Employment of Relatives 79
- Residential Property Purchase 81
- Quarterly Athletic Report 82
- Quarterly Construction Report 84
- Science Building Renderings 87
- Monthly Investment Report December 2013 and January 2014 88

PERSONNEL & ACADEMIC POLICY COMMITTEE:

- Stewart Library Post-Tenure Review Policy102
- Goddard School of Business & Economics Post-Tenure Review Policy109
- Lindquist College of Arts and Humanities Post-Tenure Review Policy115
- Moyes College of Education Post-Tenure Review Policy117
- COAST Promotion, Tenure and Post-Tenure Review Policy126
- Department of Visual Arts Proposed Name Change150
- Business Administration BS Management Emphasis Discontinuance153
- Communication AS Proposal155
- Associate of Arts/Japanese Proposal173
- Associate of Arts/German Proposal185
- Associate of Arts/Spanish Proposal197
- Associate of Arts/French Proposal209
- Program Reviews - Undergraduate221
- Program Reviews - Graduate349

-	Women’s Studies Name Change	386
-	WSU Policy, PPM 6-2, Admissions	388
-	WSU Policy, PPM 3-30b, Alcoholic Beverage Policy (All Employees)	393
-	WSU Policy, PPM 5-5, Tuition, Student Fees and Course Fees	395
-	WSU Policy, PPM 6-22, Student Code	398
-	Sabbatical Leave Requests	409
-	Personnel Change Reports - December 2013, January 2014 and February 2014	413
	CALENDAR OF EVENTS	417

AGENDA
WEBER STATE UNIVERSITY BOARD OF TRUSTEES
March 18, 2014
9:30 a.m.

- I. Roll Call
- II. Approval of Minutes of Meeting held December 3, 2013
- III. Ratification of Committee Minutes for December 3, 2013
- IV. President's Report
- V. WSU Student Association President's Report
- VI. Alumni President's Report
- VII. Faculty Report
- VIII. Committee Reports:
 - A. Business Committee, Scott Parson, Chair
 - Audit Committee Report
 - FY15 Tuition and Fees Schedules
 - FY15 Student Fees Budget
 - WSU Policy, PPM 3-38b, Staff Advisory Committee
 - WSU Policy, PPM 3-7a, Aids Policy
 - WSU Policy, PPM 3-6, Employment of Relatives
 - Residential Property Purchase
 - Quarterly Athletic Report
 - Quarterly Construction Report
 - B. Personnel & Academic Policy Committee, Kevin Sullivan, Chair
 - Stewart Library Post-Tenure Review Policy
 - Goddard School of Business & Economics Post-Tenure Review Policy
 - Lindquist College of Arts and Humanities Post-Tenure Review Policy
 - Moyes College of Education Post-Tenure Review Policy
 - COAST Promotion, Tenure and Post-Tenure Review Policy
 - Department of Visual Arts Proposed Name Change
 - Business Administration BS Management Emphasis Discontinuance
 - Communication AS Proposal
 - Associate of Arts/Japanese Proposal
 - Associate of Arts/German Proposal
 - Associate of Arts/Spanish Proposal
 - Associate of Arts/French Proposal
 - Women's Studies Name Change
 - WSU Policy, PPM 6-2, Admissions
 - WSU Policy, PPM 3-30b, Alcoholic Beverage Policy (All Employees)
 - WSU Policy, PPM 5-5, Tuition, Student Fees and Course Fees

- WSU Policy, PPM 6-22, Student Code

- IX. April Commencement Speaker and Honorary Degree Recipients
- X. Others
- XI. Adjourn

* * * * *

This meeting is being held in an accessible building. Individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify JoAnne Robinson, Weber State University, Ogden, UT 84408-1013 (Phone: 626-6001), at least three (3) working days prior to the meeting

Minutes
Weber State University
Board of Trustees
December 3, 2013

Trustee Members:

Ms. Bonnie Clark
Mr. Alan E. Hall, Chair
Mr. Andre Lortz
Mr. Scott Parson
Dr. Jeff Stephens
Mr. Kevin Sullivan, Vice Chair
Mr. David Wilson

Excused:

Ms. Karen Fairbanks
Mr. Nolan Karras
Mr. Steve Starks

Weber State University Officials:

Dr. Norm Tarbox, VP for Administrative Services
Dr. Mike Vaughan, Provost
Dr. Brad Mortensen, VP for University Advancement
Dr. Jan Winniford, VP for Student Affairs
Dr. Bret Ellis, VP for Information Technology
Dr. Patricia Cost, Faculty Senate Chair
Mr. John Kowalewski, Director of Media Relations
Ms. Lynette Jensen, Exempt Staff Advisory Committee
Ms. Brittney Haycock, Non Exempt Staff Advisory Committee
Ms. JoAnne Robinson, Executive Assistant, President's Office

Others Present:

Dr. Sian Griffiths, Assistant Professor, English
Ms. Brenda Stockberger, Faculty Senate Office

Press Present:

Ms. Nancy Van Valkenberg, Standard Examiner

Welcome

Minutes of November 5, 2013 Board Meetings

President’s Report

(Weber State University Ethics Bowl)

(Olene S. Walker Institute of Politics and Public Service)

(March of Dimes Teddy Bear Den)

I. Meeting convened at 9:35 a.m.

II. Chair Alan Hall welcomed those present

III. On a motion by Jeff Stephens and seconded by Andre Lortz, the minutes of the November 5, 2013 main Board of Trustees meeting were approved unanimously

On a motion by Kevin Sullivan and seconded by Scott Parson, the minutes of the November 5, 2013 Business Committee and Personnel and Academic Policy Committee were ratified unanimously.

IV. President’s Report - Provost Mike Vaughan gave a report for President Wight covering the following items:

1. The Weber State University Ethics Bowl team earned a bid to the upcoming national championship after winning the Wasatch Regional Ethics Bowl in November. Thirty-one other teams from the U.S. and Canada will compete at the national championship in Florida in February.
2. The Olene S. Walker Institute of Politics and Public Service at Weber State University continued the discussion about education in Utah with the Haven J. Barlow Fall Leadership Forum: “Learn Today, Lead Tomorrow: A Report from the Legislative Task Force on Education in Utah.”
3. Low-income, pregnant women in the Weber County area now have a new service with the opening of the March of Dimes Teddy Bear Den at the Midtown Community Health Center. The March of Dimes Utah Chapter partnered with Weber State University’s Professional

(Intergenerational Poverty in Utah Study)

Business Leaders (PBL) Chapter to bring this service to Weber County area residents in hopes that one day all babies will be born healthy.

- 4. Four Weber State University professors in the child and family studies department have partnered with the Department of Workforce Services (DWS) to study intergenerational poverty in Utah, with a focus on children.

(Veterans Appreciation Luncheon)

- 5. Weber State University honored student veterans, military members, support organizations, and their friends and families at an awards ceremony and veterans appreciation luncheon on November 11. Members of WSU’s Military Outreach and Veterans Education (MOVE) Council established the awards to recognize contributions made by individuals and organizations that support veterans.

(Big Sky Conference Cross Country Championship)

- 6. The Weber State women won the Big Sky Conference cross country championship early in November. It is their third championship in a row and sixth conference title through the years. WSU freshman Summer Harper won the individual conference title with a time of 16:54.2.

(Big Sky Conference Coach of the Year)

- 7. For the third year in a row, Weber State’s Paul Pilkington has been named the Big Sky Conference women’s cross country coach of the year. Pilkington captured the honor in a vote of the league’s coaches after guiding the Wildcats to their third-straight Big Sky title.

The detailed report is attached to these minutes.

WSUSA President’s Report

- V. President David Wilson provided a report, covering the following topics:

(Highlights)

- 1. The Student Senate helped to lift a developmental math restriction which was causing hardships for a number of students.
- 2. The Special Olympics program saw a huge turnout of participants and volunteers. There were more than 100 volunteers and the event became so large that it was

extended an additional two days to accommodate the number of athletes.

3. The Weber State Food Recovery Network has already proved to be a huge success having had over 1000 lbs. of leftover food delivered to St. Anne's homeless shelter.
4. ADP "Chalk Walk" was a huge success. Hundreds of comments were made on topics such as, "What do you think of Obamacare" and "Should Native American culture be used as mascots?"
5. Nearly Naked Mile was a huge success! There were hundreds of donations and news coverage from a number of various outlets.
6. The "Shot Series Contest" is off the ground and running. This contest gives students the chance to win \$5,000 at each halftime of this season's Men's Basketball games.
7. Programming partnered with the Charity Beyond Borders organization to help raise money for their efforts.
8. Activities, events, and initiatives have been planned out by each WSUSA Executive Office for the spring semester.
9. WSUSA, Weber State Athletics, The PACK, and the Spirit Squad are teaming up to develop more school spirit at sporting events.
10. Finals are almost underway and we are all struggling to survive the semester! Thank you for your continued support of the student body.

The detailed report is attached to these minutes.

Alumni President's Report

(Weber Historical Society Lecture)

VI. President Andre Lortz gave a report covering the following topics:

1. "Legendary Locals of Ogden: Stories of Fame and Infamy" was the topic for the Weber Historical Society

- | | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Cap and Gown Distribution) | <p>lecture. Sarah Langsdon and Melissa Johnson, who both work in the Stewart Library Special Collections recently published <i>Legendary Locals of Ogden</i>, in which they brought together some of the library’s best images to tell the stories of fame and infamy in Ogden’s community.</p> <p>2. Thirty alumni volunteers will be on hand to congratulate our Fall 2013 graduates, helping the Alumni Relations staff to hand out caps and gowns at the Lindquist Alumni Center during a two day period the week before graduation.</p> |
| (Phi Kappa Phi Honor Society) | <p>3. The WSU Alumni Association was pleased to offer two scholarship awards to the top senior and junior member of the Phi Kappa Phi Honor Society.</p> |
| (Leadership for Life) | <p>4. We held for final Leadership for Life on Thursday, November 14. Our speaker was Doug Peterson. As a sophomore, Doug helped build momentum for Weber’s change from college to university. While still a student at WSU, Doug became the youngest person ever elected to the Utah legislature.</p> |
| (Picked by The Pack) | <p>5. We started a new program in partnership with Provost Mike Vaughan called Picked By The Pack. Each week, a student caught on campus wearing Weber State apparel is randomly chosen by our Student Alumni Council to win a \$40 gift card to WSU Campus Stores.</p> |
| (Alumni Membership) | <p>6. The Alumni Association currently has 1,703 dues paying members. December is a great month for new memberships as we are able to recruit many new graduates.</p> |

The detailed report is attached to these minutes.

- | | |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Faculty Report | <p>VII. Dr. Patti Cost introduced Dr. Sian Griffiths, Assistant Professor, English. Dr. Griffiths’ novel, “Borrowed Horses” was published in October and she has participated in several book tour visits, including talking at Minnesota State about the publication process and at South Dakota about her equestrian experiences. Dr. Griffiths has been at Weber State University in the creative writing program since 2006. She</p> |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Committee Reports
(Business Committee)

was the first professor hired with both a masters and doctorate in creative writing. Another professor has been hired with an emphasis on poetry. Dr. Griffiths reported that she has prepared a proposal for a creative writing track. She conducts outreach in local schools and hope to build a creative writing fund to bring more nationally known writers to do readings at the university and the Ogden downtown area.

VIII. Business Committee - Scott Parson outlined the following matters discussed and acted upon during today's Business Committee meeting: (For a detailed report of actions taken, see the attached Business Committee minutes for December 3, 2013.)

1. Financial Reports through October - Mr. Parson stated he was impressed with the impact of declining tuition and receipts and the impact of the developmental math policy. He asked VP Norm Tarbox to provide the full board that information. VP Tarbox responded that enrollment for the full year will be down 7%, which is the largest decline in recent memory. He added that there are three main factors to this decline:
 - The change in missionary age for LDS missionaries;
 - Economy - students are taking fewer classes because they are working more;
 - Developmental programs - there have been issues with registration restrictions and the university will address them.

VP Tarbox added that the university has been planning for this decline and has adequate reserves to get through the year. Trustee Jeff Stephens asked how the decline compared to other institutions in the state. VP Tarbox responded that declines range from 1% at the University of Utah to 7% at Weber State University, Southern Utah University and Dixie State University.

Mr. Parson asked if we anticipate that the change in mission age will lead to fewer people completing college. VP Tarbox said that a he thinks a smaller percentage of people will transition directly to college because a much larger group will go on missions and then return to begin college. He added that another

argument is they will be more serious about their education when they return. Dr. Stephens said he would like to look at ways to get kids in local high schools more connected with Weber State University, through concurrent enrollment, for example. If they have already finished a few steps at Weber State they will be more likely to return to Weber State. Mr. Parson added that the need and usefulness of concurrent enrollment in high school is even more important now and that he questions whether parents really understand that and encourage their children to take advantage of the program.

Trustee David Wilson stated that the WSU Ambassadors conduct concurrent enrollment nights at all local high schools. Brittney Hancock, the Non-Exempt Staff Committee representative, told the board that she works in concurrent enrollment and they have begun several new programs, including an EDGE scholarship for students who complete 12 hours of concurrent enrollment, that provides a tuition waiver which can be deferred until after the mission is completed. She added that they have filled a new position to work directly with parents.

2. Quarterly Investment Report
3. Quarterly Athletic Report
4. Quarterly Construction Report
5. WSU Housing Services Proposed Rates for June 2013 - May 2014

On a motion by David Wilson, seconded by Kevin Sullivan, the following items were approved unanimously:

- Quarterly Investment Report
- Quarterly Athletic Report
- Quarterly Construction Report
- WSU Housing Services Proposed Rates for June 2013 - May 2014.

(Personnel and Academic Policy Committee)

Personnel & Academic Policy Committee - Kevin Sullivan outlined the following matters discussed and acted upon during today's Personnel and Academic Policy Committee meeting: (For a detailed report of actions taken, see the attached Personnel and Academic Policy Committee minutes for December 3, 2013)

1. College of Science Post Tenure Document
2. College of Social & Behavioral Science Tenure Document

On a motion by Scott Parson and seconded by Andre Lortz, the following tenure documents were approved unanimously:

- College of Science Post Tenure Document
- College of Social & Behavioral Science Tenure Document

3. Technical Sales Name Change Proposal
4. Electronics Engineering Name Change Proposal

On a motion by Andre Lortz and seconded by Bonnie Clark, the proposal to change the name of the Technical Sales Program to the Professional Sales Program and the proposal to change the name of the Electronics Engineering Program to Electrical Engineering Program were approved unanimously.

5. School of Computing Proposal - the Department of Computer Science and the Department of Network Technology and Business Multimedia will be combined into the School of Computing

On a motion by Jeff Stephens and seconded by Andre Lortz, the proposal to combine the Department of Computer Science and the Department of Network Technology and Business Multimedia into the School of Computing, was approved unanimously.

Other Business

IX. There was no other business.

Questions

X. There were no questions.

Next Meeting Date

XI. The next meeting of the Board of Trustees will be on February 4 at the Ogden campus.

Adjourn to Executive Session

XII. On a motion by Alan Hall, seconded by Kevin Sullivan and approved unanimously by roll call vote, the meeting was adjourned to executive session at 10:10 a.m., for the purpose of a discussion of the character, professional competence, or physical or mental health of an individual.

Reconvene to Public Meeting and Adjourn

XIII. The Board reconvened in open session at 10:25 a.m. Chair Alan Hall reported that no action was necessary as a result of the executive session. The meeting was adjourned at 10:28 a.m.

Minutes submitted by:

JoAnne Robinson, Secretary
WSU Board of Trustees

Charles A. Wight, President
Weber State University



**President's Report
for WSU Board of Trustees
December 3, 2013**

1. The Weber State University Ethics Bowl team earned a bid to the upcoming national championship after winning the Wasatch Regional Ethics Bowl in November. The team of five WSU students competed against 11 teams from eight different schools, including Utah State University, Westminster College, the University of Utah and Montana State University. The Intercollegiate Ethics Bowl is a national debate format competition where students develop and sharpen both their critical reasoning and public speaking skills, while gaining insight into the complex nature of contemporary moral dilemmas and scenarios. Thirty-one other teams from the U.S. and Canada will compete at the national championship in Jacksonville, Florida in February.
2. The Olene S. Walker Institute of Politics and Public Service at Weber State University continued the discussion about education in Utah with the Haven J. Barlow Fall Leadership Forum: "Learn Today, Lead Tomorrow: A Report from the Legislative Task Force on Education in Utah." Utah Speaker of the House Rebecca Lockhart, Senate President Wayne Niederhauser, Senator Stephen Urquhart (R-St. George), Representative Carol Spackman Moss (D-Holladay), and Representative Francis Gibson (R-Mapleton) joined the Walker Institution in November for a panel discussion on the future of education in Utah. The event was co-sponsored by the Ogden/Weber Chamber of Commerce, Prosperity 2020 and Education First.
3. Low-income, pregnant women in the Weber County area now have a new service with the opening of the March of Dimes Teddy Bear Den at the Midtown Community Health Center. The March of Dimes Utah Chapter partnered with Weber State University's Professional Business Leaders (PBL) Chapter to bring this service to Weber County area residents in hopes that one day all babies will be born healthy. The Teddy Bear Den, a community-based prenatal health program, is designed to promote healthy behaviors during pregnancy. Students in the nursing program as well as Spanish majors collaborated with the PBL members to work with the Midtown Community Health Center to address the needs of its clients.
4. Four Weber State University professors in the child and family studies department have partnered with the Department of Workforce Services (DWS) to study intergenerational poverty in Utah with a focus on children. The Utah Intergenerational Poverty Mitigation Act of 2012 charged the DWS in Utah with establishing and maintaining a system to

track intergenerational poverty – families that have lived in poverty for three or more generations. The initiative is focused on children but uses data-driven evidence to discover how best to rescue them out of the poverty/welfare dependency cycle. DWS reached out to Paul Schvaneveldt, chair of WSU’s child and family studies department for help in analyzing the data. Schvaneveldt and professors Daniel Hubler, Carrie Ota and Pamela Payne are examining state records, including employment history, education background, substance abuse counseling, domestic violence history, childcare history and family stability to help determine how different factors impact intergenerational poverty.

5. Weber State University honored student veterans, military members, support organizations, and their friends and families at an awards ceremony and veterans appreciation luncheon on November 11. Members of WSU’s Military Outreach and Veterans Education (MOVE) Council established the awards last year to recognize contributions made by individuals and organizations that support veterans. Vice Provost and Dean of Continuing Education Bruce Davis, who organized and chairs MOVE, said the council’s objective is to identify and eliminate obstacles veterans face when returning to school, as well as to reach out to active military organizations.
6. The Weber State women won the Big Sky Conference cross country championship early in November. It is their third championship in a row and sixth conference title through the years. WSU freshman Summer Harper won the individual conference title with a time of 16:54.2.
7. For the third year in a row, Weber State’s Paul Pilkington has been named the Big Sky Conference women’s cross country coach of the year. Pilkington captured the honor in a vote of the league’s head coaches after guiding the Wildcats to their third-straight Big Sky title.



WSUSA November Monthly Report

1. The Student Senate helped to lift a developmental math restriction which was causing hardships for a number of students.
2. The Special Olympics program saw a huge turnout of participants and volunteers. There were more than 100 volunteers and the event became so large that it was extended an additional two days to accommodate the number of athletes.
3. The Weber State Food Recovery Network has already proved to be a huge success having had over 1000 lbs. of leftover food delivered to St. Anne's homeless shelter.
4. ADP "Chalk Wall" was a huge success. Hundreds of comments were made on topics such as, "What do you think of Obamacare" and "Should Native American culture be used as mascots?"
5. Nearly Naked Mile was a huge success! There were hundreds of donations and news coverage from a number of various outlets.
6. The "Shot Series Contest" is off the ground and running. This contest gives students the chance to win \$5,000 at each halftime of this seasons Men's Basketball games.
7. Programming partnered with the Charity Beyond Borders organization to help raise money for their efforts.
8. Activities, events, and initiatives have been planned out by each WSUSA Executive Office for the spring semester.
9. WSUSA, Weber State Athletics, The PACK, and the Spirit Squad are teaming up to develop more school spirit at sporting events.
10. Finals are almost underway and we are all struggling to survive the semester! Thank you for your continued support of the student body.



Weber State University Alumni Association President's Report
WSU Board of Trustees
December 2013

- “Legendary Locals of Ogden: Stories of Fame and Infamy” was the topic for the Weber Historical Society lecture. Sarah Langsdon and Melissa Johnson, who both work in the Stewart Library Special Collections recently published *In Legendary Locals of Ogden*, in which they brought together some of the library's best images to tell the stories of fame and infamy in Ogden's community. This successful event was held on Monday, November 18 7:00 p.m.
- Cap and Gown Distribution – Thirty alumni volunteers will be on hand to congratulate our Fall 2013 graduates, helping the Alumni Relations staff to handout caps and gowns at the Lindquist Alumni Center during a two day period the week before graduation. Laptops will be set up to facilitate students taking a university exit survey for those who have not previously completed it online. All graduates will receive a free gift from the WSU Alumni Association and will also be asked to join the Alumni Association at a special graduate discount rate.
- Phi Kappa Phi Honor Society – The WSU Alumni Association was pleased to offer two scholarship awards to the top senior and junior member of the Phi Kappa Phi Honor Society. David Owen, the outstanding Junior awardee received a \$400 cash scholarship and outstanding Senior awardee, Jason Davis, received a \$600 cash scholarship. The Alumni Association is pleased to partner with Phi Kappa Phi to award these annual scholarships.
- Leadership for Life - We held our final Leadership for Life on Thursday, November 14th. Our speaker was Doug Peterson. Doug came to Weber with the intent to eventually transfer to another university but loved the experience at WSU so much that he stayed. As a sophomore, Doug helped build momentum for Weber's change from College to University. His knowledge of the legislative process and familiarity with many Senators enabled him to be an effective student lobbyist for the change. He was subsequently elected as the only WSUSA President of both Weber State *College* and *University*. The next year Doug was appointed by the Governor as the student member of the Board of Regents. During that same year, he launched his campaign for the Utah House and, at 25 while still a student at WSU, became the youngest person ever elected to the Utah legislature. His favorite accomplishment is the creation of the Utah Educational Savings Plan, which is consistently ranked among the best college savings plan in the country. It holds \$5 billion in invested funds to help more than 300,000 people pay for college
- Picked by The Pack -We started a new program in partnership with Provost Mike Vaughn called Picked By The Pack. Each week, a student caught on campus wearing Weber State apparel is randomly chosen by our Student Alumni Council to win a \$40 gift card to WSU Campus Stores. In addition to the gift card, they win a complimentary Level 2 Membership to the Student Alumni Association--which includes an Adidas "The Pack" t-shirt, membership card, Leadership for Life invitation, and subscription to the monthly SAA newsletter. One winner is selected weekly the first, second and third week of the month. All three winners will be featured in the Signpost on the fourth Wednesday of each month.
- The Alumni Association currently has 1703 dues paying members. December is a great month for new memberships as we are able to recruit many new graduates.

1. **Endowment Pool** - The balance in the portfolio on 9/30/13 was \$98,419,358. The year-to-date return on investment was 4.60%.
 2. **Cash Management Pool** - The pool's balance on 9/30/13 was \$127,944,428. The year-to-date return on investment was 0.24%.
 3. **Funds Separately Invested** - The balance on 9/30/13 was \$340,820. The year-to-date return on investment was 1.06%.
 4. **Foundation** - The balance on 9/30/13 was \$11,685,883. The year-to-date return on investment was 2.68%.
- Motion
5. On a motion by Mr. Wilson and a second by Mr. Hall, the Quarterly Investment Report was approved.
- NCAA Certification Dashboard
6. Mr. Jerry Bovee, Director of Intercollegiate Athletics, presented the NCAA Certification Dashboard. Mr. Bovee mentioned that he and Vice President Winniford worked on the 135 page self-study that was required by the NCAA several years ago. Mr. Bovee explained that this is a tool that WSU intends to use for the next five years to measure on-going compliance with requirements that emerged from the NCAA Certification process. There are 13 dashboard items that WSU reports on as an institution on a yearly basis. Mr. Bovee reviewed the dashboard with the trustees.
- Quarterly Athletic Report
7. Mr. Jerry Bovee, Director of Intercollegiate Athletics, presented the Quarterly Athletic Report. He reported on the following:
 - Mr. Bovee mentioned that the Marquardt Fieldhouse is open and is the only of its kind in the Big Sky Conference.
 - Mr. Bovee reported that the Women's Cross Country team won the Big Sky Championship title, the third - straight year.
 - Mr. Bovee also mentioned that the Women's Soccer team won the conference title.
 - Mr. Bovee reported that the basketball season is underway. The women's basketball team has won three games and the men's basketball team had their first win on Saturday night.
 - Mr. Bovee mentioned that the search for a new

Motion

Quarterly
Construction Report

football coach is underway.

8. On a motion by Mr. Hall, and a second by Mr. Wilson, the Quarterly Athletic Report was approved.
9. Mr. Kevin Hansen, Associate Vice President for Facilities and Campus Planning presented the Quarterly Construction Report. He reported on the following:
 - Mr. Hansen reported that the **Davis Campus Second Building** construction is complete. The LDS Institute will be completed by the end of December.
 - **Wildcat Village Building #3** - Mr. Hansen reported that construction is complete and the building is occupied.
 - **New Science Building** - Mr. Hansen mentioned that VCBO has been selected as the design architect and they are well into the design process. Mr. Hansen believes that this building is going to be spectacular! The building will be 175 thousand square feet building set in a prominent place on campus. The Board of Regents ranked this project #1 on the list of Higher Ed. Capital Projects, and the Building Board ranked the project #1 on the list of State Development projects. If funding is approved during the 2014 Legislative Session, construction will begin next summer.
 - **Public Safety Building** - R&O Construction began clearing the site for the new building, which is scheduled for completion by Summer 2014.
 - **Wildcat Center** - Construction was completed in September and the facility is now open.
 - **Weber County Ice Sheet Expansion** - Mr. Hansen reported that construction is complete and the facility is in use.
 - **WSU Downtown Project** - Mr. Hansen mentioned that the downtown project is complete. The retail space will have a grand opening to coincide with the 125th Anniversary Celebration on January 7th.
 - **Stewart Library Renovation** - Mr. Hansen reported that there has been extensive planning to re-purpose the library. WSU is in the process of getting input from campus stakeholders, and will seek Board of Regent and Building Board approval before moving

forward.

Motion

10. On a motion by Mr. Wilson and a second by Mr. Hall, the Quarterly Construction Report was approved.

WSU Housing
Services Proposed
Rates for June 2013
through May 2014

11. Dr. Jan Winniford, Vice President for Student Affairs, and Dr. Daniel Kilcrease, Director of Housing and Residence Life, presented the WSU Housing Services Proposed Rates and answered questions from the trustees.

Motion

12. On a motion by Mr. Hall, and a second by Mr. Wilson, the WSU Housing Services Proposed Rates were approved.

Monthly Investment
Report

13. Vice President Tarbox presented the Monthly Investment Report. He mentioned that WSU is in compliance with the State Money Management Act, and Board of Regents Policy.

Motion

14. On a motion by Mr. Wilson, and a second by Mr. Hall, the Monthly Investment Report was approved.

Adjournment

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

Board of Trustees
Personnel and Academic Policy Committee
December 3, 2013

Minutes

Members present: Bonnie Clark, Andre Lortz, Jeff Stephens, Michael Vaughan

Guests present:

1. Personnel Changes were presented to the committee.
2. The College of Science Tenure Document was recommended to the full board on a motion by Andre Lortz, seconded by Bonnie Clark.
3. The College of Social & Behavioral Sciences Tenure Document was recommended to the full board on a motion by Andre Lortz, seconded by Bonnie Clark.
4. Professional Sales name change was recommended to the full board on a motion by Jeff Stephens, seconded by Andre Lortz.
5. Electronics Engineering name change proposal was recommended to the full board on a motion by Jeff Stephens, seconded by Andre Lortz.
6. School of Computing Proposal was recommended to the full board on a motion by Jeff Stephens, seconded by Andre Lortz.

FINANCIAL REPORT

Financial Report through December 2013 - This report includes six months of activity since the close of the 2012-2013 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2013-2014 fiscal year.

It is recommended that the financial report be approved.

Weber State University
Cash Basis Summary of Operations
For the Month Ended December 31, 2013
50 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)	\$137,534,800	42.07 %	\$9,440,790	\$57,862,240	\$53,977,649	7.20 %	\$125,903,976
Athletics	3,041,516	48.52 %	247,515	1,475,637	1,403,889	5.11 %	3,055,472
Educationally Disadvantaged	437,285	35.43 %	30,431	154,948	182,022	(14.87) %	347,098
Total State Appropriated Funds	141,013,601	42.19 %	9,718,736	59,492,825	55,563,560	7.07 %	129,306,546
Net Funds Available for Expenditure	\$141,013,601	42.19 %					
Other Unrestricted Funds							
Institutional Discretionary			405,780	944,750	666,639	41.72 %	840,497
Continuing Education Programs			1,292,509	3,857,220	3,314,052	16.39 %	7,082,440
Shop Funds			747,714	4,529,405	4,270,203	6.07 %	10,616,884
Service Enterprises			326,237	2,152,320	1,872,505	14.94 %	4,299,422
Auxiliary Enterprises			1,389,622	11,011,030	10,318,819	6.71 %	19,984,563
Athletics			655,770	4,030,094	3,667,405	9.89 %	5,279,510
Self Supporting/Miscellaneous			376,363	1,339,567	1,361,239	(1.59) %	2,837,632
Total Other Unrestricted Funds			5,193,995	27,864,386	25,470,862	9.40 %	50,940,948
Restricted Funds							
Grants and Contracts			12,313,735	29,321,399	31,438,206	(6.73) %	39,894,153
Gifts			1,165,733	4,313,349	3,773,144	14.32 %	9,962,014
Total Restricted Funds			13,479,468	33,634,748	35,211,350	(4.48) %	49,856,167
Other Funds							
Agency Funds			16,068,940	36,906,978	47,057,318	(21.57) %	58,420,382
Associated Students			455,617	2,593,433	2,637,259	(1.66) %	6,206,538
Plant Funds			3,300,174	24,258,380	16,705,833	45.21 %	39,902,028
Total Other Funds			19,824,731	63,758,791	66,400,410	(3.98) %	104,528,948
Total All Funds			\$48,216,930	\$184,750,750	\$182,646,182	1.15 %	\$334,632,609

FINANCIAL REPORT

Financial Report through January 2014- This report includes seven months of activity since the close of the 2012-2013 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2013-2014 fiscal year.

It is recommended that the financial report be approved.

Weber State University
Cash Basis Summary of Operations
For the Month Ended January 31, 2014
58.33 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)	\$137,534,800	49.28 %	\$9,915,084	\$67,777,324	\$63,335,448	7.01 %	\$125,903,976
Athletics	3,041,516	59.85 %	344,601	1,820,238	1,640,557	10.95 %	3,055,472
Educationally Disadvantaged	437,285	43.83 %	36,723	191,671	211,089	(9.20) %	347,098
Total State Appropriated Funds	141,013,601	49.49 %	10,296,408	69,789,233	65,187,094	7.06 %	129,306,546
University of Utah one-time Reallocation	208,800						
Net Funds Available for Expenditure	\$141,222,401	49.42 %					
Other Unrestricted Funds							
Institutional Discretionary			124,892	1,069,642	677,020	57.99 %	840,497
Continuing Education Programs			572,210	4,429,430	3,773,612	17.38 %	7,082,440
Shop Funds			640,029	5,169,434	4,903,921	5.41 %	10,616,884
Service Enterprises			395,162	2,547,482	2,267,671	12.34 %	4,299,422
Auxiliary Enterprises			2,820,247	13,831,277	12,494,115	10.70 %	19,984,563
Athletics			363,284	4,393,378	4,364,315	0.67 %	5,279,510
Self Supporting/Miscellaneous			307,860	1,647,427	1,494,179	10.26 %	2,837,632
Total Other Unrestricted Funds			5,223,684	33,088,070	29,974,833	10.39 %	50,940,948
Restricted Funds							
Grants and Contracts			2,095,321	31,416,720	33,897,220	(7.32) %	39,894,153
Gifts			542,785	4,856,134	4,458,667	8.91 %	9,962,014
Total Restricted Funds			2,638,106	36,272,854	38,355,887	(5.43) %	49,856,167
Other Funds							
Agency Funds			3,368,771	40,275,749	51,185,655	(21.31) %	58,420,382
Associated Students			428,446	3,021,879	3,032,635	(0.35) %	6,206,538
Plant Funds			1,091,092	25,349,472	18,513,950	36.92 %	39,902,028
Total Other Funds			4,888,309	68,647,100	72,732,240	(5.62) %	104,528,948
Total All Funds			\$23,046,507	\$207,797,257	\$206,250,054	0.75 %	\$334,632,609

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

<u>Report Heading</u>	<u>Heading Description</u>
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

AUDIT COMMITTEE REPORT

Attached is a copy of the minutes from the December 3, 2013, Board of Trustees Audit Committee Meeting.

**Meeting Notes
Weber State University
Board of Trustees
Audit Committee**

December 3, 2013

Members Present:

Mr. Alan Hall, Acting Chair
Ms. Angie Duff
Mr. Sherm Smith
Mr. Kevin Sullivan

Excused:

Nolan Karras

Weber State University Officials Present:

Dr. Norm Tarbox, Vice President for Administrative Services
Dr. Mike Vaughan, Provost
Dr. Jan Winniford, Vice President for Student Affairs
Mr. Bryce Barker, Director of Internal Audit
Mr. Rich Hill, University General Counsel
Mr. Steve Nabor, Senior Associate Vice President for Financial Services
Dr. Bruce A. Bowen, Associate Provost for Enrollment Services
Mr. Jed Spencer, Director of Financial Aid & Scholarships
Mr. Ron Smith, Director of Operations/Controller
Mr. Wendell Rich, Director of Financial Reporting & Investments

Mrs. JoAnne Robinson, Secretary

Others Present:

Greg Hastings, Utah State Auditors Office

Welcome and Introductions	1.	The meeting convened at 10:50 a.m. in Room 201, Davis Building 3 at the Weber State University Davis campus. Mr. Hall welcomed all those present and reported that he would be acting as chair of the committee at the request of Nolan Karras.
Approval of Meeting Notes	2.	On a motion by Sherm Smith and seconded by Angie Duff, the meeting notes for the September 3, 2013 Audit Committee meeting were approved unanimously after one change was made.
Office of the Utah State Auditor Reports	3.	a. Greg Hastings from the Office of the State Auditor reported on the Independent State Auditor’s Report on Weber State University’s Financial Statements and on the Government

Intercollegiate
Athletic
Programs
Agreed-Upon
Procedures
Report for the
Year Ended
June 30, 2013

Student
Financial
Assistance
Program and
Career &
Technical
Education
Program/Single
Audit
Management
Letter

Auditing Standards Report for the Year Ended June 30, 2013. He reported they had issued an unqualified opinion and their review found appropriate controls and procedures were in place for areas tested. They had no issues or disclosures to report to the committee and appreciated working with Weber State personnel.

Alan Hall congratulated the Financial Services management team on the clean audit.

- b. Ron Smith discussed the Intercollegiate Athletic Programs Report. This audit is required by the NCAA and is not a standard audit but is based on agreed upon procedures to review the financial position of Athletics. The report shows the athletic program financial position is strong and stable. He mentioned ticket sales revenue in 2013 were down a little due to changes in the football program, Damien Lillard going to the NBA and WSU had hosted the College Insider tournament in the Dee Events Center the previous year which had resulted in the largest crowd attendance in a long time. The state auditors had no exceptions, findings or recommendations for this report.

Alan Hall noted the university basically loses money in each sport category, but is saved by student fees and funds provided by the university. VP Tarbox remarked that one charge that has been given to Jerry Bovee, the Athletic Director is to cap institutional funding and raise revenue.

- c. Steve Nabor introduced this report and stated there were two minor recommendations in this audit. One of the recommendations, however, is subject to differences of interpretation of reporting requirements. Jed Spencer, Director of Financial Aid, said that the first recommendation involved timely reporting of students graduating. We are required to report when a student ceases to be enrolled. The State auditors said we have to report that a student has graduated when they complete course work. We report when we can make the determination that they have graduated. Bruce Bowen added that we have increased reporting to twice a month instead of just once a month.

The second recommendation related to ensuring loan disbursement notifications are sent out in a timely manner.

This issue was reported as being resolved.

Weber State
University 2013
Annual
Financial Report

4. Wendell Rich reviewed the university's annual financial report with the committee. He highlighted some of the advancements for the year, including WSU being named No. 1 public university in the state for return on investment. He pointed out a 15% increase in net position for the year. He added that endowments surpassed \$100 million for the first time. He outlined major construction projects: Residential Life Complex, Wildcat Center for Health Education & Wellness, Weber County Sports Complex and the Professional Classroom Building at the Davis Campus.

VP Tarbox informed the committee that a ratio analysis would be presented in February or March. Alan Hall asked how WSU compares to other similar universities. VP Tarbox answered that we compare very well. Weber State is the only institution in Utah with a no risk factor.

Internal Audits

(Scheduled
Audits)

5. Bryce Barker reported on the following audits:

Provost Office

Mr. Barker reported that there were minor issues relating to desk top computer security and equipment inventory. Provost Mike Vaughan suggested that better training should be provided for desk top computer security. Employees are currently not provided training to check their own computers. This training issue is being addressed by the university. A follow-up audit will be conducted in six months.

Outreach/Retention Programs

This audit involved a review of seven areas. The audit identified issues with account reconciliations, program application forms not on file or forms missing parent approval signatures, improper use of cell phones by hourly students to log in TAS and other concerns. The department is in the processes of resolving the identified issues. A follow-up audit will be conducted in six months.

Student Health Center

Mr. Barker reported that segregation of duties associated with pharmacy drugs was the main concern in this audit. One individual was in charge of purchasing and the sale of drugs as well as performing inventory counts. He also mentioned a concern relating to the storage of patient files. The files are stored in a locked room but they are not stored in locked cabinets and could be accessed by janitors. The health center will make sure they are in compliance with

federal regulations. A follow-up audit will be performed in six months.

On a motion by Sherm Smith, seconded by Angie Duff and approved unanimously, the following audits will remain open for six months for further review:

- Provost Office
- Outreach/Retention Programs
- Student Health Center

University Investments

Mr. Barker reported this is an annual audit required by the Utah State Board of Regents. The audit found the university is in compliance with Board of Regent and other applicable policies and university investments are fairly presented in a report provided to the Board of Regents. There were no recommendations made in this audit.

Institutional Discretionary Funds

This audit is also required by the Utah State Board of Regents policy. The audit found the university is in compliance with Board of Regent policy and the report of discretionary funds provided to the Board of Regents is fairly presented. There were no audit recommendations in this audit.

On a motion by Kevin Sullivan, seconded by Sherm Smith and approved unanimously, the following audits will be closed:

- University Investments
- Institutional Discretionary Funds

Other Audits/
Investigations

6. **Requested P-Card Audit**

Mr. Barker reported they had finished a requested review of an individual's p-card purchases. The individual was required to pay back approximately \$1,000 to the university for unauthorized purchases for upgrades in airfare, rental cars and other items. It was difficult to determine if the individual lacked an understanding of university policies or disregarded them. The purchasing card was turned off for four months and the individual re-attended p-card training. The card has now been reactivated and Accounting Services will now assume responsibility for reconciling his card. Internal Audit will perform another review of his charges in six months.

BOT Audit
Committee
Annual Report

7. The Board of Regents requires BOT audit committee chairs or representatives to present an annual written and oral report. Mr Barker briefly reviewed this report with the committee. Weber representatives are scheduled to meet with the Regents on January 23 to present this report to the regents.

FY15 TUITION AND FEE SCHEDULES

The Legislature is still in session. This item will be hand-carried to the Board of Trustee Business Committee Meeting on March 18, 2014.

FY15 STUDENT FEES BUDGET

Included here is a proposed Student Fees Budget for WSU for FY15. It has been prepared with input from the Student Fee Recommendation Committee which consists primarily of WSU students. The budget this year includes a 2% increase. The allocation of these fees has been reviewed and endorsed by WSU's President's Council.

The attachment outlines how student fees would be allocated in FY2015. In addition, a \$5.00 per semester increase in the student support fee to support tutoring is recommended.



MEMORANDUM

DATE: February 25, 2014
TO: President's Council
SUBJECT: SFRC Recommendations for 2014-15

The attached spreadsheet represents the deliberations and recommendations of the Student Fee Recommendation Committee for fiscal year 2014-15. The committee recommends a total allocation of \$8,653,489 to the organizations/departments listed. This includes \$177,534 in new base funds, one-time allocations of \$24,555, plus an additional \$92,168 which is being held in reserve to fund (1) benefit increases, (2) salary increases, and (3) scholarships equal to the level of tuition increases. Once these factors are finalized, funds will be added to the appropriate unit budgets accordingly.

Please let us know if you need any additional information. Thank you.

A handwritten signature in purple ink that reads "Jan Winniford".

Jan Winniford, Ph.D.
Vice President for Student Affairs

A handwritten signature in purple ink that reads "David Wilson".

David Wilson
Student Body President

2014-2015 STUDENT FEE RECOMMENDATION COMMITTEE

DEPARTMENT	2013-14 Total Base Allocation	2014-15 Base SFRC Allocation Increase	2014-15 Base One-Time Increase	2014-15 Reserve Fund One-time Increase	SFRC Base Allocation
Athletics	\$2,009,728	\$12,500			\$2,022,228
Campus Recreation	\$993,936	\$7,000			\$1,000,936
Center for Community Engaged Learning	\$144,915	\$3,200			\$148,115
Children's School	\$124,354	\$0			\$124,354
Computer Labs	\$387,442	\$4,185			\$391,627
Counseling & Psychological Services Center	\$502,267	\$0			\$502,267
Davis Learning Center	\$142,718	\$6,000			\$148,718
Davis Services	\$64,040	\$5,000	\$2,600		\$69,040
Debate	\$61,934	\$2,500			\$64,434
Disabilities Services	\$87,296	\$0			\$87,296
Ethics Bowl/ Mock Trial	\$32,500	\$0			\$32,500
Health Center	\$821,829	\$11,500			\$833,329
Honors Program	\$0	\$500		\$1,500	\$500
Metaphor (Literary Magazine)	\$9,482	\$0			\$9,482
Multicultural Student Center	\$39,467	\$0		\$0	\$39,467
Nontraditional Student Center	\$238,129	\$22,165			\$260,294
Performing Arts	\$148,754	\$7,500		\$0	\$156,254
Radio Station KWCR	\$33,729	\$0		\$18,392	\$33,729
Shepherd Union Building	\$983,004	\$27,680			\$1,010,684
Signpost	\$129,831	\$0			\$129,831
Special Needs fund	\$44,035	\$26,404			\$84,752
Stromberg Customer Service Center	\$77,500	\$0	\$4,500		\$77,500
Student Involvement & Leadership	\$980,954	\$11,000			\$991,954
Sustainability Fund	\$16,000	\$0			\$16,000
TV Station	\$17,000	\$0			\$17,000
Undergraduate Research	\$25,491	\$0		\$4,163	\$25,491
USA Today Collegiate Readership Program	\$7,500	\$0			\$7,500
UTA Ed Pass	\$166,800	\$8,300			\$175,100
Veterans Services	\$8,910	\$0		\$500	\$8,910
Visual Arts	\$14,313	\$15,000			\$15,000
Women's Center	\$69,179	\$0			\$69,179
1-800-Line	\$750	\$0			\$750
TOTALS	\$8,383,787	\$170,434	\$7,100	\$24,555	\$8,554,221

Base one-time	\$7,100
Hold back est.	\$92,168
	<u>\$8,653,489</u>

QUARTERLY INVESTMENT REPORT

This report includes the investment activities of the university and its component units for the second quarter of 2013-2014.

Weber State University
Investment Summary
For the Six Months Ending December 31, 2013

Exhibit A
Investment Summary at Market Value

Components of Change						Total Realized & Unrealized Income
Investment Type	Balance 30-Jun-13	Net Change	Unrealized Gain/(Loss)	Balance 31-Dec-13	Accrued Income	
Endowment Pool	\$94,386,565	\$688,771	\$8,718,794	\$103,794,130	\$523,359	\$9,242,153
Cash Management Pool	106,476,670	2,382,396	(97,903)	108,761,163	558,660	460,757
Total Investment Pool	200,863,235	3,071,167	8,620,891	212,555,293	1,082,019	9,702,910
Funds Separately Invested	337,200	1,175,221	18,600	1,531,021		18,600
Foundation	11,430,631	348,573	564,844	12,344,048	419,434	984,278
Total of All Pools	\$212,631,066	\$4,594,961	\$9,204,335	\$226,430,362	\$1,501,453	\$10,705,788

Performance Summaries				
Measures	Endowment Pool	Cash Management Pool	Funds Separately Invested	Foundation Funds
Average Invested Balance	\$98,076,339	\$120,289,664	\$342,568	\$11,917,392
Return on Investment - quarter	5.66%	0.14%	4.27%	5.51%
Return on Investment - year-to-date	10.52%	0.38%	5.43%	8.26%
Annualized Return on Investment	21.04%	0.77%	10.86%	16.52%
Average Years to Maturity	--	1.74	--	--

Notes:

-For reporting consistency to the State Board of Regents, investment activity is reported in three categories: (1) Investments Pools, (2) Funds Separately Invested, and (3) Weber State University Foundation.

-INVESTMENTS POOLS: University funds available for investment are classified into two separate pools. The pools consist of an Endowment Pool and a Cash Management Pool. Each pool has an investment strategy to optimize return with minimum risk.

-FUNDS SEPARATELY INVESTED: Certain University funds are "separately invested" because of donor restrictions. Securities separately invested are each identifiable to a specific University account. Earnings on these securities are credited directly to each account.

-FOUNDATION: Funds are held separate from the University and investment activity is reported in four categories: (1) Restricted Funds Managed Externally, (2) Restricted Gift Annuity Pool, (3) Restricted Funds Managed by Institution and (4) Unrestricted Funds Managed by Institution.

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

Exhibit B
WSU Endowment Fund

Balance as of December 31, 2013 Market Value: \$103,794,130

Key Utah State Board of Regents Policy

- If gift comes with certain investment conditions then those conditions apply, otherwise Utah State Board of Regents policy applies
- Instruments allowed in pool are mutual funds of certain size and quality, equities (with limitations), corporate fixed-income securities, and alternatives (with limitations), agency fixed income securities
- No more than 75% of fund may be in equity securities
- No more than 30% of the fund may be in alternative assets

Key WSU Policy Provisions

- Maximize purchasing power / protection and safety of principal

Current Pay-out Policy

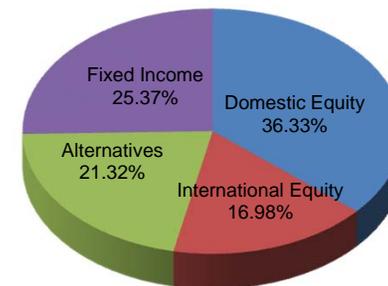
- Allocations will be distributed quarterly
- The average fair value per unit is determined for the previous 12 quarters
- A fixed percentage, currently 4% annual rate, is applied to the average value per unit

Management of Funds

- Managed by WSU

Allocation	Target	Current	Diff
Domestic Equity:	32.0%	36.33%	4.33%
International Equity:	18.0%	16.98%	-1.02%
Alternatives:	25.0%	21.32%	-3.68%
Fixed Income:	25.0%	25.37%	0.37%

WSU Endowment Summary



Investment Type	Target Allocation	31-Dec-13	
		Market Value	Allocation
Domestic Equity	32.0%	\$37,704,442	36.33%
International Equity	18.0%	17,622,728	16.98%
Alternatives	25.0%	22,130,868	21.32%
Fixed Income	25.0%	26,336,092	25.37%
Total	100.0%	\$103,794,130	100.00%

Target Allocation	30-Jun-13		30-Jun-12		30-Jun-11	
	Market Value	Allocation	Market Value	Allocation	Market Value	Allocation
32.0%	\$32,757,799	34.71%	\$23,778,764	31.74%	\$31,922,009	42.44%
18.0%	14,487,252	15.35%	11,019,427	14.71%	14,449,685	19.21%
25.0%	20,577,434	21.80%	18,269,051	24.38%	7,077,397	9.41%
25.0%	26,564,080	28.14%	21,855,775	29.17%	21,767,850	28.94%
100.0%	\$94,386,565	100.00%	\$74,923,017	100.00%	\$75,216,941	100.00%

Investment Type	Target Allocation	30-Jun-10	
		Market Value	Allocation
Domestic Equity	36.0%	\$22,621,015	36.39%
International Equity	16.0%	10,047,699	16.17%
Alternatives	19.0%	7,996,776	12.87%
Fixed Income	29.0%	21,489,899	34.57%
Total	100.0%	\$62,155,389	100.00%

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

Schedule B - 1
Endowment Fund Detail

Cash Equivalents, Equities & Fixed Income							
Description	Book Value	Market Value 30-Jun-13	Market Value 31-Dec-13	Coupon Yield %	Yield to Maturity %	Year To Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Cash Equivalents							
Utah Public Treasurers' Pool	\$1,336,407	\$2,111,074	\$1,336,407			\$0	\$0
State Street Inst US Govt Money Mkt	0	729,777	0			0	0
CF Utah Public Treasurers' Pool	4,793,002	0	4,793,002			0	0
Demand Deposit	140,961	250,021	140,961			0	0
Total Cash Equivalents	6,270,370	3,090,872	6,270,370			0	0
Strategic Solutions Equity	3,702,977	4,573,327	5,205,693			580,533	1,502,716
Multi-Strategy Equity	0	16,575,349	0			0	0
International Equity	8,043,993	7,494,804	10,551,782			1,543,464	2,507,789
Commodities	2,369,201	2,801,017	2,213,552			9,659	(155,649)
Realty Investors	1,118,316	9,011	1,228			(2,870)	(1,117,088)
High Quality Bond	6,590,604	17,088,606	7,525,615			(444,848)	935,011
Real Return Bond (TIPS)	615,902	1,130,493	615,705			(22,023)	(197)
All Cap Equity	9,781,214	5,857,166	14,130,549			1,845,923	4,349,335
Core Equity	12,756,769	9,187,389	18,363,427			2,678,670	5,606,658
Global Hedged Equity	4,360,580	2,944,271	5,808,852			377,950	1,448,272
Relative Value & Event Driven	5,040,930	6,296,282	6,554,175			257,893	1,513,245
Natural Resources	4,564,865	3,981,179	5,090,934			516,402	526,069
Diversifying Company	1,564,075	1,678,621	1,879,784			59,872	315,709
Global Distressed Investors	414,491	607,357	561,826			(5,525)	147,335
Global Bond	3,447,618	5,300,509	3,787,005			(245,791)	339,387
Emerging Markets Index	6,611,865	5,770,312	7,022,887			623,809	411,022
Credit-WAMCO	4,592,956	0	5,297,695			704,739	704,739
Intermediate Term Fund	2,672,114	0	2,913,051			240,937	240,937
Total Equities, & Fixed Income	78,248,470	91,295,693	97,523,760			8,718,794	19,275,290
Total Cash Equivalents, Equities, & Fixed Income	\$84,518,840	\$94,386,565	\$103,794,130			\$8,718,794	\$19,275,290

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

Schedule B - 2
Endowment Fund Detail - Earnings Summary

Description	Year To		Total Realized/ Unrealized Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Estimated Annual Return On Investment at Market
	Date Unrealized Gain/(Loss)	Accrued Income					
Cash Equivalents, Equities & Fixed Income							
Cash Equivalents							
Utah Public Treasurers' Pool	\$0	\$3,323	\$3,323	\$1,327,009	0.12%	0.25%	0.50%
State Street Inst US Govt Money Mkt	0	0	0	152,723	0.00%	0.00%	0.00%
CF Utah Public Treasurers' Pool	0	8,002	8,002	4,789,045	0.12%	0.17%	0.35%
Demand Deposit	0	(4,334)	(4,334)	267,860	0.01%	0.03%	0.06%
Total Cash Equivalents	0	6,991	6,991	5,373,911	0.12%	0.13%	0.26%
Strategic Solutions Equity	580,533	51,833	632,366	4,794,014	9.96%	13.83%	27.66%
Multi-Strategy Equity	0	(4,957)	(4,957)	8,710,884	0.00%	0.00%	0.00%
International Equity	1,543,464	48,815	1,592,279	9,215,515	6.16%	18.71%	37.42%
Commodities	9,659	2,399	12,058	4,947,735	-1.34%	0.55%	1.10%
Realty Investors	(2,870)		(2,870)	7,613	0.00%	0.00%	0.00%
High Quality Bond	(444,848)	114,964	(329,884)	9,881,762	0.44%	0.84%	1.68%
Real Return Bond (TIPS)	(22,023)	1,508	(20,515)	795,986	-2.22%	-1.69%	-3.38%
All Cap Equity	1,845,923	62,283	1,908,206	10,711,949	10.14%	18.62%	37.24%
Core Equity	2,678,670	142,987	2,821,657	14,186,005	11.55%	18.40%	36.80%
Global Hedged Equity	377,950		377,950	3,524,066	5.04%	7.65%	15.30%
Relative Value & Event Driven	257,893		257,893	6,442,223	2.70%	4.08%	8.16%
Natural Resources	516,402	(5,700)	510,702	4,618,035	3.89%	11.64%	23.28%
Diversifying Company	59,872		59,872	1,835,598	3.17%	3.29%	6.58%
Global Distressed Investors	(5,525)	16,118	10,593	566,341	1.97%	5.08%	10.16%
Global Bond	(245,791)	77,836	(167,955)	4,219,957	-0.97%	-0.02%	-0.04%
Emerging Markets Index	623,809	(7,399)	616,410	6,639,234	1.95%	7.71%	15.42%
WAMCO	704,739		704,739	54,880	2.48%	2.48%	4.96%
Intermediate Term Fund	240,937	15,681	256,618	73,986	0.22%	0.22%	0.44%
Total Equities, & Fixed Income	8,718,794	516,368	9,235,162	96,835,303	5.70%	10.60%	21.20%
Total Cash Equivalents, Equities, & Fixed Income	\$8,718,794	\$523,359	\$9,242,153	\$98,076,339	5.66%	10.52%	21.04%

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

Schedule B - 3
Asset Allocation Targets, Ranges and Benchmarks

Asset Class	Min Weight	Max Weight	Target Weight	Actual Weight	Target Difference	Previous Quarter	Quarterly Change
Domestic Large Cap Equity	10%	40%	20.0%	23.0%	3.0%	21.9%	1.1%
Domestic All Cap Equity	5%	30%	12.0%	13.8%	1.8%	13.2%	0.6%
International Equity	5%	20%	11.0%	10.3%	-0.7%	10.2%	0.1%
Emerging Markets Equity	0%	10%	7.0%	6.9%	-0.1%	7.4%	-0.5%
Total Equity			50.0%	54.0%	4.0%	52.7%	1.3%
Core Bonds	0%	35%	5.0%	7.3%	2.3%	7.3%	0.0%
Global Bonds	0%	10%	5.0%	3.7%	-1.3%	3.9%	-0.2%
Intermediate Term	0%	5%	0.0%	2.8%	2.8%	3.0%	-0.2%
Credit-WAMCO	0%	10%	5.0%	5.2%	0.2%	5.3%	-0.1%
Real Return Bonds (TIPS)	0%	10%	5.0%	0.6%	-4.4%	0.6%	0.0%
Total Fixed Income			20.0%	19.6%	-0.4%	20.1%	-0.5%
Hedge Fund Strategies	0%	13%	8.0%	7.5%	-0.5%	7.6%	-0.1%
Relative Value & Event Driven	0%	12%	7.0%	6.4%	-0.6%	6.6%	-0.2%
Distressed Debt	0%	5%	0.0%	0.5%	0.5%	0.6%	-0.1%
Commodities	0%	10%	5.0%	2.2%	-2.8%	2.3%	-0.1%
Public Natural Resources	0%	10%	5.0%	5.0%	0.0%	5.0%	0.0%
Real Estate	0%	5%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Alternatives			25.0%	21.6%	-3.4%	22.1%	-0.5%
Total Cash & Equivalent	0%	10%	5.0%	4.8%	-0.2%	5.1%	-0.3%
Total All			100.0%	100.0%		100.0%	

Fund	Benchmark	WSU Qtr Yield	Benchmark Qtr Yield	WSU FYTD Yield	Benchmark FYTD Yield
Strategic Solutions Equity	S&P 500	9.96%	10.52%	13.83%	16.31%
International Equity	MSCI World ex US	6.16%	5.56%	18.71%	17.49%
MSCI Emerging Markets Fund	MSCI EMF Net	1.95%	1.83%	7.71%	7.70%
Commodities	DJ UBS Commodity Index	-1.34%	-1.05%	0.55%	1.06%
High Quality Bond	Barclay's Capital US Aggregate	0.44%	-0.14%	0.84%	0.43%
Real Return Bonds (TIPS)	Barclay's US Inflation	-2.22%	-2.16%	-1.69%	-1.54%
Intermediate Term Funds	ML 1-3 Yr Treasury	0.23%	0.06%	0.23%	0.06%
Credit (WAMCO)	Barclay's Capital US HY BB 1-5 Yr Index	2.48%	2.49%	2.48%	2.49%
All Cap Equity	Russell 3000	10.14%	10.10%	18.62%	17.09%
Core Equity	S&P 500	11.55%	10.52%	18.40%	16.31%
Global Hedged Index	HFRI Equity Hedge Index	5.04%	4.98%	7.65%	9.30%
Relative Value & Event Driven	HFRI FOF Conservative Index	2.70%	1.69%	4.08%	2.95%
Natural Resources	S&P Commodities Index	3.89%	3.88%	11.64%	11.63%
Diversifying Company	CSFB CTA Managed Futures Index	3.17%	5.22%	3.29%	1.07%
Global Bond	Citigroup World Govt. Bond Index	-0.97%	-1.09%	-0.02%	1.77%
Total Fund and Benchmark Performance		5.70%	4.48%	10.60%	9.14%

**Weber State University
Investment Report
For the Six Months Ending December 31, 2013**

**Exhibit C
WSU Cash Management Pool**

Balance as of December 31, 2013 Market Value: \$108,761,163

- Key Utah Money Management Act (UMMA) Provisions**
- The remaining term to maturity of investment may not exceed the period of availability of the funds to be invested.
 - Bank deposits, certain repo's, first-tier commercial paper, treasuries, guaranteed agencies, certain fixed-rate corporate obligations, tax anticipation and general obligations bonds, municipal revenue bonds, etc.

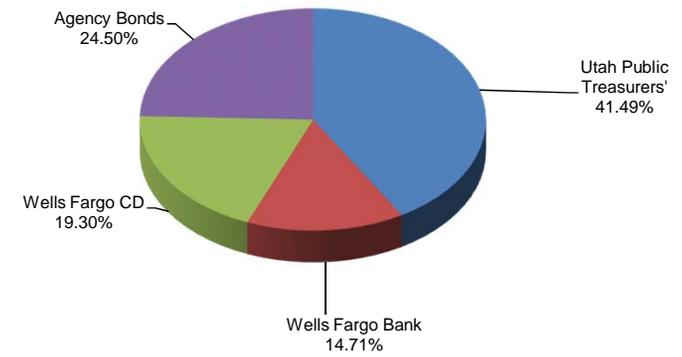
- Key WSU Policy Provisions**
- At least 30% of the pool's cost basis must be invested in securities with maturities not to exceed 1 year.
 - No individual investment will have a maturity exceeding 5 years.

- Current Pay-out Policy**
- Actual earnings on investment.

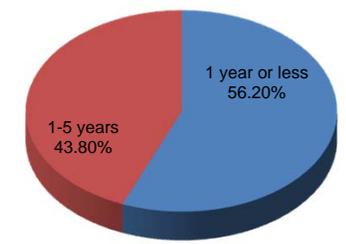
- Management of Funds**
- Managed by WSU

Allocation	Target	Current	Diff
1 year or less:	30%	56.20%	26.20%
1 - 5 years:	70%	43.80%	-26.20%

WSU Cash Management Pool Summary



Years to Maturity



Investment Type	Current	31-Dec-13 Market Value	30-Jun-13 Market Value	30-Jun-12 Market Value	30-Jun-11 Market Value	30-Jun-10 Market Value
Utah Public Treasurers'	41.49%	\$45,125,352	\$66,463,754	\$49,883,544	\$33,078,777	\$29,453,890
Wells Fargo Bank	14.71%	16,000,298	7,427,397	1,854,483	6,587,910	1,788,494
Wells Fargo CD	19.30%	20,990,920	20,843,023	40,989,685	39,115,667	37,260,766
Agency Bonds	24.50%	26,644,593	11,742,496	17,073,799	19,917,143	14,104,720
Total	100.00%	\$108,761,163	\$106,476,670	\$109,801,511	\$98,699,497	\$82,607,870

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

Schedule C - 1
Cash Management Pool Detail

Cash Equivalents & Fixed Income												Year To	Unrealized
Description	Purchase Date	Mature Date	Next Call Date	Call Frequency	Years to Maturity	Book Value	Market Value 30-Jun-13	Market Value 31-Dec-13	Interest Rate %	Maturity Yield or Annual % Yield	Date Unrealized Gain/(Loss)	Gain/(Loss) Since Acquisition	
Cash Equivalents													
Wells Fargo						\$16,000,298	\$7,427,397	\$16,000,298			\$0	\$0	
Utah Public Treasurers' Pool						45,125,352	66,463,754	45,125,352			0	0	
Total Cash Equivalents						61,125,650	73,891,151	61,125,650			0	0	
Certificate of Deposits													
Wells Fargo	13-Jun-11	12-Jun-16			2.5	4,605,352	4,552,287	4,605,352	2.28%	2.31%	0	0	
Wells Fargo	13-Jun-11	10-Jun-16			2.5	1,157,071	1,143,739	1,157,071	2.28%	2.31%	0	0	
Wells Fargo	13-Jun-11	11-Jun-16			2.5	2,302,562	2,276,031	2,302,562	2.28%	2.31%	0	0	
Wells Fargo	21-Dec-12	21-Dec-17		1XS	4.0	12,925,935	12,870,966	12,925,935	0.85%	0.85%	0	0	
Total CD'S						20,990,920	20,843,023	20,990,920			0	0	
Fixed Income													
FNMA	30-Jan-13	30-Jan-18	30-Apr-14	Qrtly	4.1	10,000,000	9,783,360	9,791,330	1.02%	1.02%	7,970	(208,670)	
Fannie Mae	30-Jan-13	30-Jan-18	30-Apr-14	Qrtly	4.1	1,000,000	977,201	978,080	1.03%	1.03%	879	(21,920)	
Fannie Mae	22-Feb-13	22-Feb-18	22-May-14	Qrtly	4.2	1,000,000	981,935	978,298	1.20%	1.20%	(3,637)	(21,702)	
Fannie Mae	10-Jul-13	10-Jul-18	10-Jan-14	Qrtly	4.6	10,000,000	0	9,943,050	1.70%	1.70%	(56,950)	(56,950)	
Farm Credit	23-Oct-13	23-Oct-18	23-Jan-14	Qrtly	4.8	5,000,000		4,953,835	2.00%	2.00%	(46,165)	(46,165)	
Total Fixed Income						27,000,000	11,742,496	26,644,593			(97,903)	(355,407)	
Total Cash Equivalents and Fixed Income						\$109,116,570	\$106,476,670	\$108,761,163			(\$97,903)	(\$355,407)	

* 1XC = One Time Call , CC= Continuously Callable, SA Semi-Annually, Qrtly = Quarterly, 1XS = One Time Sell Without Penalty

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

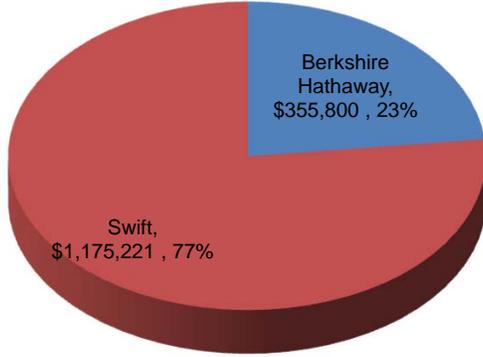
Schedule C - 2
Cash Management Pool Detail - Earnings Summary

Cash Equivalents & Fixed Income	Coupon	Yield to	*Year To		Total	Average	Quarter Return	FYTD Return	Estimated
Description	Yield	Call	Date	Unrealized	Unrealized	Invested	On Investment	On Investment	Annual Return
	%	%	Unrealized	Accrued	Gain/(Loss)	Balance	at Market	at Market	On Investment
			Gain/(Loss)	Income	Gain/(Loss)	at Market			at Market
Cash Equivalents									
Wells Fargo			\$0	\$26,073	\$26,073	\$8,206,736	0.11%	0.32%	0.64%
Utah Public Treasurers' Pool			0	173,308	173,308	67,053,638	0.15%	0.26%	0.52%
Total Cash Equivalents			0	199,381	199,381				
Certificate of Deposits									
Wells Fargo			0	197,459	197,459				
Total CD'S			0	197,459	197,459	20,904,608	0.59%	0.94%	1.89%
Fixed Income									
FNMA	1.02%	1.02%	7,970	51,000	58,970				
Fannie Mae	1.03%	1.03%	879	5,150	6,029				
Fannie Mae	1.20%	1.20%	(3,637)	6,030	2,393				
Fannie Mae	1.70%	1.70%	(56,950)	80,750	23,800				
Federal Farm Credit	2.00%	2.00%	(46,165)	18,890	(27,275)				
Total Fixed Income			(97,903)	161,820	63,917	22,465,422	-0.19%	0.28%	0.57%
Total Cash Equivalents and Fixed Income			(\$97,903)	\$558,660	\$460,757	\$120,289,664	0.14%	0.38%	0.77%
								0.46%	0.92%

* Note: The Return on Investments for the Cash Management Pool and CD's are without unrealized gains or losses.

**Weber State University
Investment Report
For the Six Months Ending December 31, 2013**

**Exhibit D
WSU Funds Separately Invested**

<p>Balance as of December 31, 2013 Market Value: \$1,531,021</p> <p>Key UMMA Provisions • Same as Endowment Fund.</p> <p>Key WSU Policy Provisions • Securities are held if specified or restricted by the donor. • All other securities are to be sold upon receipt.</p> <p>Current Pay-out Policy • Per donor/department restrictions.</p> <p>Management of Funds • Managed by WSU.</p>	<p>WSU Funds Separately Invested Summary</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Fund</th> <th>Market Value</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Swift</td> <td>\$1,175,221</td> <td>77%</td> </tr> <tr> <td>Berkshire Hathaway</td> <td>\$355,800</td> <td>23%</td> </tr> </tbody> </table>	Fund	Market Value	Percentage	Swift	\$1,175,221	77%	Berkshire Hathaway	\$355,800	23%
Fund	Market Value	Percentage								
Swift	\$1,175,221	77%								
Berkshire Hathaway	\$355,800	23%								

**Schedule D
Funds Separately Invested Detail**

Donated Securities					
Description	Type of Account or Security	Shares	Book Value	Market Value 30-Jun-13	Market Value 31-Dec-13
Donated Securities					
Berkshire Hathaway	Stock	2	\$49,434	\$337,200	\$355,800
Swift	Stock	53,298	\$1,175,221		\$1,175,221
Total Donated Securities			\$1,224,655	\$337,200	\$1,531,021

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

Schedule D - 1
Funds Separately Invested Detail

Donated Securities												
Description	Gift Date	Mature Date	Next Call Date	Call Frequency	Years to Maturity	Book Value	Market Value 30-Jun-13	Market Value 31-Dec-13	Coupon Yield %	Yield to Maturity %	Year to Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Donated Securities												
Berkshire Hathaway	1996					\$49,434	\$337,200	\$355,800			\$18,600	\$306,366
Swift	31-Dec-13					\$1,175,221		\$1,175,221			0	0
Total Donated Securities						<u>\$1,224,655</u>	<u>\$337,200</u>	<u>\$1,531,021</u>			<u>\$18,600</u>	<u>\$306,366</u>

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

Schedule D - 2
Funds Separately Invested Detail

Cash Equivalents & Fixed Income									
Description	Coupon Yield %	Yield to Call %	Year To Date Unrealized Gain/(Loss)	Accrued Income	Total Unrealized Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Annualized Return on Investment at Market
Donated Securities									
Berkshire Hathaway (BRKA)			\$18,600		\$18,600	\$342,568	4.27%	5.43%	10.86%
Swift (SWFT)			0		0	0			
Total Donated Securities			\$18,600		\$18,600	\$342,568	4.27%	5.43%	10.86%

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

Exhibit E
WSU Foundation

Balance as of December 31, 2013		Market Value: \$12,344,048	
Key UMMA Provisions			
• Same as Endowment Fund.			
Key WSU Policy Provisions			
• Same as Endowment Fund.			
Current Pay-out Policy			
• Annuities: Per donor contract for distribution.			
• Misc. Endowment: Same as Endowment Fund.			
Management of Funds			
• Externally managed funds per donor requests.			
• Morgan Stanley-Hinckley Scholarship Endowment.			
• Remainder managed by WSU.			
Present Value of Gift Annuities Payable		\$525,211	
Annuities Allocation	Target	Current	Diff
Multi-Strategy Equity:	60%	61.23%	1.23%
Multi-Strategy Bonds:	40%	38.77%	-1.23%
Pool Allocation	Target	Current	Diff
Multi-Strategy Equity:	65%	65.69%	0.69%
Multi-Strategy Bonds:	35%	34.31%	-0.69%

WSU Foundation Investment Pool Summary

Category	Percentage
Restricted Funds Managed Externally	66.14%
Restricted Funds Managed by Institution	15.71%
Unrestricted Funds Managed by Institution	9.64%
Gift Annuity Funds	8.51%

Pool Allocation Investment Type	Target Allocation	31-Dec-13 Market Value	Allocation
Multi-Strategy Equity	65%	\$1,990,853	65.69%
Multi-Strategy Bonds	35%	1,039,634	34.31%
Total	100%	\$3,030,487	100.00%

Foundation Total Investment Type	31-Dec-13 Market Value	30-Jun-13 Market Value	30-Jun-12 Market Value	30-Jun-11 Market Value	30-Jun-10 Market Value
Restricted Funds Managed Externally	\$8,164,179	\$7,575,155	\$7,142,797	\$6,272,523	\$4,835,799
Restricted Funds Managed by Institution	1,938,848	1,788,206	1,606,056	1,432,812	1,252,337
Gift Annuity Funds	1,050,946	1,007,608	889,328	1,715,470	1,399,272
Unrestricted Funds Managed by Institution	1,190,075	1,059,662	888,465	945,918	821,019
Total	\$12,344,048	\$11,430,631	\$10,526,646	\$10,366,723	\$8,308,427

Weber State University
Investment Report
For the Six Months Ending December 31, 2013

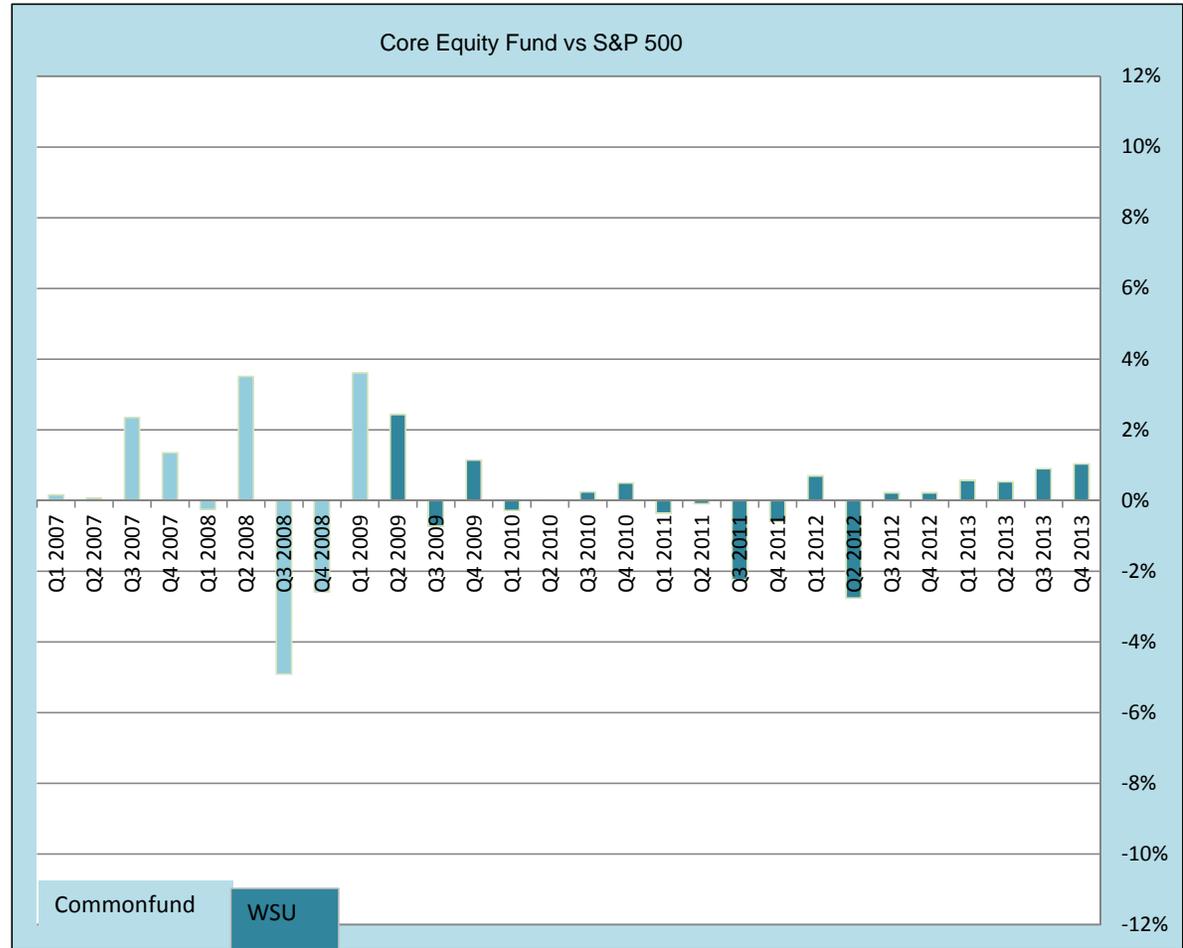
Schedule E - 1
WSU Foundation Detail

Cash Equivalents & Fixed Income		Book Value	Market Value 30-Jun-13	Market Value 31-Dec-13	Coupon Yield %	Yield to Maturity %	Year To Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Description								
Restricted Funds								
Funds Managed Externally								
Morgan Stanley	Hinckley Scholarship Endowment	\$6,826,935	\$7,575,155	\$8,164,179			\$277,705	\$1,337,244
Total Restricted Funds Managed Externally		<u>6,826,935</u>	<u>7,575,155</u>	<u>8,164,179</u>			<u>277,705</u>	<u>1,337,244</u>
Utah Public Treasurers'	Glasman Literacy and Scholarship Programs	22	22	22				
Common Fund Equity	Glasman Literacy and Scholarship Programs	378,784	818,553	911,953			101,711	533,169
Common Fund Bond	Glasman Literacy and Scholarship Programs	659,690	706,260	753,381			(2,088)	93,691
Common Fund Equity	Volkswagen Endowment	23,229	28,838	33,432			3,548	10,203
Utah Public Treasurers'	Volkswagen Endowment	124	123	124				
Common Fund Equity	Rotary Scholarship Endowment	98,764	109,325	126,742			13,451	27,978
Common Fund Bond	Rotary Scholarship Endowment	99,319	95,085	96,448			(280)	(2,871)
Utah Public Treasurers'	Rotary Scholarship Endowment	722	720	722				
Common Fund Equity	Sonora Endowment	1,079	1,003	1,163			123	84
Key Bank	Sonora Grill Scholarship Fund	9,727	12,227	9,727				
Key Bank	Oportunidad Scholarship Fund	5,134	16,050	5,134				
Total Miscellaneous Restricted Funds		<u>1,276,594</u>	<u>1,788,206</u>	<u>1,938,848</u>			<u>116,465</u>	<u>662,254</u>
Gift Annuities Pool *								
Common Fund Bond		380,193	392,466	393,014			(1,616)	12,821
Common Fund Equity		406,156	591,687	620,788			71,358	214,632
Key Bank		35,552	23,438	35,552				
Utah Public Treasurers'		1,592	17	1,592				
Total Gift Annuities Pool		<u>823,493</u>	<u>1,007,608</u>	<u>1,050,946</u>			<u>69,742</u>	<u>227,453</u>
Total Restricted Funds Managed by Institution		<u>2,100,087</u>	<u>2,795,814</u>	<u>2,989,794</u>			<u>186,207</u>	<u>889,707</u>
Total Restricted Funds		<u>8,927,022</u>	<u>10,370,969</u>	<u>11,153,973</u>			<u>463,912</u>	<u>2,226,951</u>
Unrestricted								
Funds Managed By Institution - Foundation Pooled Funds								
Key Bank		7,292	9,926	7,292				
Utah Public Treasurers'		75,415	55,260	75,415				
Common Fund Equity		557,271	857,227	917,563			101,615	360,292
Common Fund Bond		185,662	137,249	189,805			(683)	4,143
Total Unrestricted Funds		<u>825,640</u>	<u>1,059,662</u>	<u>1,190,075</u>			<u>100,932</u>	<u>364,435</u>
Total WSU Foundation Funds		<u>\$9,752,662</u>	<u>\$11,430,631</u>	<u>\$12,344,048</u>			<u>\$564,844</u>	<u>\$2,591,386</u>

* Present value of gift annuities payable for December 31, 2013 is \$525,211

CORE EQUITY FUND VS S&P 500
CALENDAR YEARS 2006 - 2013
SEVEN YEAR HISTORY

Core Equity Fund vs S&P 500			
Quarter	Time Weighted Returns	S&P 500	Diff
Q4 2013	11.55%	10.52%	1.03%
Q3 2013	6.14%	5.25%	0.89%
Q2 2013	3.44%	2.92%	0.53%
Q1 2013	11.18%	10.61%	0.57%
Q4 2012	-0.17%	-0.38%	0.21%
Q3 2012	6.56%	6.35%	0.22%
Q2 2012	-5.52%	-2.75%	-2.76%
Q1 2012	13.27%	12.58%	0.69%
Q4 2011	11.22%	11.81%	-0.60%
Q3 2011	-16.10%	-13.86%	-2.24%
Q2 2011	0.00%	0.10%	-0.09%
Q1 2011	5.56%	5.92%	-0.36%
Q4 2010	11.23%	10.74%	0.49%
Q3 2010	11.54%	11.30%	0.24%
Q2 2010	-11.42%	-11.42%	0.01%
Q1 2010	5.10%	5.39%	-0.29%
Q4 2009	7.18%	6.04%	1.14%
Q3 2009	14.87%	15.60%	-0.73%
Q2 2009	18.36%	15.93%	2.43%
Q1 2009	-7.41%	-11.02%	3.61%
Q4 2008	-24.54%	-21.95%	-2.59%
Q3 2008	-13.28%	-8.37%	-4.91%
Q2 2008	0.79%	-2.72%	3.51%
Q1 2008	-9.70%	-9.45%	-0.26%
Q4 2007	-1.98%	-3.33%	1.34%
Q3 2007	4.38%	2.03%	2.35%
Q2 2007	6.35%	6.28%	0.06%
Q1 2007	0.79%	0.64%	0.15%
Q4 2006	6.81%	6.70%	0.11%



Dec 31, 2013 Market Value
\$ 18,363,427

CEF
7yr Return
Annualized Cumulative
6.50% 55.43%

Benchmark
7yr Return
Annualized Cumulative
6.13% 51.66%

CF - Benchmark
7yr Return
Annualized Cumulative
0.37% 3.77%

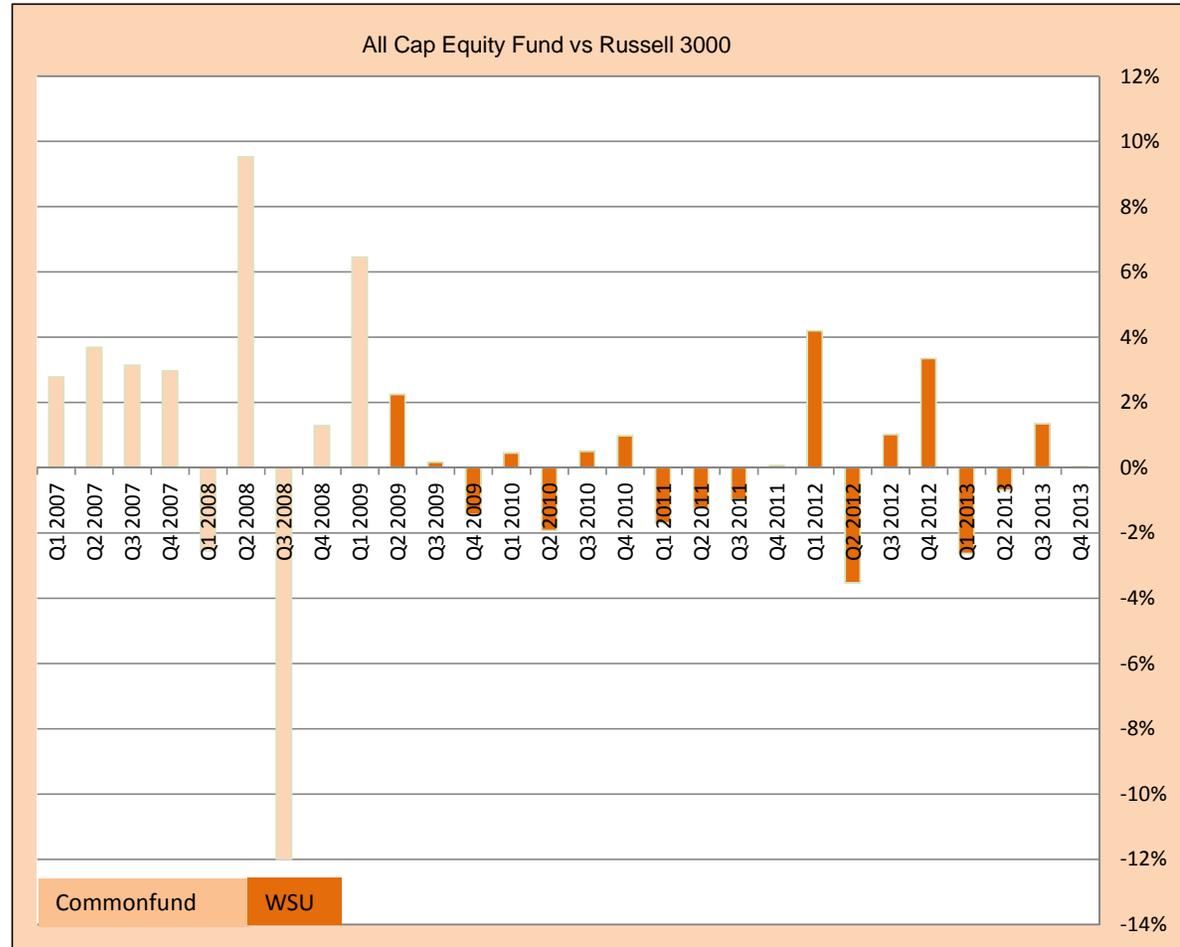
CEF
Since Inception (12/07)
Annualized Cumulative
5.98% 41.73%

Benchmark
Since Inception (12/07)
Annualized Cumulative
6.23% 43.75%

CF - Benchmark
Since Inception (12/07)
Annualized Cumulative
-0.25% -2.02%

ALL CAP EQUITY FUND VS RUSSELL 3000
 CALENDAR YEARS 2006 - 2013
 SEVEN YEAR HISTORY

All Cap Equity Fund vs Russell 3000			
Quarter	Time Weighted Returns	Russell 3000	Diff
Q4 2013	10.14%	10.10%	0.04%
Q3 2013	7.70%	6.35%	1.35%
Q2 2013	2.00%	2.69%	-0.69%
Q1 2013	8.45%	11.08%	-2.63%
Q4 2012	3.60%	0.25%	3.35%
Q3 2012	7.26%	6.24%	1.02%
Q2 2012	-6.68%	-3.15%	-3.53%
Q1 2012	17.06%	12.87%	4.20%
Q4 2011	12.19%	12.12%	0.07%
Q3 2011	-16.25%	-15.28%	-0.97%
Q2 2011	-1.27%	-0.03%	-1.25%
Q1 2011	4.68%	6.38%	-1.69%
Q4 2010	12.58%	11.60%	0.98%
Q3 2010	12.02%	11.52%	0.50%
Q2 2010	-13.24%	-11.32%	-1.92%
Q1 2010	6.40%	5.94%	0.46%
Q4 2009	4.46%	5.90%	-1.44%
Q3 2009	16.48%	16.30%	0.17%
Q2 2009	19.06%	16.82%	2.25%
Q1 2009	-4.36%	-10.80%	6.45%
Q4 2008	-21.49%	-22.78%	1.29%
Q3 2008	-20.73%	-8.73%	-12.01%
Q2 2008	7.84%	-1.69%	9.53%
Q1 2008	-12.06%	-9.52%	-2.54%
Q4 2007	-0.37%	-3.34%	2.97%
Q3 2007	4.70%	1.55%	3.15%
Q2 2007	9.45%	5.77%	3.69%
Q1 2007	4.05%	1.27%	2.78%
Q4 2006	7.84%	7.13%	0.71%



Dec 31, 2013 Market Value
 \$ 14,130,549

ACE	
7yr Return	
Annualized	Cumulative
8.32%	74.92%

Benchmark	
7yr Return	
Annualized	Cumulative
6.50%	55.38%

CF - Benchmark	
7yr Return	
Annualized	Cumulative
1.82%	19.54%

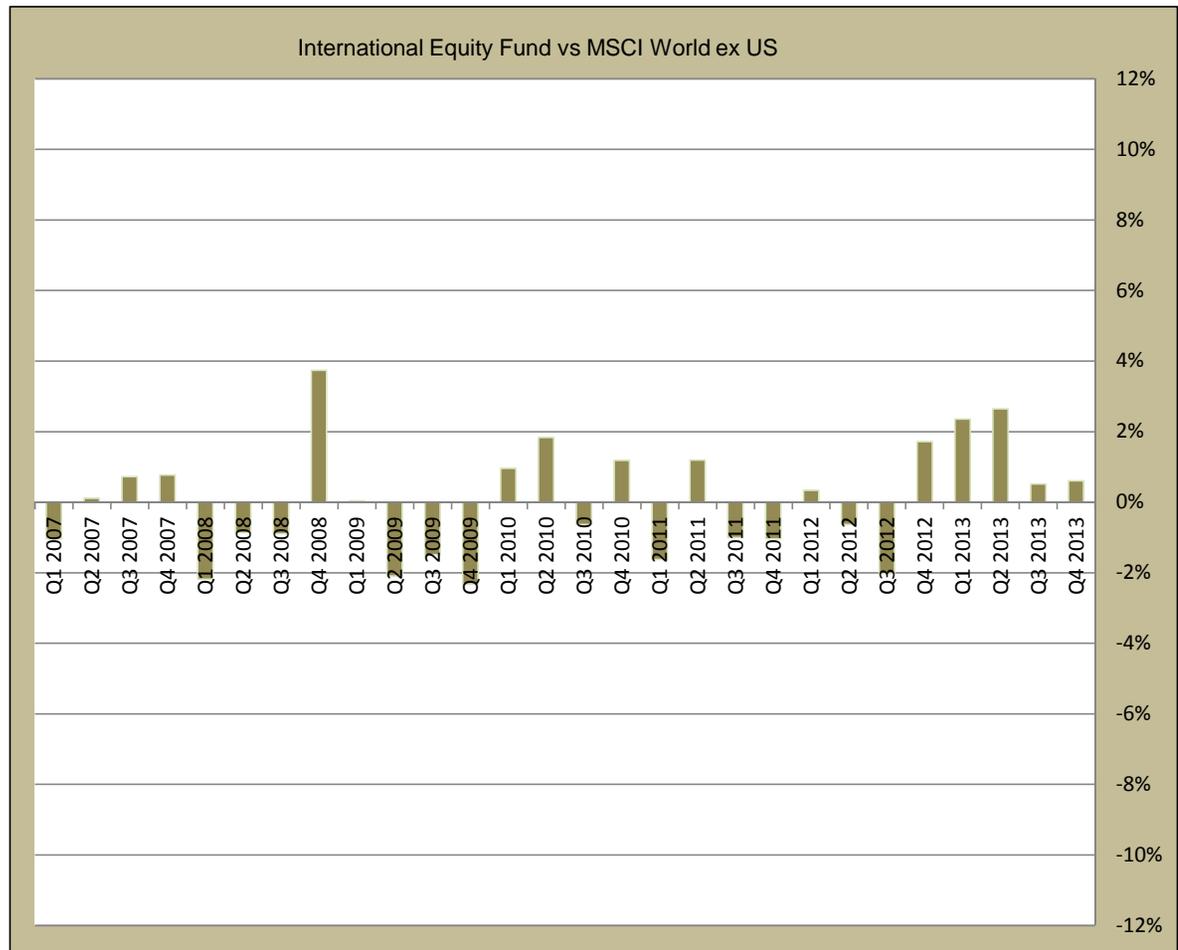
ACE	
Since Inception (12/07)	
Annualized	Cumulative
6.65%	47.24%

Benchmark	
Since Inception (12/07)	
Annualized	Cumulative
6.72%	47.78%

CF - Benchmark	
Since Inception (12/07)	
Annualized	Cumulative
-0.07%	-0.54%

INTERNATIONAL EQUITY FUND VS MSCI World ex US
 CALENDAR YEARS 2006 - 2013
 SEVEN YEAR HISTORY

International Equity vs MSCI World ex US			
Quarter	Time Weighted Returns	MSCI World ex US	Diff
Q4 2013	6.16%	5.56%	0.61%
Q3 2013	11.82%	11.31%	0.51%
Q2 2013	1.01%	-1.63%	2.64%
Q1 2013	7.07%	4.71%	2.36%
Q4 2012	7.64%	5.93%	1.71%
Q3 2012	5.27%	7.30%	-2.02%
Q2 2012	-7.83%	-7.20%	-0.63%
Q1 2012	10.70%	10.37%	0.33%
Q4 2011	2.48%	3.51%	-1.03%
Q3 2011	-20.01%	-19.01%	-1.00%
Q2 2011	2.05%	0.86%	1.19%
Q1 2011	2.20%	3.82%	-1.62%
Q4 2010	8.35%	7.16%	1.19%
Q3 2010	15.51%	16.14%	-0.63%
Q2 2010	-11.80%	-13.63%	1.83%
Q1 2010	2.31%	1.35%	0.96%
Q4 2009	0.12%	2.44%	-2.32%
Q3 2009	17.87%	19.36%	-1.49%
Q2 2009	23.76%	25.86%	-2.10%
Q1 2009	-13.10%	-13.14%	0.03%
Q4 2008	-17.41%	-21.15%	3.74%
Q3 2008	-21.56%	-20.67%	-0.89%
Q2 2008	-2.04%	-1.17%	-0.86%
Q1 2008	-10.87%	-8.69%	-2.19%
Q4 2007	-0.85%	-1.62%	0.77%
Q3 2007	3.43%	2.71%	0.72%
Q2 2007	7.09%	6.98%	0.11%
Q1 2007	2.98%	4.01%	-1.04%
Q4 2006	10.26%	10.12%	0.14%



Dec 31, 2013 Market Value
 \$ 10,551,782

IEF	
7yr Return	
Annualized	Cumulative
2.19%	16.36%

Benchmark	
7yr Return	
Annualized	Cumulative
1.93%	14.32%

CF - Benchmark	
7yr Return	
Annualized	Cumulative
0.26%	2.04%

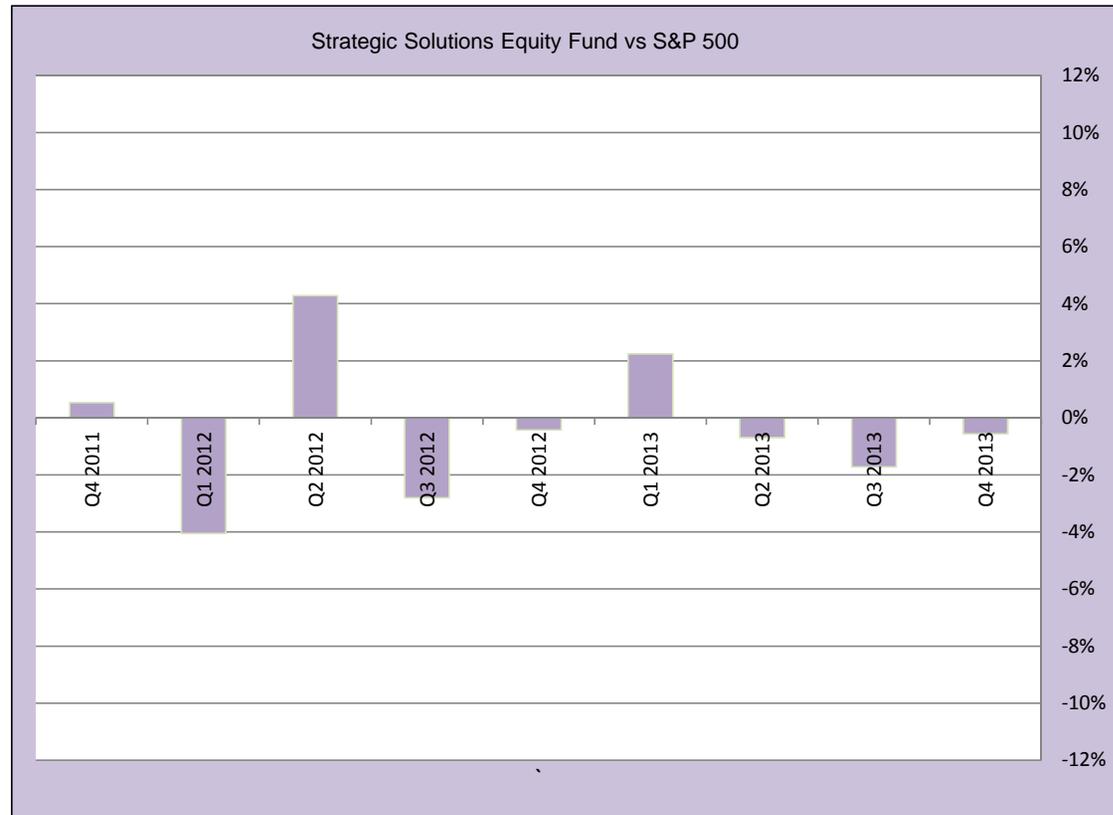
IEF	
Since Inception (12/05)	
Annualized	Cumulative
5.83%	65.75%

Benchmark	
Since Inception (12/05)	
Annualized	Cumulative
5.97%	67.80%

CF - Benchmark	
Since Inception (12/05)	
Annualized	Cumulative
-0.15%	-2.05%

STRATEGIC SOLUTIONS EQUITY FUND VS S&P 500
 CALENDAR YEARS 2011 - 2013
 SEVEN YEAR HISTORY

Strategic Solutions Equity Fund vs S&P 500			
Quarter	Time Weighted Returns	S&P 500	Diff
Q4 2013	9.96%	10.52%	-0.56%
Q3 2013	3.52%	5.25%	-1.72%
Q2 2013	2.23%	2.92%	-0.69%
Q1 2013	12.85%	10.61%	2.24%
Q4 2012	-0.81%	-0.38%	-0.43%
Q3 2012	3.55%	6.35%	-2.80%
Q2 2012	1.53%	-2.75%	4.28%
Q1 2012	8.52%	12.58%	-4.06%
Q4 2011	12.35%	11.81%	0.53%
Q3 2011	New Fund		



Dec 31, 2013 Market Value
 \$ 5,205,693

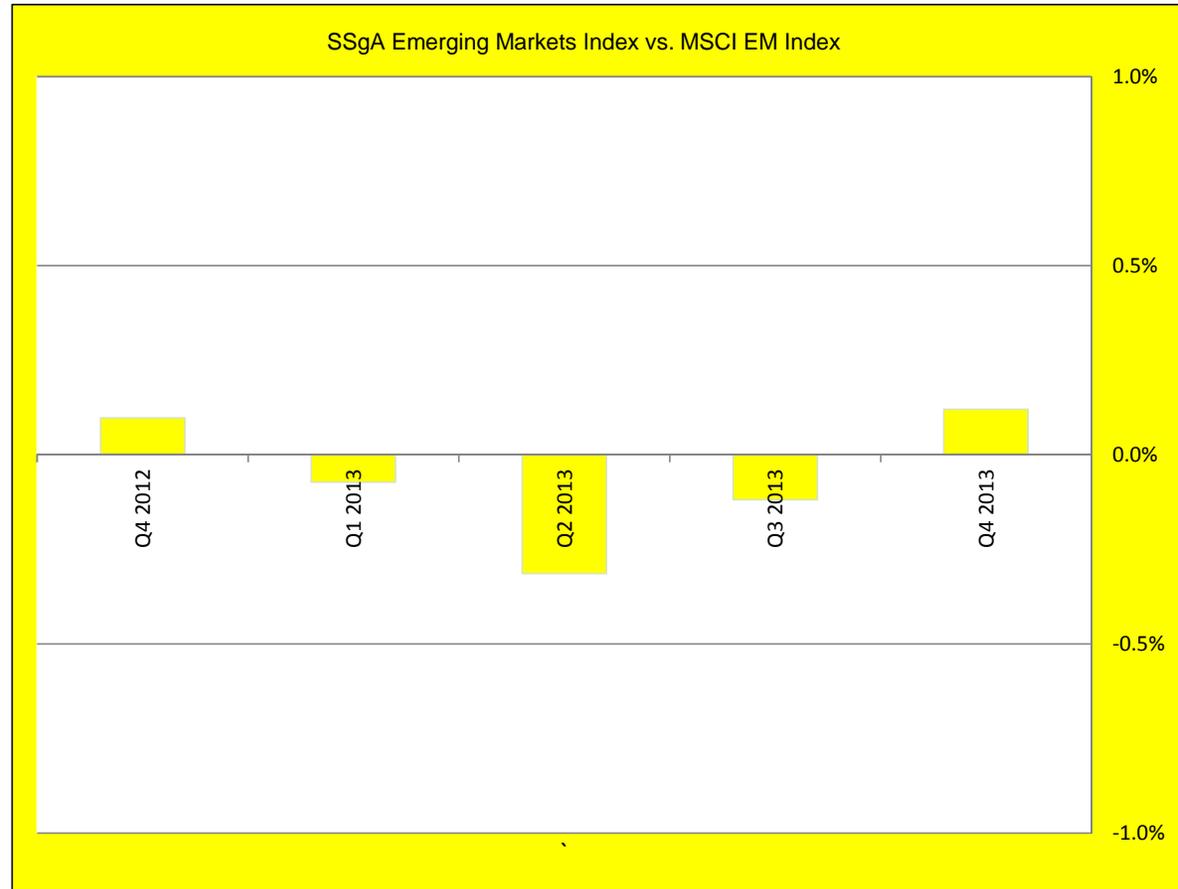
SS EF
 Since Inception (9/11)
 Annualized Cumulative
 25.52% 66.95%

Benchmark
 Since Inception (9/11)
 Annualized Cumulative
 27.10% 71.71%

CF - Benchmark
 Since Inception (9/11)
 Annualized Cumulative
 -1.58% -4.76%

SSgA EMERGING MARKETS INDEX VS MSCI EM Index
 CALENDAR YEARS 2012 - 2013
 SEVEN YEAR HISTORY

SSGA EM Index QTRLY	MSCI EM QTRLY		
Quarter	Time Weighted Returns	MSCI EM	Diff
Q4 2013	1.95%	1.83%	0.12%
Q3 2013	5.65%	5.77%	-0.12%
Q2 2013	-8.19%	-7.88%	-0.31%
Q1 2013	-1.91%	-1.84%	-0.07%
Q4 2012	5.67%	5.58%	0.10%
Q3 2011	New Fund		



Dec 31, 2013 Market Value \$ 7,022,887

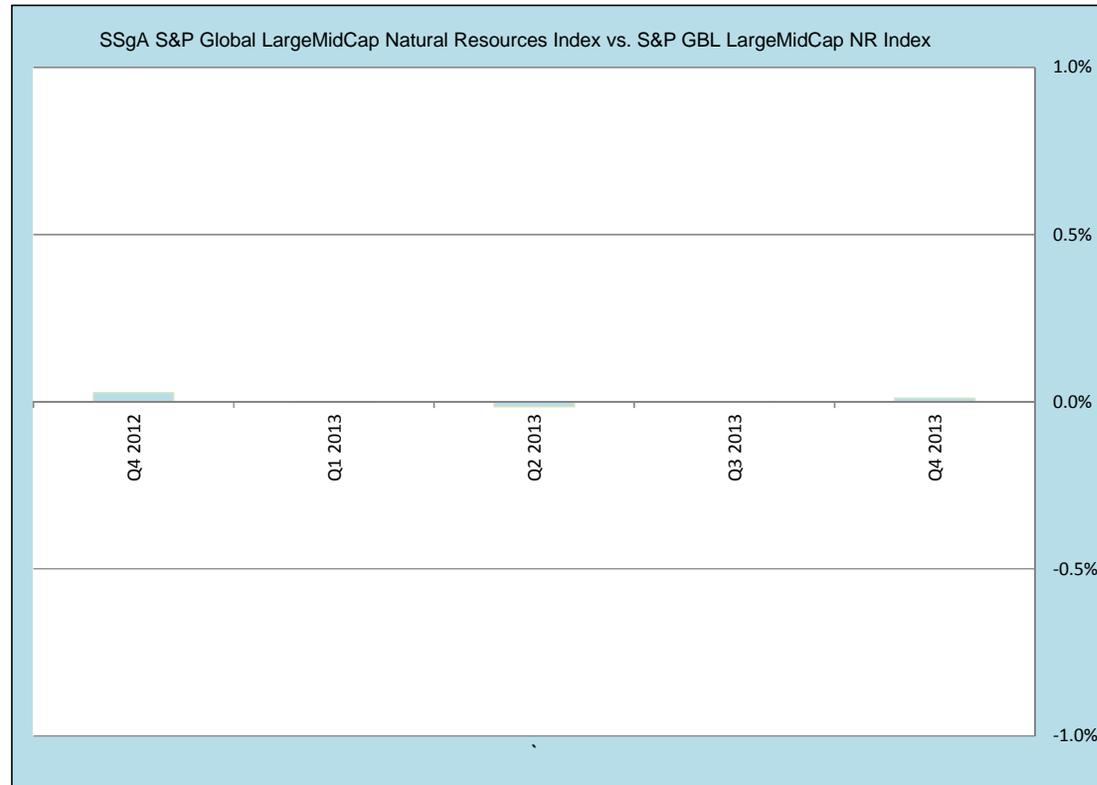
SSgA EM	
Since Inception (9/12)	
Annualized	Cumulative
2.00%	2.51%

Benchmark	
Since Inception (9/12)	
Annualized	Cumulative
2.25%	2.83%

CF - Benchmark	
Since Inception (9/12)	
Annualized	Cumulative
-0.26%	-0.32%

SSgA S&P GLOBAL LARGEMIDCAP NATURAL RESOURCES VS S&P GBL LARGEMIDCAP COMMOD/RESOURCE Index
 CALENDAR YEARS 2012 - 2013
 SEVEN YEAR HISTORY

SSgA S&P Global LargeMidCap Natural Resources Index vs. S&P GBL LargeMidCap NR Index			
Quarter	Time Weighted Returns	S&P Global LargeMidCap	Diff
Q4 2013	3.89%	3.88%	0.01%
Q3 2013	7.46%	7.47%	0.00%
Q2 2013	-10.73%	-10.71%	-0.02%
Q1 2013	-2.54%	-2.53%	0.00%
Q4 2012	0.07%	0.05%	0.03%
Q3 2012	8.32%	8.40%	-0.08%
Q2 2012	-7.03%	-8.21%	1.18%



Dec 31, 2013 Market Value
 \$ 5,090,934

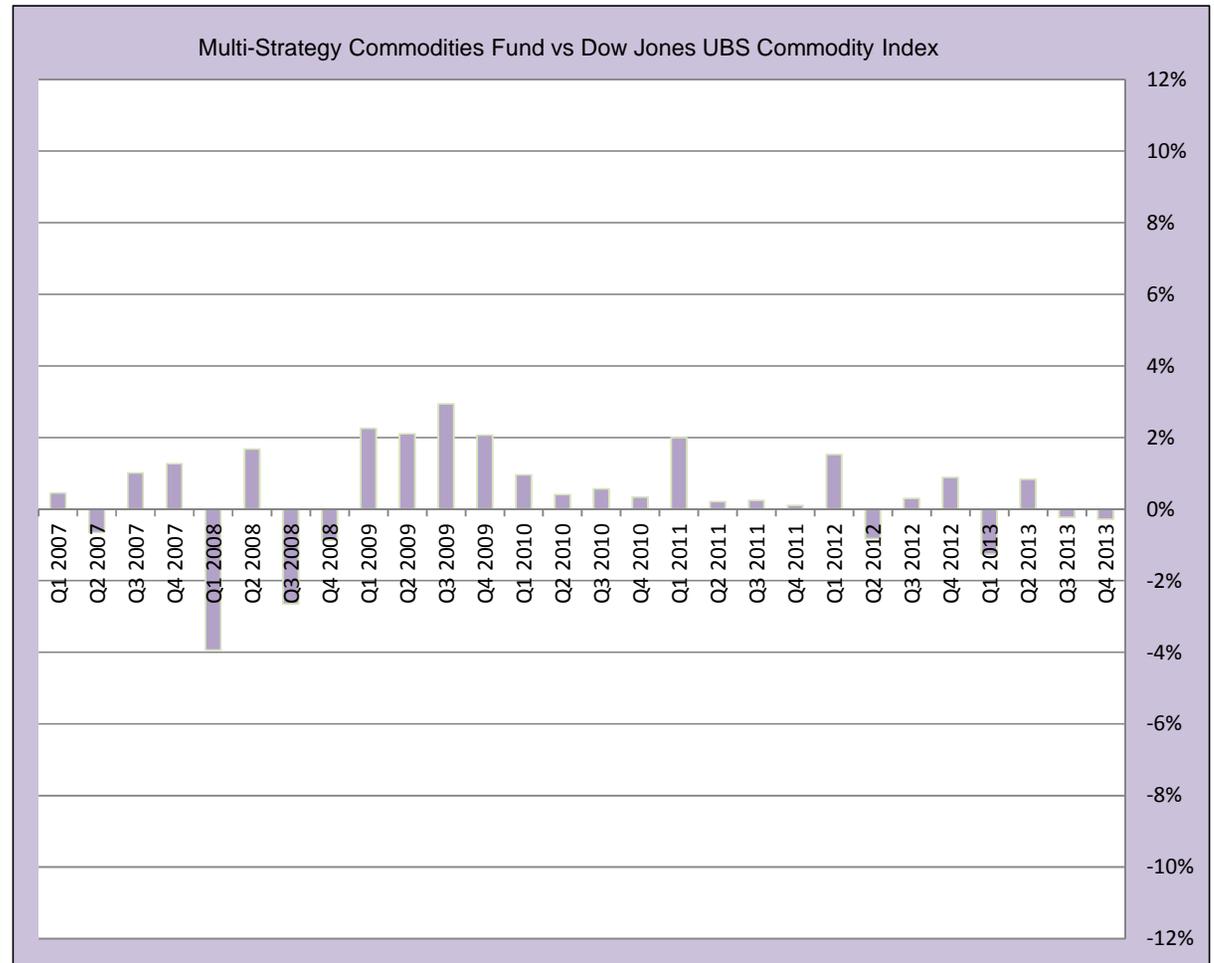
SSgA S&P Global LargeMidCap NR	
Since Inception (4/12)	
Annualized	Cumulative
-1.27%	2.51%

Benchmark	
Since Inception (4/12)	
Annualized	Cumulative
-1.26%	-2.09%

CF - Benchmark	
Since Inception (4/12)	
Annualized	Cumulative
-0.01%	4.59%

MULTI-STRATEGY COMMODITIES FUND VS DOW JONES UBS COMMODITY INDEX
CALENDAR YEARS 2006 - 2013
SEVEN YEAR HISTORY

Commodities Fund vs Dow Jones UBS			
Quarter	Time Weighted Returns	Dow Jones UBS	Diff
Q4 2013	-1.34%	-1.05%	-0.28%
Q3 2013	1.91%	2.13%	-0.22%
Q2 2013	-8.62%	-9.45%	0.83%
Q1 2013	-2.38%	-1.13%	-1.26%
Q4 2012	-5.45%	-6.33%	0.88%
Q3 2012	9.99%	9.69%	0.30%
Q2 2012	-5.37%	-4.55%	-0.82%
Q1 2012	2.41%	0.89%	1.52%
Q4 2011	0.45%	0.35%	0.11%
Q3 2011	-11.09%	-11.33%	0.24%
Q2 2011	-6.52%	-6.73%	0.20%
Q1 2011	6.44%	4.45%	2.00%
Q4 2010	16.13%	15.80%	0.33%
Q3 2010	12.17%	11.60%	0.57%
Q2 2010	-4.41%	-4.81%	0.40%
Q1 2010	-4.07%	-5.03%	0.96%
Q4 2009	11.10%	9.03%	2.07%
Q3 2009	7.18%	4.24%	2.94%
Q2 2009	13.77%	11.66%	2.11%
Q1 2009	-4.06%	-6.32%	2.26%
Q4 2008	-30.91%	-30.04%	-0.87%
Q3 2008	-30.34%	-27.69%	-2.64%
Q2 2008	17.75%	16.07%	1.68%
Q1 2008	5.67%	9.60%	-3.93%
Q4 2007	5.99%	4.72%	1.27%
Q3 2007	7.26%	6.24%	1.01%
Q2 2007	-0.78%	-0.13%	-0.65%
Q1 2007	5.04%	4.59%	0.45%
Q4 2006	5.70%	5.40%	0.30%



Dec 31, 2013 Market Value
\$ 2,213,552

MSCF
7yr Return
Annualized Cumulative
-1.73% -11.52%

Benchmark
7yr Return
Annualized Cumulative
-3.03% -19.39%

CF - Benchmark
7yr Return
Annualized Cumulative
1.30% 7.87%

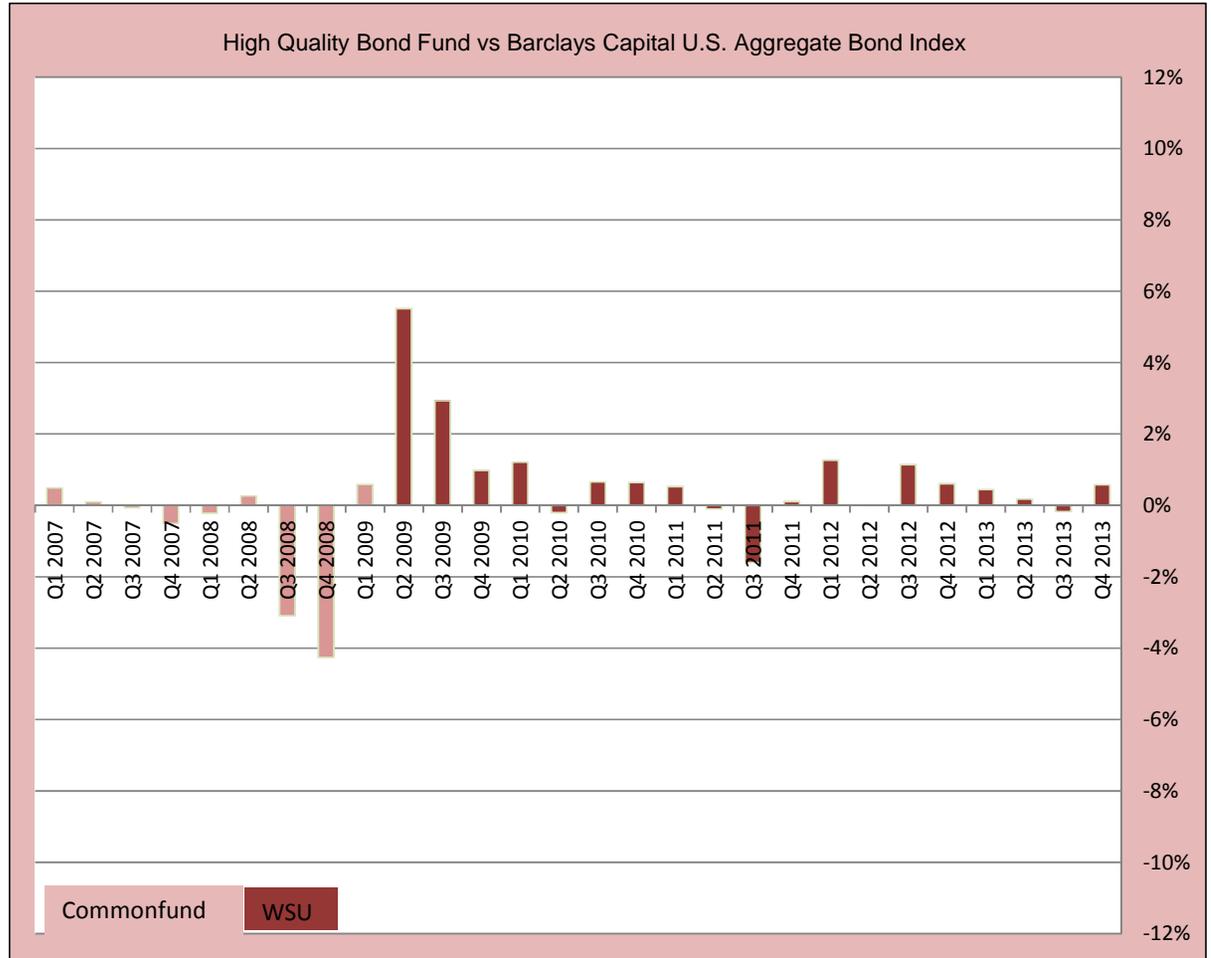
MSCF
Since Inception (11/05)
Annualized Cumulative
-0.49% -3.91%

Benchmark
Since Inception (11/05)
Annualized Cumulative
-2.00% -15.09%

CF - Benchmark
Since Inception (11/05)
Annualized Cumulative
1.51% 11.18%

HIGH QUALITY BOND FUND VS BARCLAYS
 CALENDAR YEARS 2006 - 2012
 SEVEN YEAR HISTORY

High Quality Bond Fund vs Barclays			
Quarter	Time Weighted Returns	Barclays US Bond Index	Diff
Q4 2013	0.44%	-0.14%	0.58%
Q3 2013	0.40%	0.57%	-0.17%
Q2 2013	-2.15%	-2.32%	0.17%
Q1 2013	0.32%	-0.12%	0.44%
Q4 2012	0.83%	0.22%	0.61%
Q3 2012	2.74%	1.59%	1.15%
Q2 2012	2.07%	2.06%	0.01%
Q1 2012	1.57%	0.31%	1.27%
Q4 2011	1.23%	1.12%	0.11%
Q3 2011	2.23%	3.83%	-1.60%
Q2 2011	2.20%	2.30%	-0.10%
Q1 2011	0.96%	0.43%	0.53%
Q4 2010	-0.65%	-1.29%	0.64%
Q3 2010	3.14%	2.49%	0.66%
Q2 2010	3.28%	3.49%	-0.20%
Q1 2010	2.99%	1.78%	1.21%
Q4 2009	1.19%	0.20%	0.98%
Q3 2009	6.68%	3.74%	2.93%
Q2 2009	7.30%	1.78%	5.51%
Q1 2009	0.70%	0.11%	0.58%
Q4 2008	0.31%	4.58%	-4.27%
Q3 2008	-3.58%	-0.49%	-3.09%
Q2 2008	-0.76%	-1.02%	0.26%
Q1 2008	1.95%	2.17%	-0.22%
Q4 2007	2.50%	3.00%	-0.50%
Q3 2007	2.78%	2.85%	-0.07%
Q2 2007	-0.43%	-0.52%	0.10%
Q1 2007	1.98%	1.50%	0.49%
Q4 2006	1.12%	1.24%	-0.12%



Dec 31, 2013 Market Value
 \$ 7,525,615

HQBF	
7yr Return	
Annualized	Cumulative
6.07%	51.06%

Benchmark	
7yr Return	
Annualized	Cumulative
4.92%	39.96%

CF - Benchmark	
7yr Return	
Annualized	Cumulative
1.15%	11.10%

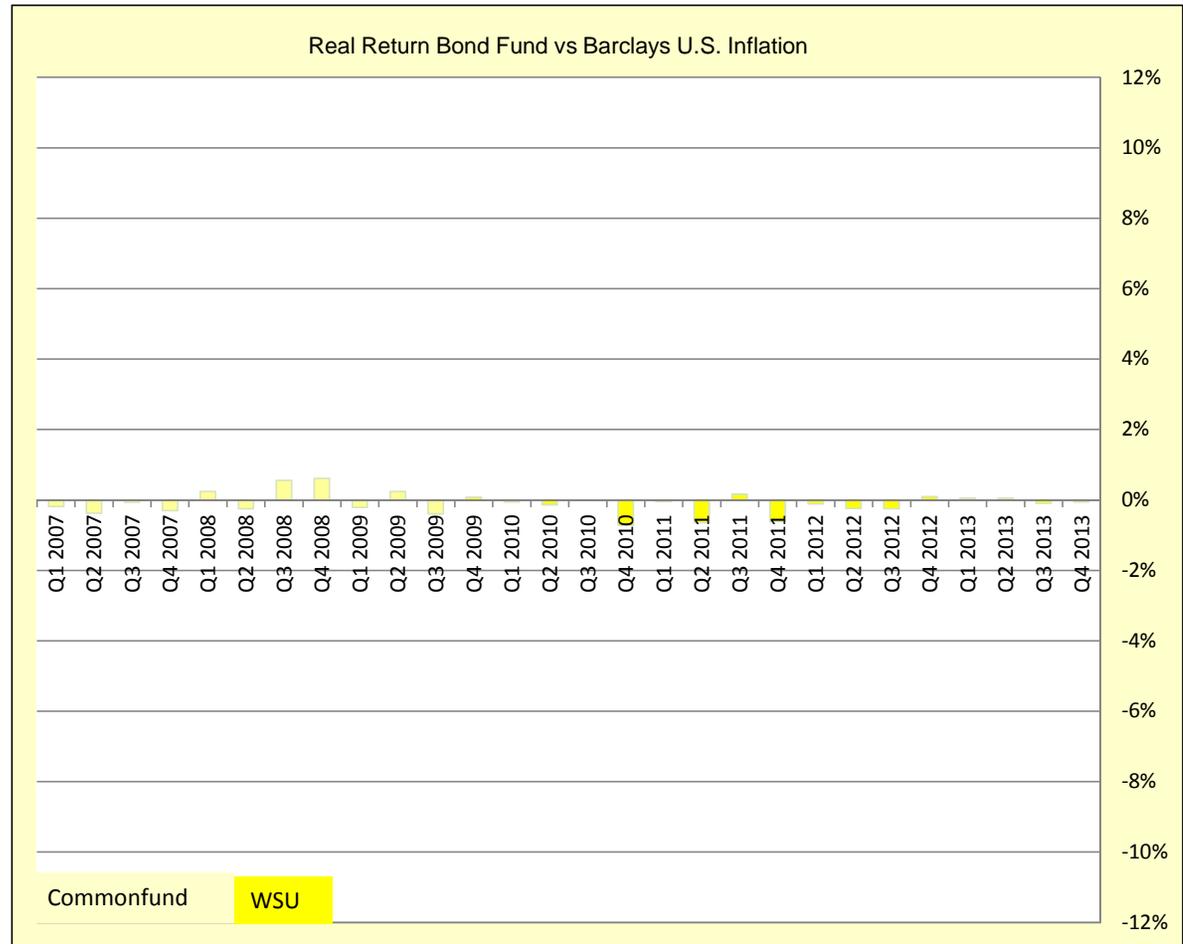
HQBF	
Since Inception (9/07)	
Annualized	Cumulative
6.09%	44.73%

Benchmark	
Since Inception (9/07)	
Annualized	Cumulative
4.89%	34.78%

CF - Benchmark	
Since Inception (9/07)	
Annualized	Cumulative
1.20%	9.94%

REAL RETURN BOND FUND VS BARCLAYS U.S. INFLATION INDEX
 CALENDAR YEARS 2006 - 2013
 SEVEN YEAR HISTORY

Real Return Bond Fund vs Barclays			
Quarter	Time Weighted Returns	Barclays U.S. Inflation	Diff
Q4 2013	-2.22%	-2.16%	-0.06%
Q3 2013	0.54%	0.64%	-0.10%
Q2 2013	-7.35%	-7.39%	0.04%
Q1 2013	-0.44%	-0.49%	0.05%
Q4 2012	0.81%	0.71%	0.09%
Q3 2012	1.93%	2.18%	-0.25%
Q2 2012	3.15%	3.40%	-0.24%
Q1 2012	0.70%	0.81%	-0.11%
Q4 2011	2.13%	2.75%	-0.62%
Q3 2011	4.97%	4.81%	0.16%
Q2 2011	3.06%	3.71%	-0.65%
Q1 2011	2.00%	2.05%	-0.05%
Q4 2010	-1.38%	-0.66%	-0.72%
Q3 2010	2.50%	2.51%	-0.01%
Q2 2010	3.74%	3.87%	-0.14%
Q1 2010	0.47%	0.52%	-0.05%
Q4 2009	1.83%	1.76%	0.08%
Q3 2009	2.69%	3.08%	-0.40%
Q2 2009	0.85%	0.61%	0.24%
Q1 2009	4.48%	4.70%	-0.22%
Q4 2008	-2.05%	-2.66%	0.61%
Q3 2008	-3.08%	-3.63%	0.55%
Q2 2008	-0.57%	-0.32%	-0.25%
Q1 2008	5.35%	5.11%	0.24%
Q4 2007	4.84%	5.14%	-0.31%
Q3 2007	4.47%	4.54%	-0.07%
Q2 2007	-1.13%	-0.75%	-0.38%
Q1 2007	2.32%	2.51%	-0.19%
Q4 2006	-0.84%	-1.30%	0.46%



Dec 31, 2013 Market Value
 \$ 615,705

RRBF
 7yr Return
 Annualized Cumulative
 4.87% 39.51%

Benchmark
 7yr Return
 Annualized Cumulative
 5.27% 43.25%

CF - Benchmark
 7yr Return
 Annualized Cumulative
 -0.40% -3.74%

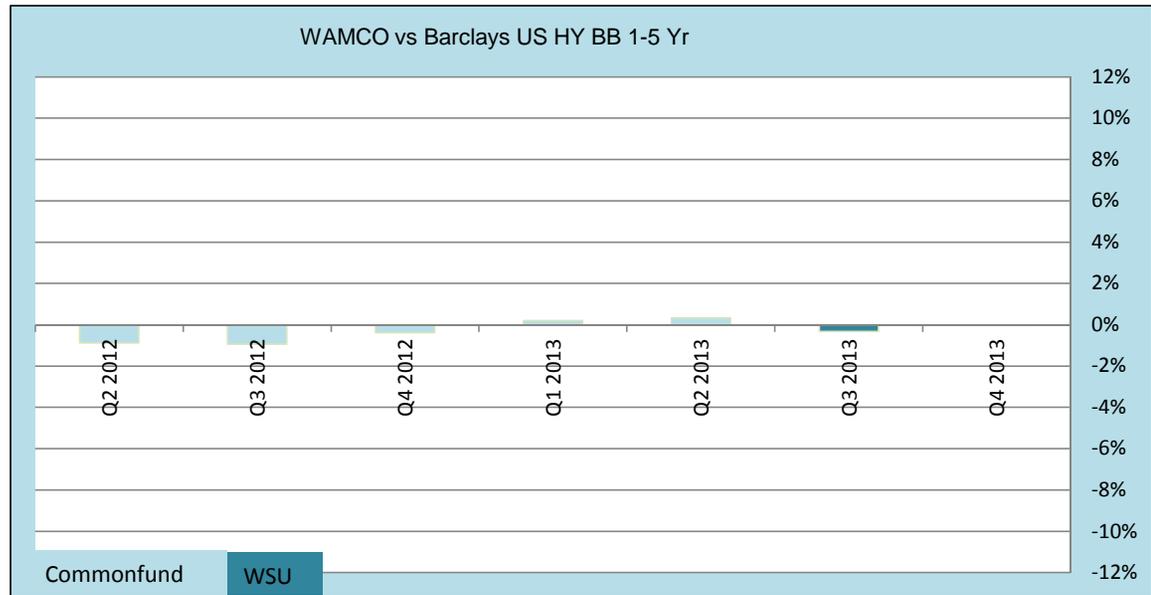
RRBF
 Since Inception (9/07)
 Annualized Cumulative
 4.54% 32.01%

Benchmark
 Since Inception (9/07)
 Annualized Cumulative
 4.87% 34.70%

CF - Benchmark
 Since Inception (9/07)
 Annualized Cumulative
 -0.34% -2.68%

WAMCO VS BARCLAYS CAPITAL US HY BB 1-5 YR INDEX
CALENDAR YEARS 2013
SEVEN YEAR HISTORY

WAMCO vs Barclays			
Quarter	Time Weighted Returns	Barclays US HY BB 1-5 Yr	Diff
Q4 2013	2.48%	2.49%	-0.01%
Q3 2013	2.47%	2.79%	-0.32%
Q2 2013	-0.70%	-1.03%	0.33%
Q1 2013	2.17%	1.96%	0.20%
Q4 2012	2.03%	2.42%	-0.39%
Q3 2012	2.80%	3.73%	-0.94%
Q2 2012	1.09%	1.96%	-0.87%



Dec 31, 2013 Market Value \$ 5,297,695

WAMCO
Since Inception (8/13)
Cumulative
3.22%

Benchmark
Since Inception (8/13)
Cumulative
3.37%

CF - Benchmark
Since Inception (8/13)
Cumulative
-0.15%

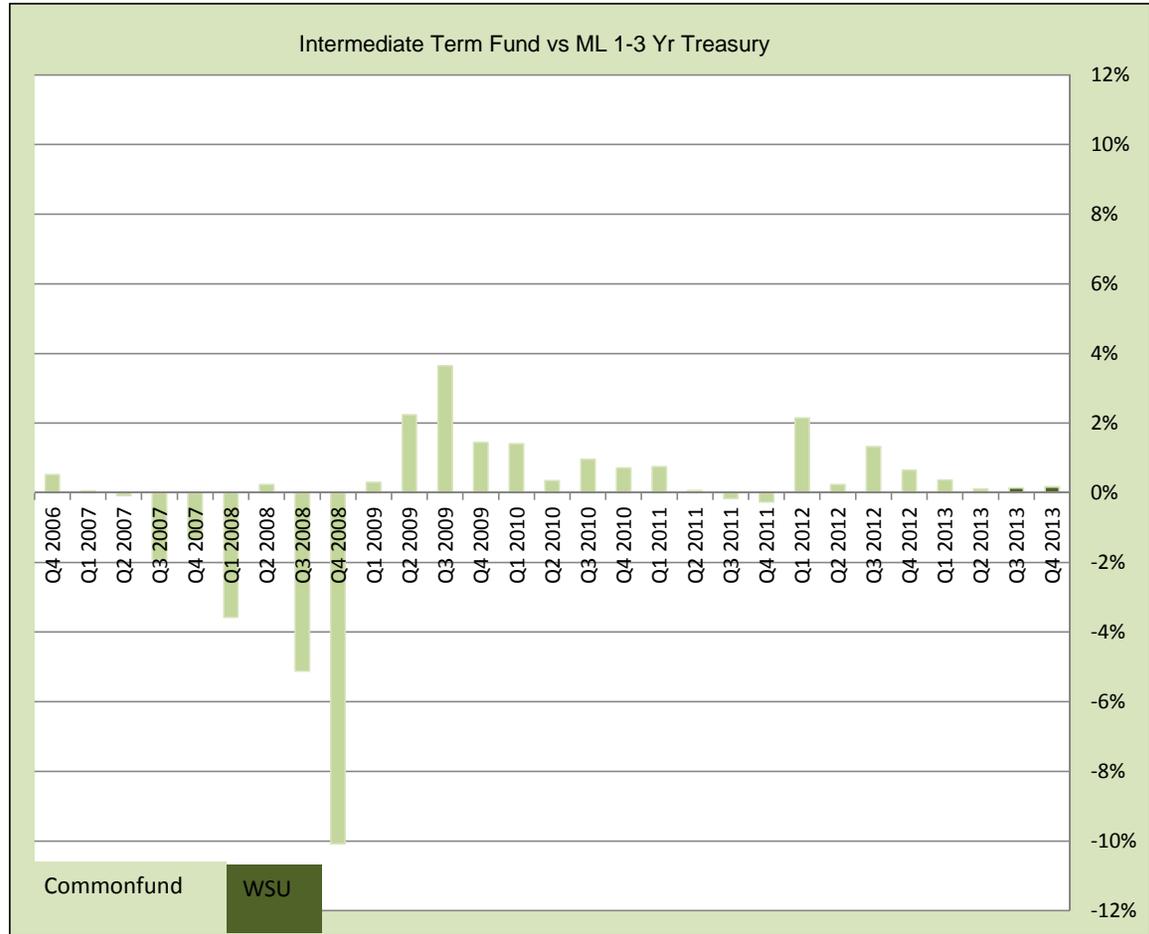
WAMCO
Fund Inception
Annualized Cumulative
7.66% 11.74%

Benchmark
Fund Inception
Annualized Cumulative
8.43% 12.95%

CF - Benchmark
Fund Inception
Annualized Cumulative
-0.77% -1.21%

INTERMEDIATE TERM FUND VS ML 1-3 YR TREASURY INDEX
CALENDAR YEARS 2007 -2013
SEVEN YEAR HISTORY

Intermediate Term Fund vs ML			
Quarter	Time Weighted Returns	ML 1-3 Yr Treasury	Diff
Q4 2013	0.23%	0.06%	0.17%
Q3 2013	0.44%	0.30%	0.14%
Q2 2013	0.00%	-0.11%	0.11%
Q1 2013	0.47%	0.11%	0.37%
Q4 2012	0.72%	0.08%	0.65%
Q3 2012	1.58%	0.25%	1.33%
Q2 2012	0.43%	0.19%	0.24%
Q1 2012	2.06%	-0.08%	2.15%
Q4 2011	-0.07%	0.19%	-0.26%
Q3 2011	0.32%	0.49%	-0.17%
Q2 2011	0.89%	0.83%	0.06%
Q1 2011	0.78%	0.03%	0.75%
Q4 2010	0.56%	-0.15%	0.71%
Q3 2010	1.58%	0.62%	0.96%
Q2 2010	1.51%	1.16%	0.35%
Q1 2010	2.11%	0.70%	1.41%
Q4 2009	1.47%	0.03%	1.45%
Q3 2009	4.42%	0.78%	3.64%
Q2 2009	2.14%	-0.11%	2.24%
Q1 2009	0.39%	0.09%	0.30%
Q4 2008	-7.39%	2.69%	-10.08%
Q3 2008	-3.43%	1.68%	-5.12%
Q2 2008	-0.62%	-0.86%	0.24%
Q1 2008	-0.60%	2.98%	-3.58%
Q4 2007	1.01%	2.36%	-1.35%
Q3 2007	0.76%	2.67%	-1.91%
Q2 2007	0.62%	0.70%	-0.08%
Q1 2007	1.46%	1.40%	0.05%
Q4 2006	1.44%	0.91%	0.53%



Dec 31, 2013 Market Value
\$ 2,913,051

ITF
7 Yr Return
Annualized Cumulative
1.91% 14.16%

Benchmark
7 Yr Return
Annualized Cumulative
2.74% 20.80%

CF - Benchmark
7 Yr Return
Annualized Cumulative
-0.83% -6.64%

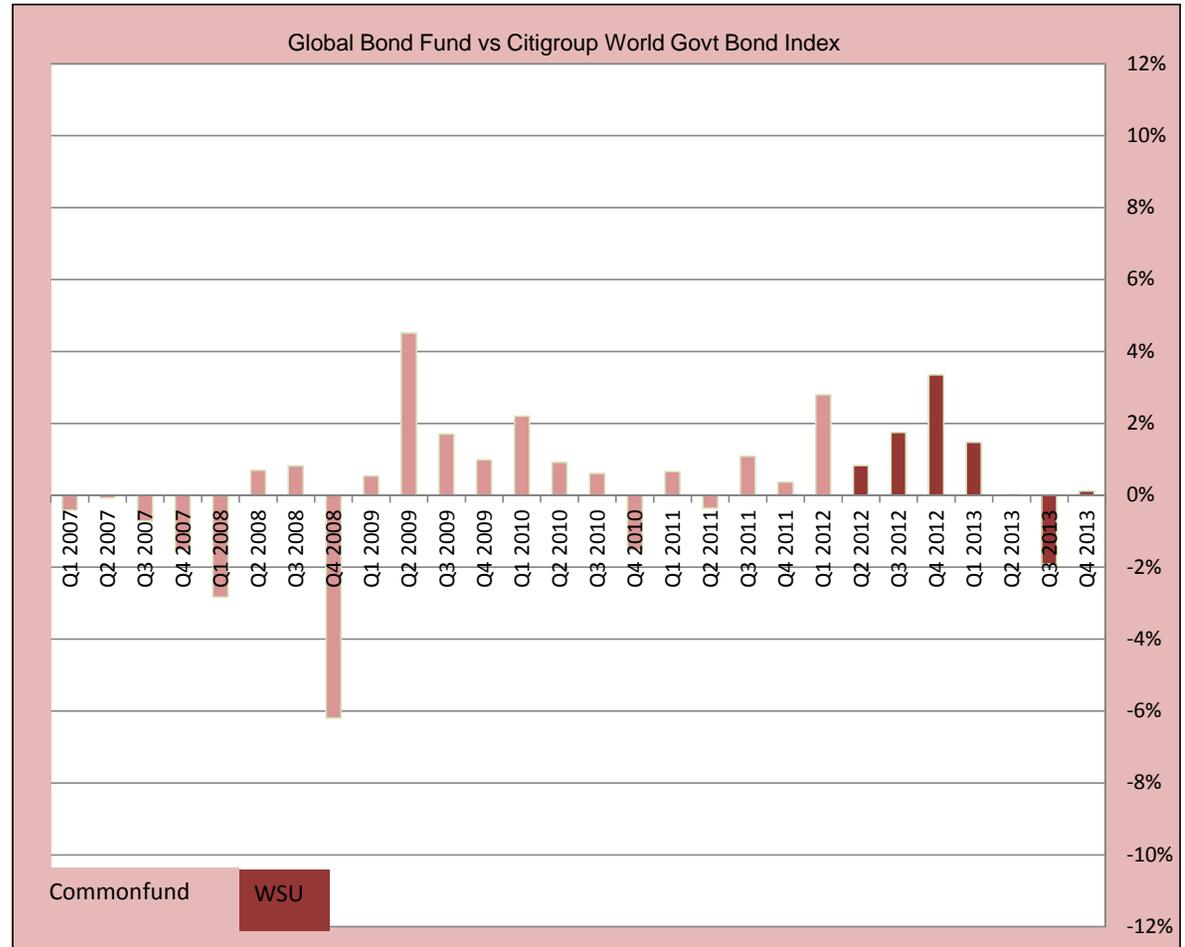
ITF
Since Inception (7/13)
Cumulative
0.49%

Benchmark
Since Inception (7/13)
Cumulative
0.19%

CF - Benchmark
Since Inception (7/13)
Cumulative
0.30%

GLOBAL BOND FUND VS CITIGROUP WORLD BOND INDEX
 CALENDAR YEARS 2006 - 2013
 SEVEN YEAR HISTORY

Global Bond Fund vs Citigroup			
Quarter	Time Weighted Returns	Citigroup World Index	Diff
Q4 2013	-0.97%	-1.09%	0.12%
Q3 2013	0.97%	2.88%	-1.91%
Q2 2013	-2.95%	-2.97%	0.02%
Q1 2013	-1.30%	-2.78%	1.47%
Q4 2012	1.65%	-1.70%	3.35%
Q3 2012	4.74%	2.99%	1.75%
Q2 2012	1.75%	0.92%	0.82%
Q1 2012	2.28%	-0.51%	2.79%
Q4 2011	0.25%	-0.12%	0.37%
Q3 2011	3.47%	2.38%	1.09%
Q2 2011	2.97%	3.32%	-0.35%
Q1 2011	1.31%	0.66%	0.66%
Q4 2010	-3.28%	-1.76%	-1.52%
Q3 2010	8.79%	8.18%	0.61%
Q2 2010	1.20%	0.29%	0.92%
Q1 2010	0.87%	-1.33%	2.20%
Q4 2009	-0.94%	-1.93%	0.98%
Q3 2009	7.86%	6.16%	1.70%
Q2 2009	7.99%	3.48%	4.51%
Q1 2009	-4.28%	-4.81%	0.53%
Q4 2008	2.62%	8.81%	-6.19%
Q3 2008	-2.15%	-2.97%	0.82%
Q2 2008	-3.54%	-4.23%	0.69%
Q1 2008	6.83%	9.66%	-2.83%
Q4 2007	2.41%	3.92%	-1.51%
Q3 2007	6.49%	7.20%	-0.71%
Q2 2007	-1.62%	-1.54%	-0.07%
Q1 2007	0.74%	1.15%	-0.41%
Q4 2006	1.74%	1.80%	-0.06%



Dec 31, 2013 Market Value
 \$ 3,787,005

GBF
 7yr Return
 Annualized Cumulative
 6.20% 52.35%

Benchmark
 7yr Return
 Annualized Cumulative
 4.68% 37.70%

CF - Benchmark
 7yr Return
 Annualized Cumulative
 1.52% 14.64%

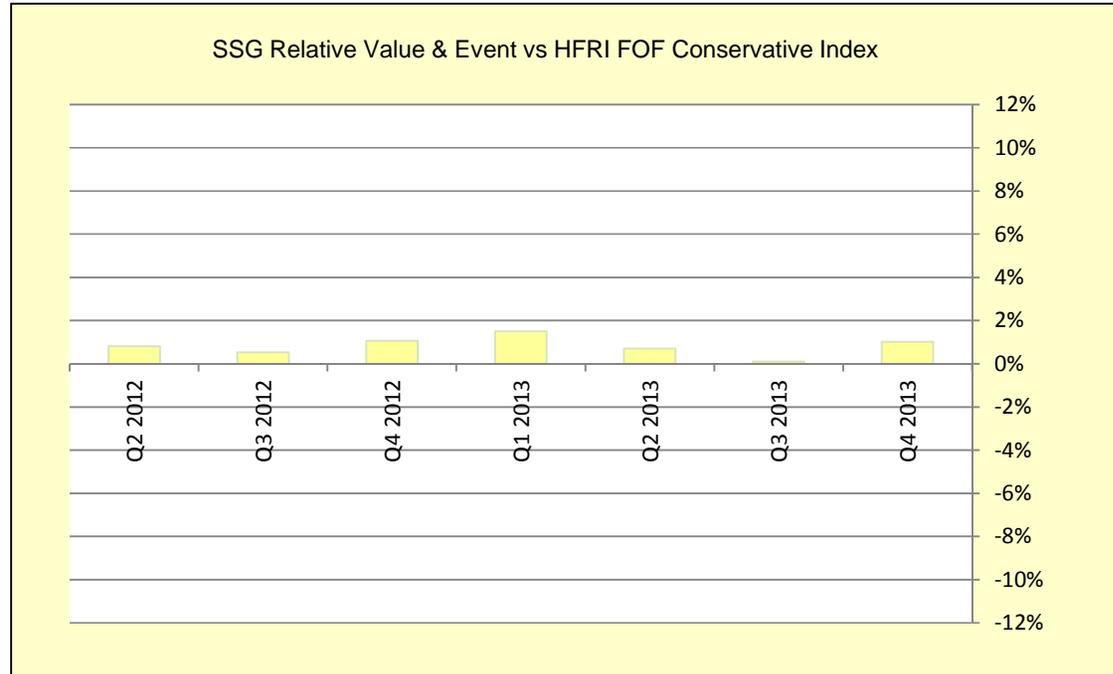
GBF
 Since Inception (12/10)
 Annualized Cumulative
 4.71% 14.82%

Benchmark
 Since Inception (12/10)
 Annualized Cumulative
 1.24% 3.78%

CF - Benchmark
 Since Inception (12/10)
 Annualized Cumulative
 3.47% 11.04%

SSG RELATIVE VALUE EVENT
CALENDAR YEARS 2012 - 2013

SSG Relative Value Event			
Quarter	Time Weighted Returns	HFRI FOF Cons	Diff
Q4 2013	2.70%	1.69%	1.01%
Q3 2013	1.35%	1.24%	0.11%
Q2 2013	1.52%	0.81%	0.71%
Q1 2013	4.28%	2.77%	1.51%
Q4 2012	2.72%	1.65%	1.07%
Q3 2012	2.36%	1.82%	0.53%
Q2 2012	-0.91%	-1.72%	0.82%
New Fund			



Dec 31, 2013 Market Value
\$ 6,554,175

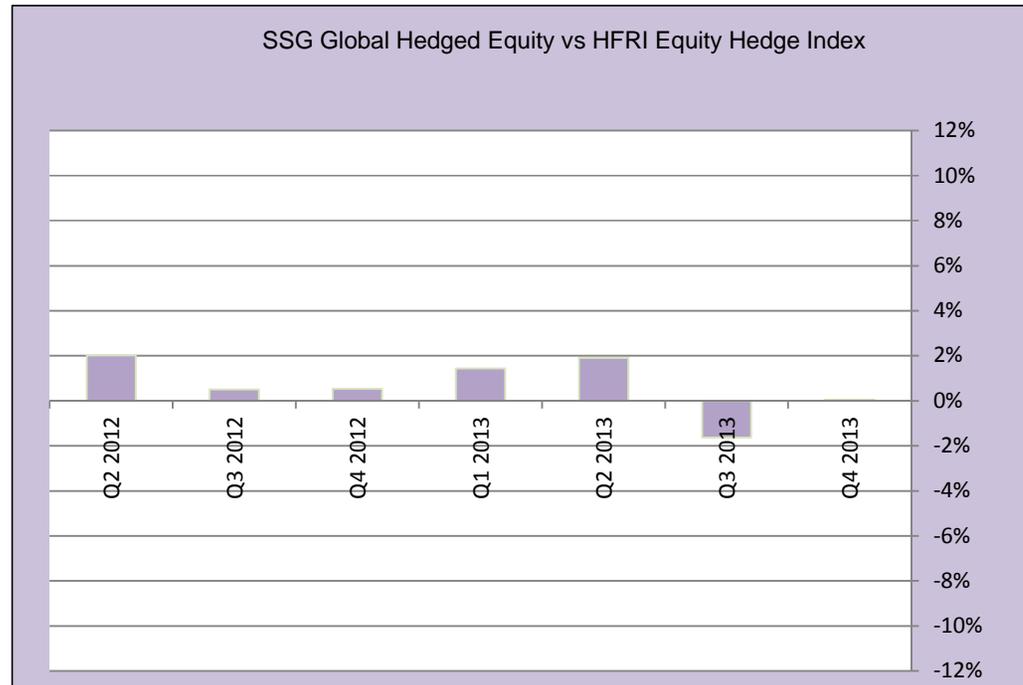
RVE
Since Inception (03/12)
Annualized Cumulative
8.37% 15.93%

Benchmark
Since Inception (03/12)
Annualized Cumulative
4.73% 8.86%

CF - Benchmark
Since Inception (03/12)
Annualized Cumulative
3.65% 7.07%

SSG GLOBAL HEDGED EQUITY
CALENDAR YEARS 2012 - 2013

SSG Global Hedged Equity			
Quarter	Time Weighted Returns	HFRI Equity Hedge	Diff
Q4 2013	5.04%	4.98%	0.06%
Q3 2013	2.49%	4.12%	-1.63%
Q2 2013	1.83%	-0.07%	1.91%
Q1 2013	6.38%	4.94%	1.44%
Q4 2012	2.38%	1.84%	0.54%
Q3 2012	3.96%	3.45%	0.51%
Q2 2012	-2.60%	-4.62%	2.02%
New Fund			



Dec 31, 2013 Market Value
\$ 5,808,852

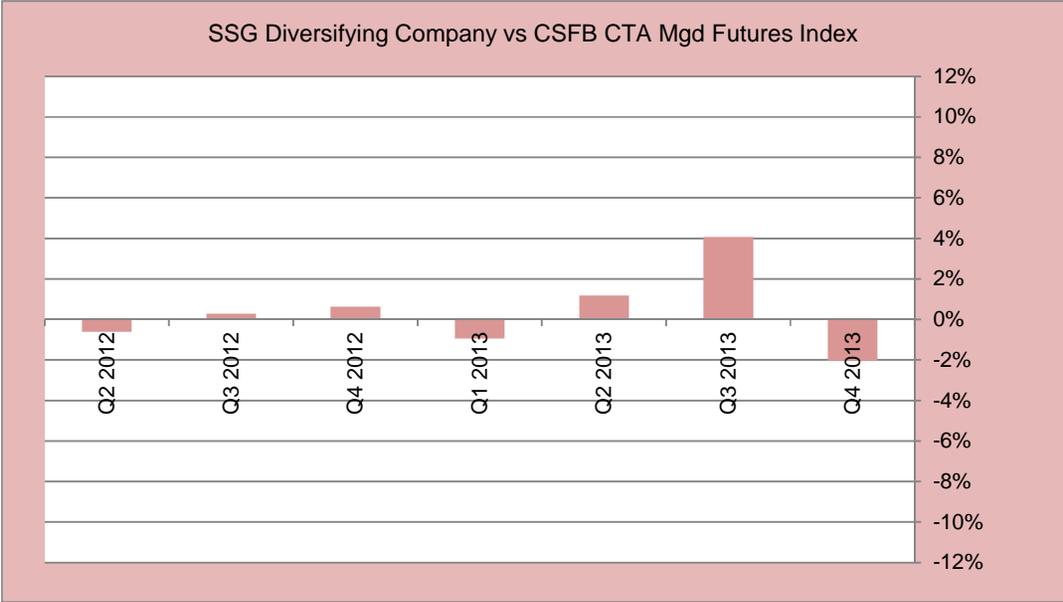
GHE	
Since Inception (03/12)	
Annualized	Cumulative
11.40%	21.96%

Benchmark	
Since Inception (03/12)	
Annualized	Cumulative
7.99%	15.19%

CF - Benchmark	
Since Inception (03/12)	
Annualized	Cumulative
3.41%	6.77%

SSG DIVERSIFYING COMPANY
CALENDAR YEARS 2012 - 2013

SSG Diversifying Company			
Quarter	Time Weighted Returns	CSFB CTA Mgd Futures	Diff
Q4 2013	3.17%	5.22%	-2.05%
Q3 2013	0.12%	-3.94%	4.06%
Q2 2013	-5.81%	-6.98%	1.18%
Q1 2013	2.71%	3.65%	-0.95%
Q4 2012	-2.43%	-3.05%	0.62%
Q3 2012	1.92%	1.65%	0.28%
Q2 2012	-1.45%	-0.84%	-0.61%
New Fund			



Dec 31, 2013 Market Value
\$ 1,879,784

SDC	
Since Inception (03/12)	
Annualized	-2.02%
Cumulative	-3.69%

Benchmark	
Since Inception (03/12)	
Annualized	-4.21%
Cumulative	-7.60%

CF - Benchmark	
Since Inception (03/12)	
Annualized	2.19%
Cumulative	3.92%

**WSU POLICY
PPM# 3-38b, STAFF ADVISORY COMMITTEE**

This policy is being updated to incorporate the change of two committees into one Staff Advisory Committee, with proportion between exempt and non-exempt committee members.

President's Council approved the requested changes to PPM 3-38b. President's Council also approved the proposed budget increase to eliminate the need for departments to provide additional support and coverage for two members to attend the quarterly UHESA meetings at different locations in the state.

Trustee approval is being sought for this policy and budget increase.

Staff Advisory Committees

No. 3-38b	Rev.	Date 5-2-91
Draft 1		Date 10-10-13

I. GENERAL

To provide for a mutually valuable channel of communication for staff employees with the Administration and Institutional ~~Board of Trustees~~Council. This policy is not meant to replace or discourage other normal means of communication between staff employees and their supervisors.

II. REFERENCE

Utah State Board of Regents Policy R223, Faculty and Staff Participation in Institutional ~~Council~~Board of Trustees Meetings.

III. DEFINITIONS

Staff includes the categories of Non-Exempt and Exempt Staff.

Administration is the President's Council ~~with the Director of Human Resources serving as facilitator.~~

~~Committees refer to the Non-Exempt Staff Advisory Committee and the Exempt Staff Advisory Committee.~~

IV. POLICY

A. The University shall have ~~a Non-Exempt Staff Advisory Committee and a Exempt Staff an~~ Advisory Committee to seek input from Staff employees and to represent the Staff in providing input and exchanging ideas with the Institutional Council~~Board of Trustees~~ and the Administration.

B. The Committees shall be made up of Staff who are employed in salaried positions at 75 percent FTE or greater. ~~Each Committee membership shall be determined by approximating proportional representation from logical subdivisions of the University. The President of the largest staff employees organization on campus will be an additional member of both committees.~~

C. The President's Council shall ~~identify~~ approve subdivisions of the University and ~~determine~~ the number of Non-Exempt Staff and Exempt Staff to be elected from each subdivision.

D. The ~~Director of Human Resources~~Advisory Committee shall facilitate a nomination and election procedure each year open to all eligible staff in which members of the Committees are elected by their

respective constituencies.

E. Members of the Committees shall be elected for staggered three-year terms to provide for continuity.

F. Members of ~~each the~~ Committee shall select ~~a Chair and Vice-Chair officers~~ officers by majority vote.

G. ~~The Director of Human Resources~~ President's Council shall ~~be appoint~~ appoint an Ex-Officio non-voting member ~~of each to the~~ to Committee, to provide administrative support, and serve as a resource.

H. A non-voting liaison from Human Resources will serve on the committee to provide support and serve as a resource.

H.I. The Committees shall meet as needed, but at least three times between September and June. A reasonable amount of release time from work shall be provided for the meetings and associated assignments.

I.J. The Chair of ~~each the~~ Committee shall receive a copy of Institutional Council Board of Trustees meeting agendas and the minutes of ~~Institutional Council~~ Board of Trustees meetings. An opportunity shall be granted to the Chair of ~~each the~~ Committee to make reports to the President's Council and/or the Institutional Council Board of Trustees upon request.

1. Group together staff in the following areas
 1. Administrative Services/University Advancement/President's Office
 2. Student Affairs/Information Technology
 3. Academic Affairs
2. Re-evaluate the apportionment if there has been a significant shift in employees, or at least every 10 years (my revisions).
3. Current members will remain in their position until their term expires. An effort should be made to stagger members within the different groupings (we could just put it this way in the by-laws, then they would have some lee-way in how to complete the transition).
4. After looking at the number of employees in different areas, Brittany and I came up with the following suggested number of representatives.

	# Non-Exempt	# reps	# Exempt	# reps
Group 1=	324	3	330	2
Group 2=	98	1	300	2
Group 3=	137	2	338	2
Totals:	559	6	968	6

Staff numbers broken down

Area Groupings	Non-Exempt	NE PT	Exempt	Exempt PT	Hourly NS
1 Presidents Office	3		4		
3 Provost (Academic)	137	6	338	10	230
1 Admin Services	314	1	266	2	539
1 Univ Advancement	7		60		5
2 Student Affairs	94	1	200	4	162
2 Info Tech	4		100		
Totals:	559		968		936

Non-Exempt Exempt Hourly Non-Student

1=	324	330	544
2=	98	300	162
3=	137	338	230
Totals:	559	968	936

Non-Exempt # reps # Exempt # reps

1=	324	3	330	2
2=	98	1	300	2
3=	137	2	338	2
Totals:	559	6	968	6

1527

After a survey of other USHE schools, and evaluating our specific needs and desires, we would like to request an increase in the SAC budget. In the past, costs for welcome gifts, UHESA travel, committee appreciation, and other expenses were offset through the generosity of various departments on campus. We would like to have the budget reflect the true costs and eliminate financial dependence on departments.

Budget request is for \$4000 to be used as determined by the committee. Possible expenditures could be as outlined below.	
	Amount
Employee Welcome & Committee Awareness	\$ 800
Dues & Conference Fees	\$ 250
Staff Awards	\$ 480
Travel	\$ 1,900
Annual Retreat & Appreciation	\$ 400
Misc Expenses	\$ 170
Total	\$ 4,000

**WSU POLICY,
PPM# 3-7a, AIDS POLICY**

It is proposed that this policy be eliminated because it is now redundant with other policies.

Trustee approval is being sought to eliminate this policy.

Aids Policy

No. 3-7a

Rev. 11-18-98

Date 6-14-90

I. PURPOSE

This policy is established for the purpose of protecting the rights of persons with HIV positive status, persons suspected of or actually infected with AIDS virus and the rights of those who interact with them in the course of their University-related activities.

II. SCOPE OF APPLICATION

The anti-discrimination provisions of this policy shall apply with equal force to other infectious diseases, such as tuberculosis, which are determined by competent authority to constitute a handicapping condition under Section 504 of the Rehabilitation Act of 1973.

III. DEFINITIONS

For purposes of this policy the following definitions as stated in the Human Immunodeficiency Virus (HIV) Infection Codes, Official Authorized ICD-9-CM, Centers for Disease Control, effective January 1, 1988, will apply:

A. HIV Infection

A person who may have been infected with Human Immunodeficiency Virus (HIV) as demonstrated by positive serological or viral culture findings, but who does not have such conditions that would be indicative of AIDS-like syndrome or AIDS.

B. ARC (AIDS-Related Complex)

The complex of symptoms caused by the Aids virus which precedes full-blown AIDS.

C. AIDS-Like Syndrome

Human immunodeficiency virus infection causing certain specific conditions and includes AIDS-Related Complex (ARC) but exclusive of conditions indicative of AIDS.

D. AIDS

Acquired Immune Deficiency Syndrome. Human immunodeficiency virus infection with specified conditions, i.e. complex of infections, neoplasms, etc. that warrants classification of acquired immunodeficiency syndrome.

E. Responsible Administrator

Responsible Administrator is a person who has authority to implement the employment or academic accommodations recommended by the Institutional AIDS Committee. The responsible administrator may be a department chair, program director, supervisor, dean, vice president or other appointed administrator of the University.

IV. POLICY OF NONDISCRIMINATION

It is the policy of Weber State University that no person shall be discriminated against based on Acquired Immune Deficiency Syndrome (AIDS), AIDS-Related Complex (ARC) or a positive Human Immunodeficiency Virus (HIV) antibody test.

V. POLICY OF ACCOMMODATION

Weber State University will make reasonable efforts to accommodate its students and employees who are HIV infected to assist them in the pursuit of their academic and/or professional careers.

VI. HARASSMENT PROHIBITED

Weber State University prohibits and condemns all incidents of harassment of students or employees who are either known to be or suspected of being infected with the HIV. Such incidents will be considered serious violations of University policy and will be handled in accordance with the appropriate disciplinary procedures outlined in PPMs 3-33 and 9-9 to 9-14 and the Student Rights and Responsibilities Code.

VII. ESTABLISHMENT OF INSTITUTIONAL AIDS COMMITTEE

The president of the University shall appoint an Institutional AIDS Committee (IAC) comprised of individuals with training in medicine, public health, law and ethics. Its composition should include representatives from the Human Resources Office, the Affirmative Action Office, Student Services, the faculty, staff and the Weber State University Student Association. In addition, ad hoc representation of the Weber/Morgan Health Department should be sought.

The duties of the IAC shall include the following:

- A. Design and implementation of a campus-wide AIDS educational program.
- B. Review and approval of procedures recommended by the Department/College AIDS Committees (described below).
- C. Review of cases and issues referred to it by any person, involving individuals who are identified as having HIV infection. The IAC's review of such cases shall be for the purpose of balancing the rights of HIV-infected persons to accommodations which may be reasonable under the circumstances with the rights of others to work and learn in a safe environment. Upon reviewing such cases, the IAC shall recommend to an appropriate administrator any work-related or academic accommodations considered appropriate and any legal safety precautions which

appear prudent. They should also make medical and psychological referrals to assist such individuals. Appeals of adverse administrative decisions shall follow established University grievance procedures.

D. Adoption of procedural safeguards to assure the confidentiality of their work in accordance with state and federal law.

VIII. AUTHORIZATION FOR DEPARTMENTS AND COLLEGES TO ESTABLISH AIDS COMMITTEES AND TO DEVELOP APPROPRIATE PROCEDURES FOR SPECIFIC AREAS

Current knowledge indicates that under ordinary occupational and academic conditions students and employees of the University are not subjected to health risks by casually associating with students, co-workers and clients or patients who are infected with HIV. However, in certain settings (such as the Student Health Center, the School of Allied Health Sciences, the School of Education and its pre-school, Food Services, custodial services and various laboratories), students and employees may, in the course of their duties, have more than casual exposure to persons infected with HIV and to their blood or other body fluids. Authorization is hereby given for each department or college to establish AIDS committees. These committees shall develop policies and procedures, based upon the guidelines of the Center for Disease Control, which will provide protection for the students and employees in that area. These policies shall be reviewed and approved by the IAC. These advisory committees shall also assist in carrying out the AIDS educational program described below.

IX. AIDS EDUCATIONAL PROGRAM

Weber State University shall establish a campus-wide educational program employing a variety of methods to convey information to faculty, students and staff for their personal guidance. Special emphasis should be placed upon informing students who may be confronting sexual issues for the first time and individuals in identified high-risk behaviors.

Further, the University shall develop more specialized programs for administrators, supervisory staff, faculty, counselors and others who must deal with AIDS-related issues in discharging their responsibilities to the University.

X. COUNSELING AND OTHER MEDICAL SUPPORT SERVICES

Clinicians in the Student Health Center and the Counseling Center, within their respective capacities, shall make provisions for limited medical, psychological and support services which promote the physical and mental health of person with the AIDS virus. Since comprehensive care of HIV infection and associated conditions is beyond the scope of campus services, other care providers shall be identified for appropriate referral.

University health care providers shall be familiar with sources of testing for AIDS and shall be prepared to refer students and employees who request such tests. Health care providers should

also be familiar with the capabilities and limitations of the test, and shall be able to counsel and educate persons who seek testing.

Clinicians shall also be familiar and comply with current state laws and public health requirements regarding managing of HIV infection and associated conditions among students and employees.

XI. MANDATORY AIDS TESTING PROHIBITED

Weber State University shall not institute a mandatory HIV testing program unless required to do so by state or federal law.

XII. POLICY OF CONFIDENTIALITY

Confidential information concerning HIV infection and associated conditions shall be handled with extraordinary care.

Confidential information from student and employee records shall not be disclosed to third parties without first securing the written consent of the individual or satisfying the conditions of third party disclosures set forth in applicable law and University policies and procedures.

The number of people in the institution who are informed of the existence and/or identity of students or employees who have the HIV infection shall be kept to an absolute minimum on a need to know basis under the direction of the Institutional Aids Committee.

XIII. REPORTING REQUIREMENTS

The University will strictly observe public health reporting requirements for HIV/AIDS as may be required by the laws of the State of Utah and of the United States.

XIV. UNANTICIPATED AIDS-RELATED ISSUES

Unforeseen AIDS-related situations which may develop to which specific University policies cannot be applied shall be addressed on a case-by-case basis. Under such circumstances, the following guidelines should be observed:

- A. The health and safety of all individuals shall be given the highest priority.
- B. Each person's right to privacy should be protected.
- C. University officials should consult medical staff and the most recent information and guidelines available from the public health officials and professional organizations to arrive at the most appropriate response to the specific situation.
- D. In the event that additional specialized expertise is required, questions may be referred to the IAC.

**WSU POLICY, PPM #3-6,
EMPLOYMENT OF RELATIVES**

The purpose of this policy is to outline the University's policy toward employment of relatives and to minimize the negative impact on productivity and job satisfaction created by nepotism or the perception of nepotism.

Employment of Relatives

No. 3-6	Rev. 1-19-83	Date 8-17-77
DRAFT	Rev. 3-6-14	

I. PURPOSE

To outline the University's policy toward employment of relatives and to minimize the negative impact on productivity and job satisfaction created by nepotism or the perception of nepotism.

II. DEFINITION

Immediate Family

For the purpose of this policy, immediate family is defined as fathers, mothers, ~~husbands, wives,~~ spouses, sons, daughters, brothers, sisters, uncles, aunts, nieces, nephews, first cousins, fathers-in-law, mothers-in-law, brothers-in-law, sisters-in-law, daughters-in-law or sons-in-law.

III. POLICY

A. University policy prohibits any individual holding a position for which payment is made from funds administered by the University to employ, appoint or vote for the appointment of members of his/her immediate family, in or to any position or employment, when the salary, wages, pay or compensation of such appointee is to be paid out of such funds. Subordinate supervisors may not hire the immediate family of their superiors, neither may supervisors employ two individuals of the same "immediate family" to positions for which the supervisor is responsible.

B. Exceptions to this policy require signature approval of the supervising vice president. If the exception pertains to a member of a vice president's immediate family, the exception must be approved by the president. Special consideration will be given in the case of tandem teams of faculty personnel involving husband/wife combinations where the employment of both offers a unique academic program advantage.

When exceptions are requested, a written request must be submitted to the supervising vice president explaining the family relationship and the reasons for the exception. This memo, with the vice president's approving signature, must accompany the payroll action request form used to implement the appointment. At the time an exception is granted, a clear, written understanding must be reached as to how salary changes will be implemented, how evaluations and promotions will be handled and how general supervision will be accomplished. **These exceptions must be reviewed for renewal every two years.**

C. In the event a pre-existing relationship is discovered or a new family relationship develops among employees, a clear, written understanding must be reached as to how salary changes will be implemented, how evaluations and promotions will be handled and how general supervision will be accomplished.

RESIDENTIAL PROPERTY PURCHASE

Approval is sought to sell a private residence owned by WSU and located at 2165 Banbury Lane in Ogden. The home was given to the university by the Davidson family in 2012. The current offer is for \$240,000. A recent MAI appraisal obtained by the university estimated the value of the home at \$235,000. Proceeds from the sale will go to the University Excellence Fund. A closing for the transaction would occur prior to April 1, 2014.

QUARTERLY ATHLETIC REPORT

Attached is the Weber State University Quarterly Athletics Report generated by Director of Athletics, Jerry Bovee. This report includes a summary of the quarter activity in our 15 NCAA sport programs and any academic awards achieved by student athletes, as well as coaching awards.

Weber State Athletics Update March 11, 2014

Men's Basketball

The Weber State men's basketball team captured the Big Sky championship by finishing 14-6 in conference play. The Wildcats have now won 21 Big Sky titles, the most of any team in conference history and have won 21 conference titles in 51 years of Big Sky basketball. The 'Cats have won four conference titles in eight seasons under head coach Randy Rahe.

Weber State claimed several postseason honors from the Big Sky. Senior Davion Berry was named the Big Sky MVP, becoming the eighth player in WSU history to earn the honor. Berry ranks third in the conference in scoring and led the Wildcats in several categories. He scored in double figures in all but two games during the season.

Jeremy Senglin was named the Big Sky Freshman of the Year after starting every game and averaging more than 11 points per game.

Sophomore Joel Bolomboy was named the Big Sky Defensive Player of the Year. He leads the Big Sky and ranks fifth in the nation in rebounding.

Senior Kyle Tresnak was named to the Big Sky All-Conference Second Team, the second straight year he has earned the honor.

Women's Basketball

The Weber State basketball team finished the season on a high note, winning three of their final seven games. The Wildcats were led by the only senior on the team, Amada Hughes. She led the team in scoring and rebounding during the season and earned Big Sky Honorable Mention All-Conference honors.

Track and Field

The Weber State women's track and field team finished in second place at the 2014 Big Sky indoor Championships, earlier this month in Pocatello. The Wildcats were led by senior Amber Henry who captured the conference title in the mile and the 3,000 meters. She broke her own school record with a time of 4:45.91 to win the mile. She ended her stellar career at Weber State by winning 11 Big Sky individual titles in indoor and outdoor track and cross country.

The Wildcat men's team finished fifth at the conference meet. The teams now prepare to begin the outdoor season later in March.

Weber State women's track and field head coach Jim Blaisdell has announced that this season will be his final season after 33 years as head coach of the Wildcats. He has led WSU to 18 Big Sky titles in cross country, indoor and outdoor track and field and has coached 28 All-Americans and more than 1,000 athletes at Weber State.

Dan Walker has been named the head coach of the WSU men's and women's track and field programs. Paul Pilkington has been elevated to the Associate Head Coach for Track and Field and will continue as the head cross country coach for the men's and women's programs.

Softball

The WSU softball is off to a great early season start. The Wildcats are currently 11-7 heading into a tournament in San Diego. WSU has already defeated BYU, Texas Tech, New Mexico State, Seton Hall, UNLV and Indiana this season. Pitcher McCauley Flint is 7-2 overall this season for the Wildcats.

WSU's home opener will be Wednesday, March 19 against Utah Valley. The Wildcats will also play Northern Colorado, Utah, Idaho State, Sacramento State and BYU at home this season.

Spring sports

The men's and women's golf teams and the men's and women's tennis teams are all underway and will be preparing for their conference tournaments later this year.

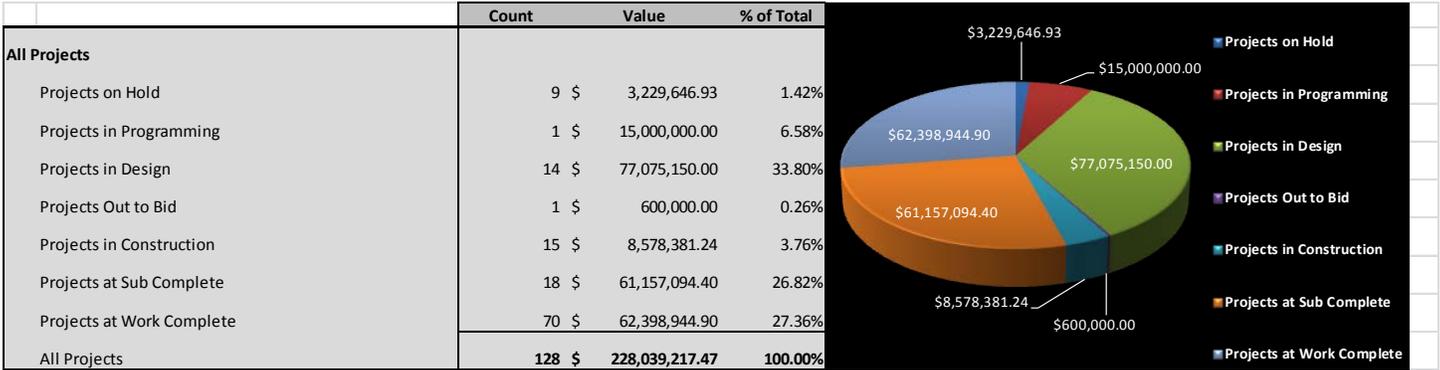
QUARTERLY CONSTRUCTION PROGRESS REPORT

Attached is the Quarterly Construction Progress Report generated by Associate Vice President for Facilities and Campus Planning, Kevin Hansen. This report includes major construction projects, as well as improvement projects and their progress to date.

Facilities Management Quarterly Construction Progress Report

First Quarter CY 2014

Progress to date: March 12, 2014



Davis Campus Classroom Building and Chilled Water Plant

- Construction is complete
- LDS Institute complete
- Mechanical Integration to D2 is underway

New Science Building

- Design is 85% complete
- Solicitation for a CM/GC contractor will go out on the 17th of March
- The Utah State Legislature approved the funding of the project.
- Waiting on the final Governor’s signature of the funding bill
- Construction scheduled to begin in May with a ground breaking ceremony planned for mid-May.

Public Safety Building

- Construction is 30% complete
- The building will be complete in July of this year
- An additional 85 stall parking lot will be completed with the project directly east of the building.

WSU Downtown Project (Mobil App Lab)

- Construction is now complete and all three floors are open to the public.

Stewart Library Renovation

- Feasibility and scoping process is 90% complete
- In the process of getting input from campus stakeholders
- Need to seek Board of Regent and Building Board approval before moving forward

Legacy Wall

- Final carvings have been approved
- Work is scheduled to be complete mid-April.

SCIENCE BUILDING RENDERINGS

Renderings of the Tracy Hall Science Center will be presented to the Trustees at the March 18, 2014, Business Committee meeting.

MONTHLY INVESTMENT REPORT

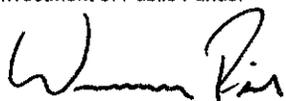
Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Report covering activity for the month of December 2013. Approval of this report is sought from the Business Committee.

Weber State University
 Monthly Investment Activity Report
 December 31, 2013

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance November 30, 2013						\$201,449,088
Purchases:	Wells Fargo	31-Dec-13	2-Jan-14	0.6700%	\$16,000,298	
	Wells Fargo	2011	2017	Various	24,336	
	CF Reinvested Earnings				294,299	
Total Purchases						<u>16,318,933</u>
Withdrawals:	Wells Fargo	29-Nov-13	2-Dec-13	0.6600%	7,157,235	
	PTIF	Various	Various	0.5033%	16,962,896	
Common Fund Fees						
	Global Bond Fund					683
	Strategic Solutions Equity Fund					702
	Natural Resources					884
	International Equity Fund					1,414
	High Quality Bond					1,360
	Real Return Bond					112
	All Caps Equity					1,886
	Core Equity					2,462
	Multi-Strategy Commodities					564
	Emerging Markets Investors Co. B					1,967
	Bancorp Bank Master Demand					446
Total Withdrawals						<u>24,132,611</u>
Balance December 31, 2013						<u>\$193,635,410</u>

Weber State University Director of Financial Reporting and Investments Assertion:

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



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
December 31, 2013

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Dec-13	2-Jan-14	0.6700%	\$16,000,298	\$16,000,298
PTIF						
Endowment Pool	PTIF	Various	Various	0.5033%	1,336,407	1,336,407
Common Fund Outside Cash	PTIF	Various	Various	0.5033%	4,793,002	4,793,002
Cash Pool	PTIF	Various	Various	0.5033%	45,125,352	45,125,352
Common Fund						
Global Bond Fund	Fixed	Various	Various		3,447,618	3,787,005
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		3,702,977	5,205,693
International Equity Fund	International Equities	Various	Various		8,043,993	10,551,782
Realty Investors	Alternatives	Various	Various		1,118,316	1,228
High Quality Bond	Fixed	Various	Various		6,590,604	7,525,615
Real Return Bond	Fixed	Various	Various		615,902	615,705
All Cap	Domestic Equities	Various	Various		9,781,214	14,130,549
Global Hedged Equity	Alternatives	Various	Various		4,360,580	5,808,852
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,040,930	6,554,175
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,414,075	1,733,845
Core Equity	Domestic Equities	Various	Various		12,756,769	18,363,427
Global Distressed Investors	Alternatives	Various	Various		414,491	561,826
Bankcorp Bank Master Demand	Fixed	Various	Various		140,961	140,961
Multi-Strategy Commodities	Alternatives	Various	Various		2,369,201	2,213,552
Natural Resources	Alternatives	Various	Various		4,564,865	5,090,934
Emerging Markets	International Equities	Various	Various		6,611,865	7,022,887
SSG Diversifying Co. A55	Domestic Equities	Various	Various		150,000	145,939
Intermediate Term Fund	Fixed	Various	Various		2,672,114	2,913,051
WAMCO	Fixed	Various	Various		4,592,956	5,297,695
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,605,353	4,605,352
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,157,071	1,157,071
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,302,563	2,302,562
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	12,925,933	12,925,935
Bonds						
FNMA	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	9,791,330
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	978,080
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	978,298
Fannie Mae	Bond	10-Jul-13	10-Jul-18	1.7000%	10,000,000	9,943,050
Federal Farm Credit Bank	Bond	23-Oct-13	23-Oct-18	2.0000%	5,000,000	4,953,835
Total Investments					\$193,635,410	\$212,555,293

Weber State University Foundation
 Monthly Investment Activity Report
 December 31, 2013

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance November 30, 2013					\$9,691,796
Revenues:					
Dividends				66,350	
Interest				34	
Life Insurance Premiums				241	
Realized Gain (Loss)				1,748	
					68,373
Expenses:					
Life Insurance Premiums				0	
Investing Fees				616	
Annuity Payments				4,957	
Banking Fees				20	
Misc Expenses				1,915	
					7,507
Total Withdrawals					7,507
Balance December 31, 2013					\$9,752,661

Weber State University Director of Financial Reporting and Investments Assertion:

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



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
December 31, 2013

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		57,705	57,705
PTIF	PTIF	Various	Various	0.5033%	77,874	77,874
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,059,127	1,990,854
Multi-Strategy Bond	Bond	Various	Various		944,672	1,039,634
Multi-Strategy Bond (Annuity)	Bond	Various	Various		380,193	393,014
Multi-Strategy Equity (Annuity)	Equity	Various	Various		406,156	620,788
Stock and Money Markets						
Abbvie Inc	Stock				337,398	406,637
Alerian	Stock				441,893	450,087
Altria Group-Philip Morris	Stock				93,214	383,900
Ameren Corp (Hldg Co)	Stock				490,701	520,704
BCE Inc	Stock				157,716	155,844
BP PLC ADS	Stock				504,949	476,378
CenturyLink Inc	Stock				795,043	668,850
Chevron Corp	Stock				33,103	149,892
Duke Energy Corp	Stock				688,775	725,019
First Energy Corp New	Stock				179,591	155,006
General Electric	Stock				127,070	493,328
Ishares	Stock				425,433	390,398
Johnson & Johnson	Stock				149,018	228,975
JP Morgan Chase & Co.	Stock				181,476	292,400
Market Vectors Pref	Stock				302,133	273,325
Merck & Co	Stock				231,058	360,360
Morgan Stanley Fund	Money Market			0.0200%	377,559	377,559
PPL Corporation	Stock				217,222	240,720
SeaDrill LTD	Stock				140,394	205,400
SeaDrill Partners LLC	Stock				414,754	474,300
Vodafone GP	Stock				538,434	735,097
Total Investments					\$9,752,661	\$12,344,047

Weber State University
 Monthly Investment Activity Report
 Funds Separately Invested
 December 31, 2013

		Type		Transaction Amount	Amount
Balance November 30, 2013					\$49,434
Gifts:					
	Tableau Software	Stock	385	26,109	
	Wells Fargo	Stock	223	10,105	
	Swift	Stock	53,298	1,175,221	
Total Donations					1,211,435
Sold:					
	Tableau Software	Stock	385	26,109	
	Wells Fargo	Stock	223	10,105	
Total Withdrawals					36,214
Balance December 31, 2013					\$1,224,655

Weber State University Director of Financial Reporting and Investments Assertion:

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



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
 Monthly Investment Report
 Funds Separately Invested
 December 31, 2013

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$355,800
Swift	Stock	31-Dec-13			\$1,175,221	\$1,175,221
Total Investments					<u>\$1,224,655</u>	<u>\$1,531,021</u>

MONTHLY INVESTMENT REPORT

Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Report covering activity for the month of January 2014. Approval of this report is sought from the Business Committee.

Weber State University
 Monthly Investment Activity Report
 January 31, 2014

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance December 31, 2013						\$193,635,410
Purchases:	Wells Fargo	31-Jan-14	3-Feb-14	0.6700%	\$9,349,436	
	Wells Fargo	2011	2017	Various	25,184	
	PTIF	Various	Various	0.5005%	22,154,896	
	Freddie Mac	16-Jan-14	16-Jan-19	2.00%	5,000,000	
	CF Reinvested Earnings				6	
	Gain on Redeemed CF				287,251	
Total Purchases						<u>36,816,773</u>
Withdrawals:	Wells Fargo	31-Dec-13	2-Jan-14	0.6700%	16,000,298	
	CF Redeemed				1,000,000	
	Common Fund Fees					
	Global Bond Fund					678
	Strategic Solutions Equity Fund					704
	Natural Resources					891
	International Equity Fund					1,430
	High Quality Bond					1,364
	Real Return Bond					112
	All Caps Equity					1,931
	Core Equity					2,480
	Multi-Strategy Commodities					561
	Emerging Markets Investors Co. B					1,906
Total Withdrawals						<u>17,012,355</u>
Balance January 31, 2014						<u>\$213,439,828</u>

Weber State University Director of Financial Reporting and Investments Assertion:

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



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
January 31, 2014

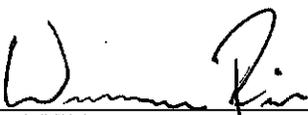
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Jan-14	3-Feb-14	0.6700%	\$9,349,436	\$9,349,436
PTIF						
Endowment Pool	PTIF	Various	Various	0.5005%	346,202	346,202
Common Fund Outside Cash	PTIF	Various	Various	0.5005%	4,795,260	4,795,260
Cash Pool	PTIF	Various	Various	0.5005%	68,268,196	68,268,196
Common Fund						
Global Bond Fund	Fixed	Various	Various		3,446,939	3,775,964
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		3,702,274	5,059,713
International Equity Fund	International Equities	Various	Various		8,042,563	10,119,651
Realty Investors	Alternatives	Various	Various		1,118,316	1,228
High Quality Bond	Fixed	Various	Various		6,728,687	7,848,276
Real Return Bond	Fixed	Various	Various		615,790	627,743
All Cap	Domestic Equities	Various	Various		9,430,665	13,526,681
Global Hedged Equity	Alternatives	Various	Various		4,360,580	5,784,563
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,040,930	6,581,704
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,414,075	1,685,189
Core Equity	Domestic Equities	Various	Various		12,250,711	17,030,198
Global Distressed Investors	Alternatives	Various	Various		414,491	561,826
Bankcorp Bank Master Demand	Fixed	Various	Various		138,116	138,116
Multi-Strategy Commodities	Alternatives	Various	Various		2,368,640	2,202,502
Natural Resources	Alternatives	Various	Various		4,564,857	4,825,744
Emerging Markets	International Equities	Various	Various		6,611,926	6,561,045
SSG Diversifying Co. A55	Domestic Equities	Various	Various		150,000	141,843
Intermediate Term Fund	Fixed	Various	Various		2,672,114	2,921,204
WAMCO	Fixed	Various	Various		4,592,956	5,336,047
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,614,403	4,614,404
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,159,345	1,159,345
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,307,088	2,307,088
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	12,935,268	12,935,268
Bonds						
FNMA	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	9,875,480
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	986,572
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	986,819
Fannie Mae	Bond	10-Jul-13	10-Jul-18	1.7000%	10,000,000	10,029,810
Farm Credit	Bond	23-Oct-13	23-Oct-18	2.0000%	5,000,000	5,000,490
Freddie Mac	Bond	16-Jan-14	16-Jan-19	2.0000%	5,000,000	5,029,590
Total Investments					\$213,439,828	\$230,413,197

Weber State University Foundation
 Monthly Investment Activity Report
 January 31, 2014

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
<hr/>					
Balance December 31, 2013					\$9,752,661
Revenues:					
Dividends				31,919	
Interest				34	
Life Insurance Premiums				0	
Realized Gain (Loss)				23,767	
Donations				25	
					<hr/>
					55,745
Expenses:					
Life Insurance Premiums				0	
Investing Fees				608	
Annuity Payments				3,452	
Banking Fees				0	
Misc Expenses				7,540	
Transfers to WSU				359,281	
					<hr/>
Total Withdrawals					370,880
					<hr/>
Balance January 31, 2014					\$9,437,526

Weber State University Director of Financial Reporting and Investments Assertion:

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



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
January 31, 2014

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		46,713	46,713
PTIF	PTIF	Various	Various	0.5005%	77,932	77,932
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,058,996	1,937,799
Multi-Strategy Bond	Bond	Various	Various		944,520	1,050,549
Multi-Strategy Bond (Annuity)	Bond	Various	Various		392,130	409,140
Multi-Strategy Equity (Annuity)	Equity	Various	Various		398,356	592,244
Stock and Money Markets						
Abbvie Inc	Stock				337,398	379,071
Alerian	Stock				441,893	450,340
Altria Group-Philip Morris	Stock				93,214	352,200
Ameren Corp (Hldg Co)	Stock				490,701	544,896
Apple	Stock				253,035	225,270
BCE Inc	Stock				157,716	151,092
BP PLC ADS	Stock				504,949	459,522
CenturyLink Inc	Stock				795,043	606,060
Chevron Corp	Stock				33,103	133,956
Duke Energy Corp	Stock				688,775	741,934
First Energy Corp New	Stock				179,591	148,003
General Electric	Stock				127,070	442,288
Ishares	Stock				425,433	401,952
Johnson & Johnson	Stock				149,018	221,175
JP Morgan Chase & Co.	Stock				181,476	276,800
Market Vectors Pref	Stock				302,133	283,490
Merck & Co	Stock				231,058	381,384
Morgan Stanley Fund	Money Market			0.0200%	33,691	33,691
SeaDrill LTD	Stock				140,394	178,550
SeaDrill Partners LLC	Stock				414,754	472,311
Vodafone GP	Stock				538,434	693,022
Total Investments					<u>\$9,437,526</u>	<u>\$11,691,385</u>

Weber State University
 Monthly Investment Activity Report
 Funds Separately Invested
 January 31, 2014

	Type	Transaction Amount	Amount
Balance December 31, 2013			\$1,224,655
Gifts:			
GE	Stock	435,932	
			435,932
Sold:			
GE	Stock	435,932	
Total Withdrawals			435,932
Balance January 31, 2013			\$1,224,655

Weber State University Director of Financial Reporting and Investments Assertion:

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



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
 Monthly Investment Report
 Funds Separately Invested
 January 31, 2014

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$339,024
Swift	Stock	31-Dec-13			\$1,175,221	\$1,161,896
Total Investments					\$1,224,655	\$1,500,920

Stewart Library

POST-TENURE REVIEW POLICY

Approved by Library Faculty 9/27/13

Introduction

The purpose of this document is to outline the procedures and criteria used in the post-tenure review of faculty in the Stewart Library. In keeping with PPM 8-11.II, post-tenure review is **not** a re-adjudication of tenure but an assessment of a tenured faculty member's performance during the duration of his/her tenure.

Purpose

Tenured faculty in the Stewart Library are expected throughout their employment to remain actively involved in their profession, to continually work to improve their performance in all areas of teaching and librarianship, to engage in scholarship and to provide meaningful professional and/or administrative service. The Stewart Library recognizes that tenure is an investment in the future of both the library and Weber State University, and this post-tenure review process is intended to serve as a measure of the success of that investment.

Timing of the Post-Tenure Review Process

Tenured faculty shall be reviewed every five years for the duration of their employment, or more often as defined later in this document under "Actions Resulting from Post-Tenure Review" or at the request of the faculty member and/or the University Librarian. Faculty earning tenure prior to the effective date of this policy shall have their first post-tenure review no later than five years after that date. Faculty earning tenure after the effective date of this policy will have their first post-tenure review no later than five years after earning tenure. A formal review for promotion to professor shall constitute a post-tenure review; the next post-tenure review for such faculty will occur no later than five years following this promotion review.

Post-Tenure Review File

In preparation for their post-tenure review, faculty members shall prepare a Post-Tenure Review File separate from their Professional File consisting of the following:

1. A concise narrative of their activities and accomplishments in each of the three categories listed below during the years under review.
2. A copy of their current Position Description.

3. Copies of their annual Faculty Activity Report for each of the years under review.
4. Copies of the University Librarian's Annual Reviews for each of the years under review; faculty may include comments on their annual reviews if they so desire.
5. Copies of previous post-tenure review evaluation summaries, if any, from the Post-Tenure Review Committee and the University Librarian.
6. Copies of student evaluation summaries for all courses taught during the years under review; faculty may include comments on these summaries if they so desire.
7. Copies of relevant supporting documentation, such as syllabi for new or revised courses, copies of publications or letters of acceptance, grant documents, conference presentations, letters of commendation, etc.
8. Any additional material the faculty member wishes to include in their file.

This file will be housed in the Library Administration Office. Faculty will be able to add items to their post-tenure review file at any time prior to the date the file is due as well as remove items which they personally placed in their file. The file shall be completed and available for review by February 1 of the year of the post-tenure review. Adjustments to this deadline must be approved in advance by the University Librarian in consultation with the Post-Tenure Review Committee and the faculty member under review.

Post-Tenure Review Committee

In years when one or more library faculty members are scheduled to undergo post-tenure review, the University Librarian shall appoint a Post-Tenure Review Committee consisting of at least two tenured library faculty members in consultation with the faculty member(s) undergoing review and with the approval of the full Stewart Library faculty. This committee will review the faculty member's performance according to the competencies and criteria described below. Faculty members serving on the Stewart Library Ranking Tenure Evaluation Committee or the library Peer Review Committee during the same year are also eligible to serve on the Post-Tenure Review Committee.

Competencies

The competencies to be considered during post-tenure review fall into three categories:

Category I: Teaching

Category II: Scholarship

Category III: Administrative and/or Professionally Related Service

Faculty undergoing post-tenure review are to be rated as either **Adequate** or **Inadequate** in each of these categories. Criteria for ratings of **Adequate** are given at the end of the detailed discussions of each category given later in this document. During the review process, tenured faculty members undergoing post-tenure review shall be presumed to have a rating of **Adequate** in all categories; the burden shall be on the reviewers to justify the reason(s), if any, why the faculty member should **not** be rated as **Adequate** in any of the categories.

Evaluation Summaries

A written evaluation summary including the rationale for the ratings in each category shall be submitted by the Post-Tenure Review Committee to the candidate with a copy to the University Librarian by February 15 of the year of the post-tenure review. The University Librarian will place a copy of this summary in the faculty member's Post-Tenure Review File. The University Librarian shall submit a separate written evaluation summary to the candidate by March 1 of the year of the post-tenure review and put a copy in the faculty member's Post-Tenure Review File. Adjustments to these deadlines must be approved in advance by the University Librarian in consultation with the Post-Tenure Review Committee and the faculty member under review.

Actions Resulting from Post-Tenure Review

Faculty who receive a rating of **Adequate** in **all three** categories from both the Post-Tenure Review Committee and the University Librarian will undergo another post-tenure review in five years (or less if requested by the faculty member and/or the University Librarian).

Faculty who receive a rating of **Inadequate** in **one or more** categories from the University Librarian will undergo post-tenure review in two years unless the faculty member or University Librarian requests an additional review at a period of less than two years. The faculty member will also meet with the University Librarian to find ways to improve their performance and will be provided the opportunity to improve their performance through a wide variety of faculty development activities which may include, but are not limited to, mentoring, sabbaticals, reduced work load and support of attendance at conferences. It is the responsibility of the faculty member to take advantage of these opportunities.

Faculty who receive a rating of **Inadequate** in **one or more** categories from the University Librarian in **two** consecutive post-tenure reviews will meet with the University Librarian to evaluate why development activities have not been successful and to address methods to resolve outstanding performance issues. This situation may also trigger reference to and subsequent action by the University Librarian in accordance with PPM 8-25 and PPM 9-3 through 9-17.

Definitions of Categories and Criteria

Category I: Teaching

In the Stewart Library, teaching includes librarianship and is defined as the processes or behaviors related to organizing and delivering knowledge; evaluating and facilitating learning; and in general, transmitting content to students (see PPM 8-11.E). For purposes of post-tenure review, teaching is divided into three areas: 1) Instruction, 2) Reference /Information Services and 3) Collection Management/Faculty Liaison. The specific division of duties among these areas for each library faculty member is defined in her/his position description, which is included in the Post-Tenure Review File and should be consulted by evaluators during the review process. Some library faculty positions involve significant administrative duties. Evaluators should take this into account when reviewing the candidate's performance in this category.

1. Instruction: Library faculty may be assigned to teach one or more sections of for-credit Library Science courses during each semester of their contract. They may also be assigned to provide general instruction sessions for students in ENG 2010, UNIV 1105 and other general courses. Evidence of performance in this area includes:
 - a. A teaching portfolio, including but not limited to a statement of their teaching philosophy and a collection of sample course syllabi, assignments, exams, etc., along with comments on how these samples reflect and support their teaching philosophy.
 - b. Summaries of student course evaluations, which are administered each semester for each course taught by the candidate, along with a brief interpretation of these evaluations including comments on both positive results and areas of concern.
 - c. Participation on relevant library teams and committees.
 - d. Involvement in the evaluation and revision of existing library science courses and the design of new courses.
 - e. Pedagogical innovations for instruction.
 - f. Teaching general library-related workshops and training sessions.
 - g. Attendance at relevant workshops, seminars, etc.
 - h. Receipt of relevant certificates, awards, etc.
 - i. Other activities appropriate to this area.
2. Reference/Information Services: Library faculty may also be assigned to provide students and other library users with reference and information services both during scheduled hours at the Reference Desk and on a one-to-one basis as needed. Teaching students and other library users how to find and evaluate information instead of finding it for them is a basic principle of

Reference/Information Services in the Stewart Library. Evidence of performance in this area includes:

- a. Providing proactive, user-oriented reference service.
- b. Knowledge and application of the reference interview technique.
- c. Knowledge of reference resources.
- d. Design of web-based research and how-to guides.
- e. Sharing of knowledge and expertise through workshops, training sessions, etc., and on a one-to-one basis.
- f. Involvement on relevant library teams and committees.
- g. Attendance at relevant workshops, seminars, etc.
- h. Receipt of relevant certificates, awards, etc.
- i. Other activities appropriate to this area.

3. Collection Management/Faculty Liaison: Finally, library faculty may be assigned collection management/faculty liaison duties in specific subject areas. A primary goal of these activities is to provide students and faculty with the most efficient and effective access possible to information resources necessary to support their instructional and research activities. Evidence of performance in this area includes:

- a. Consultation with faculty in assigned subject areas regarding library resources in support of existing courses, new courses, new programs, accreditation, etc.
- b. Overseeing the development and management of information resources in assigned subject areas.
- c. Delivering course-integrated subject-specific instruction sessions requested by faculty in assigned subject areas.
- d. Design of web-based research guides in assigned subject areas.
- e. Providing subject-specific library workshops and training sessions.
- f. Involvement on relevant library teams and committees.
- g. Attendance at relevant workshops, seminars, etc.

- h. Receipt of relevant certifications, awards, etc.
- i. Other activities appropriate to this area.

Faculty members under post-tenure review shall be rated **Adequate in Teaching** if they provide evidence of significant accomplishments/activities in instruction (include ratings of at least satisfactory on student course evaluations) and evidence of significant accomplishments/activities in at least **one** of the other areas of **Teaching** listed above.

Category II: Scholarship

Scholarship is defined as those activities that contribute to the profession and increase the candidate's effectiveness as a professor. Faculty members undergoing post-tenure review are responsible for providing evidence of successful scholarly activities, which may include interdisciplinary scholarship. They are not expected to be equally active in all areas listed below; however, they must submit evidence of significant scholarship during the years under review. Evidence of performance in scholarship includes:

- a. Refereed publications.
- b. Non-refereed publications.
- c. Papers presented at professional conferences and workshops.
- d. Professional improvement, such as graduate education beyond the terminal degree, development of new areas of expertise, additional training in existing areas of expertise, or attendance at professional conferences and workshops.
- e. Projects such as group or individual grants and submission of reports as required.
- f. Other activities appropriate to this category.

Faculty members under post-tenure review shall be rated **Adequate in Scholarship** if they demonstrate a pattern of ongoing scholarly work including activities from a minimum of **three** of the performance areas listed above.

Category III: Administrative and/or Professionally Related Service

Administrative and/or professionally related service is defined as those activities which provide professionally related value to the community, the institution or professional organizations. It is the responsibility of the faculty member under post-tenure review to provide evidence of productive service during the years under review. However, they are not expected to be equally active in all areas listed below. Evidence of performance in service includes:

- a. Committee assignments at the university or library level with university assignments having more significance than library assignments. Leadership positions on committees are weighted more heavily than membership only.
- b. Administrative responsibilities within the Library or University above and beyond the duties described in the candidate's position description.
- c. Leadership positions and/or active participation in professional organizations and similar activities that enhance the reputation of the candidate, the Library, and/or the University.
- d. Involvement in the planning and organization of professional workshops, meetings, conferences, symposia, etc., that benefit the Library, the University, and/or the library profession.
- e. Participation in projects that benefit the Library, the University, and/or the library profession.
- f. Professionally-related community activities.
- g. Consulting or otherwise providing professional expertise.
- h. Student advisement activities or serving as an advisor to a student organization.
- i. Other activities appropriate to this category.

Faculty members under post-tenure review shall be rated **Adequate** in **Administrative and/or Professionally Related Service** if they accept and perform in a professional manner duties in at least **three** areas of service listed above, including at least **one** committee assignment at the university level (see item a. above).

John B. Goddard School of Business & Economics

Post-Tenure Review Policy

Introduction:

This document outlines the post-tenure review policy to be used by the John B. Goddard School of Business & Economics beginning in the 2013-2014 fiscal year. Post-tenure review is intended to support faculty development and productivity. Post-tenure review considers the professional quality with which tenured faculty perform their duties as members of the John B. Goddard School of Business & Economics. This policy does not consider whether a tenured faculty member would meet current standards for the awarding of tenure. The policy is not a dismissal policy and should not be viewed as such. The University's policy on dismissal of a tenured faculty member appears in PPM 8-25 and in PPMs 9-3 through 9-8.

Faculty in the Goddard School are expected to be actively engaged in their profession, to continually work to improve their teaching, to actively produce intellectual contributions, and to provide meaningful service to the university, school, department, community, or profession. Throughout the review process the tenured faculty member undergoing post-tenure review shall be presumed to have a rating of satisfactory in all categories; the burden shall be on the review committee to justify the reason(s), if any, why the faculty member should not be rated as satisfactory in any category.

Timing of Reviews:

After being awarded tenure, faculty will undergo post-tenure review every five years. However, at the request of the faculty member, post-tenure review will take place at periods of less than five years. A formal review for promotion will satisfy the requirement of post-tenure review.

Post-tenure review Committee:

In years when a department has faculty undergoing post-tenure review, the department will elect a post-tenure review committee. All tenured faculty members are eligible to nominate members to serve on this committee and to vote on committee membership. The committee will have a minimum of three and a maximum of five members. All tenured faculty members from within the department other than the department chair, who are not undergoing a post-tenure review, are eligible to serve on the committee as are all tenured faculty from outside of the department. The department chair is responsible for overseeing the election and formation of the post-tenure review committee.

Basis for Decisions:

Prior to February 1st, of the year of their post-tenure review, faculty will place a current vita and all annual evaluations conducted by their department chair or dean since their last post-tenure review in their post-tenure review file. It is the responsibility of the department to provide copies of the annual reviews to the faculty under review. Faculty may include comments to their annual evaluations and additional material to their post-tenure review file, but are not required to do so.

Post-tenure review File:

Each tenured faculty member will have a post-tenure review file separate from their professional file and personnel file. This file will be housed in the Office of the Dean and will contain the material submitted by the faculty for their post-tenure review and the recommendations of the post-tenure review committee. Faculty will be able to add items or remove items which they placed into their file at any time.

Post-tenure review Ratings:

Based on the criteria included in this document, the post-tenure review committee indicates whether a faculty member is performing satisfactorily in the areas of teaching, scholarly activity, and professionally- and/or administratively-related service. Faculty who undergo post-

tenure review will be informed, in writing, of the committee's decisions no later than March 1st in the year they undergo review. The chair of the committee will place a copy of the decision in the faculty member's post-tenure review file and forward copies of the decision to the appropriate department chair and academic dean.

Actions Resulting from Post-tenure review:

Faculty who are given a rating of satisfactory in teaching, scholarship, and service will undergo additional post-tenure review in a period of no greater than five years. Faculty who are given a rating of not-satisfactory in teaching, scholarship or service will undergo post-tenure review in a period of not less than three years. A faculty member who received a rating of not-satisfactory in their most recent post-tenure review can be reviewed at periods of less than three years if requested by the faculty member.

Faculty receiving a not-satisfactory rating will meet with their department chair to find ways to improve performance, and will be provided the opportunity to improve their performance through a wide variety of faculty development activities which may include, but are not limited to, mentoring, sabbaticals, revised teaching schedules, and attendance at conferences. It is the responsibility of the faculty member and the John B. Goddard School of Business & Economics to work cooperatively to improve performance. Faculty who receive two consecutive post-tenure review ratings of not-satisfactory will meet with their dean and department chair to evaluate why development activities have not been successful and to address methods to resolve performance issues. Two consecutive not-satisfactory post-tenure reviews may trigger reference to and subsequent action in accordance with the policies contained in PPM 8-25 and PPMs 9-3 through 9-8 as outlined in PPMs 9-9 through 9-17.

Ratings:

Faculty undergoing post-tenure review will be evaluated in the categories of Teaching, Scholarship, and Professionally- and/or Administratively-Related Service. Faculty will be given a rating of satisfactory or not-satisfactory in each category. The tenured faculty member shall be

presumed to have a rating of satisfactory in all categories; the burden shall be on the review committee to justify the reason(s), if any, why the faculty member should not be rated as satisfactory in any category. A general description of each of these ratings, which shall serve as a guide to the post-tenure review committee, is as follows:

Teaching:

A tenured faculty member will be given a rating of satisfactory in Teaching if the faculty member:

- Remains knowledgeable of current developments in all courses taught. This may be demonstrated through scholarly activities, updating course content, experimenting with new pedagogies, or any other manner that demonstrates engagement in the area of teaching.
- Provides course guidance by producing a syllabus with a course outline, learning objectives, and grading policy.
- Meets classes and with individual students through established office hours.
- Participates in departmental and school assessment of learning activities when asked to do so.
- Works to improve teaching effectiveness when deficiencies are noted by students and academic peers.

Scholarship:

A tenured faculty member will be given a rating of satisfactory in Scholarship if the faculty member has maintained an active research agenda over the most recent five-year period. An active research agenda is demonstrated by remaining current in the field of teaching as evidenced by creating intellectual contributions.

Examples of intellectual contributions include any of the following activities:

- research monographs
- scholarly books or book chapters
- textbooks or textbook chapters
- refereed conference proceedings
- presentations at meetings or at research seminars
- publications in trade journals or in-house journals
- published book reviews
- written cases with instructional material, instructional software, publicly available assessment material or course development material
- successful grant applications
- peer-reviewed journal publications

Professionally- and/or Administratively-Related Service:

Professionally- and/or Administratively-Related Service can be broken into three categories: service to the institution, service to the profession, and service to the community. A tenured faculty member need not participate in all three areas, although faculty must participate at some level in service to the institution. Tenured faculty will be given a rating of satisfactory by meaningful participation in the areas described below:

- Service to the institution encompasses service at all three administrative levels: department, school, and university. It includes, but is not limited to, membership and active participation on university, school, or departmental committees; mentoring

students; and other non-continuing assigned university, school, or departmental activities. Service rendered at the various administrative levels will be accorded equal consideration.

- Service to the community may be demonstrated by speech making in the area of the candidate's expertise, membership on boards, consulting, popular publications, and participation in professional seminars or workshops.
- Service to the profession may include activities such as acting as a reviewer or editor for scholarly publications, chairing or acting as a discussant in scholarly meetings, membership on thesis or dissertation committees, or any other activities that contribute to the profession.

DRAFT

Telitha E. Lindquist College of Arts and Humanities
POST-TENURE REVIEW POLICY

Ratified by Faculty Senate 1-24-13

PURPOSE

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

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

PROCEDURES

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

1. teaching, through student, peer, and administrative evaluation;
2. the quality of scholarly and creative performance, professional activity and/or research productivity, and
3. service to the profession, school, and community.

Teaching performance should be a priority item for discussion. To provide a focus for discussion and better inform the chair, faculty members shall submit a summary of their most recent activities in teaching, in scholarship/creative/professional activity, and in service (vita update since the last review) to the chair at least one week prior to the scheduled interview. The College of Art and Humanities Annual Faculty Reports may be used in lieu of an updated vita. If a faculty member has additional artifacts, they too should be submitted to the chair at least one week prior to the scheduled interview.

The chair shall send a written summary report of the interview to the dean for inclusion in the faculty member's personnel file. That report shall include a listing of the major items of accomplishment of each faculty member and identify deficiencies, if any. A copy of the report shall be sent to the faculty member, who may make a response to the dean.

STUDENT EVALUATIONS

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each tenured faculty member shall have student evaluations administered in at least two courses each year. The two courses to be evaluated will be determined through consultation between each faculty member and his/her department chair. If the faculty member and the chair cannot come to agreement on which two courses should be

evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries of these evaluations will be kept on file in the office of the chair.

PEER EVALUATIONS

Peer review involves seeking feedback from an informed colleague for the purposes of improving her/his practice (formative assessment) and/or evaluating it (summative assessment). There are many possible components to peer review, such as observing classroom teaching, evaluating and giving feedback on course design and assessment practices, and reviewing examples of student products. Formative evaluations, if done well, can help improve teaching and inform summative decisions.

Peer reviewers will be determined through consultation between each faculty member and his/her department chair. Faculty under review are encouraged to submit teaching materials to the review team. The peer review for the College of Arts and Humanities will be limited to three pages of comments and observations. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries will be kept on file in the office of the chair.

REMEDIAL ACTIONS BASED ON POST-TENURE REVIEW

Tenured faculty members are expected to maintain the requirements they fulfilled to earn tenure as noted by the following channels.

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

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

Jerry and Vickie Moyes College of Education POST-TENURE REVIEW DOCUMENT

Approved by Faculty Senate 12/5/12

I. Introduction

The purpose of this document is to outline the criteria and the procedures used for post-tenure evaluation of faculty members (in accordance with PPM 8-11, II and regents policy R481) not advancing in rank within the Jerry and Vickie Moyes College of Education. This document does not evaluate a tenured faculty member according to tenure standards and is not a dismissal policy nor is it a substitution of faculty obligations described in PPM section 9.

II. Timing of Reviews

All tenured faculty members are required to participate in post-tenure review. The first required post-tenure review is during the fifth year after tenure is awarded, or during the fifth year after any rank advancement or other formal review (for example: a tenured associate professor requesting review for advancement in rank when first eligible to do so (five years after being awarded tenure) will not undergo post-tenure review while one not requesting review for advancement in rank to full professor when first eligible to do so, will undergo post-tenure review). Tenured faculty members may request to be reviewed formally at periods of less than five years. In any case where a rank advancement review takes place of a post-tenure review, or a faculty member requests early review, the five-year timeline for the next post-tenure review is reset to five years from the time of that review. The department chair, in consultation with the dean, identifies the candidates undergoing post-tenure review by January 15th of the year prior to the review year.

III. Post-Tenure Review Portfolio

Each faculty member will maintain a post-tenure professional portfolio composed of a brief one-to-two page summary of his/her professional activities in the areas of teaching, scholarship, and professionally related service and the annual faculty self-evaluation reports (*see Appendix A*). The candidate's post-tenure file shall typically be housed in the faculty member's office and shall be available for review electronically or in print format in the department chair's office (or the dean's office if applicable for a chair's review) by February 1st of the review year. Candidates place items in their post-tenure portfolio and may add items or remove items that they place into their file at any time, except after February 1st and before March 1st of the review year. This portfolio is separate from their professional file and personnel file.

IV. Post-Tenure Review Committee

In years when a department has faculty undergoing post-tenure review, the department will elect a post-tenure review committee. All tenured faculty members are eligible to nominate members to serve on this committee and to vote on committee membership. The committee will have a minimum of three and a maximum of five members. All tenured faculty members from within the department other than the department chair, who are not

undergoing a post-tenure review, are eligible to serve on the committee as are all tenured faculty from outside of the department. The department chair is responsible for overseeing the election and formation of the post-tenure review committee. If the candidate under review is the department chair, then the dean or the department post-tenure review committee will evaluate the chair, determined at the discretion of the chair. By March 1st the members of the post-tenure review committee (or the dean if applicable for a chair's review) will submit the evaluation findings (*see Appendix B*) to the department chair, college dean, and the candidate under review. The candidate will place their evaluation results in their post-tenure review portfolio for their next review. The original review evaluation will be kept on file in the candidate's professional file in the dean's office.

V. Post-Tenure Ratings

Faculty members engaged in the process of post-tenure review will provide evidence of satisfactory performance in teaching, scholarship, and service in their post-tenure portfolio. The candidate will be presumed to have a rating of satisfactory in all categories. The satisfactory rating in each category is to reflect the faculty member's academic career span with emphasis on the five-year review period prior to the post-tenure review. The review committee (or dean if reviewing a chair) will have the burden of justifying an unsatisfactory review rating in any category based on the review ratings defined in this document.

A. Teaching

Teaching is defined as the processes or behaviors related to organizing and delivering knowledge; evaluating and facilitating learning; and in general, transmitting content to students (see PPM 8-11.E). It is the candidate's responsibility to provide evidence in the post-tenure portfolio of teaching effectiveness.

Evidence of Teaching Includes:

- Maintenance of knowledge and expertise (such as through conference attendance, scholarly works, new pedagogies, community-engaged learning, and course/curriculum currency) in the discipline especially pertaining to courses taught.
- Providing a course syllabus for each course taught that meets departmental and institutional requirements (see PPM 4.9a).
- Participation in departmental and institutional assessment of learning outcomes when needed.
- Interpretation of student evaluations including tracking data and briefly summarizing trends between sections over time (a minimum of two classes per year administered by the department and an impartial third party, according to PPM 8-11, III.C., or half of the courses taught when administrative responsibilities have lessened the required teaching load).

- Upholding professional teaching conduct such as by meeting classes regularly, on time, with meaningful instructional activities, and with sufficient established office hours.
- Working to improve areas noted by students and/or peers as needing improvement.

Clarification of Ratings for Teaching: A candidate shall be rated as satisfactory if he/she provides evidence and supports each teaching area aforementioned and typically receives satisfactory student evaluations.

B. Scholarship

Scholarship is defined as those activities that contribute to the profession and increase the individual's effectiveness as a professor by the creation of intellectual works. While the faculty member is not expected to be equally active in all areas listed below, it is the candidate's responsibility to provide evidence in the post-tenure portfolio of professional activity indicating ongoing scholarly endeavors since the last required review tenure at Weber State University.

Evidence of Scholarship Includes:

- **Refereed publications** such as articles in refereed journals or professional periodicals.
- **Textbook, textbook chapters**, other professionally written and credibly published learning materials.
- **Non-refereed publications** such as books, book reviews, published monographs, or other professionally reviewed written material.
- **Professional presentations** such as papers presented at international, national, regional, or state conferences or workshops.
- **Projects** such as grants, undergraduate, graduate, community-based, and action research, teaching innovations and developments, or other long-term professional associations with a public school, a service agency, or other field-based setting appropriate to the individual's discipline.
- **Professional improvement** such as additional degrees beyond the terminal degree, formal postgraduate study, documentation of additional training, additional or increased expertise through self-study and conference attendance, development of new courses and/or programs, or significant modifications to existing courses or programs.
- **Other** relevant professional scholarship.

Satisfactory Rating for Scholarship: A candidate shall be rated as satisfactory if he/she demonstrates a pattern of scholarly work that includes a minimum of three scholarship contributions above.

C. Professionally Related Service

Professional service is defined as those activities that provide professionally related value to the institution, the community, or professional organizations. While the faculty member

is not expected to be equally active in all areas listed below, it is the candidate's responsibility to provide evidence in the post-tenure portfolio of successful administrative and/or professionally-related service.

Evidence of Service Includes:

- **Leadership** positions in professional organizations.
- **Membership** in professional organizations.
- **Professionally-related community activities** such as speech making or serving on community boards.
- **WSU committee assignments** at the department, college, and/or university levels.
- **Service publications** such as newsletters, newspapers, popular magazine articles, and media interviews.
- **Professional service** supporting conferences, workshops, and seminars.
- **Administrative assignments** within the university.
- **Student advisement** activities or serving as an advisor to a student professional organization.
- **Developmental activities** which are service in nature, such as consulting.
- **Other** relevant professional service.

Satisfactory Rating for Service: A candidate shall be rated satisfactory if he/she accepts and performs, in a professional manner, a minimum of three service contributions (with at least one contribution to WSU) above.

VI. Remedial Actions Based on Unsuccessful Post-Tenure Review

If the faculty member is found to not be meeting the minimum satisfactory rating in teaching, scholarship, or service then the post-tenure review is considered unsuccessful.

A. First Unsuccessful Review

The faculty member will undergo post-tenure review in a period of not less than three years as determined by the department chair and college dean. The faculty member is responsible for remediating the rating deficiencies and both the university and college are expected to assist through developmental opportunities. The candidate will meet with his/her dean and department chair to establish developmental activities to improve performance (such as but not limited to mentorship, sabbatical, revised teaching responsibilities, and conference attendance). The mutually agreed upon plan will be signed and attached to the post-tenure review results to be housed in the candidate's professional file in the dean's office. A copy should also be kept by the department chair and candidate.

B. Second Unsuccessful Review

A faculty member's failure to successfully remediate deficiencies after two successive unsatisfactory reviews may result in subsequent action governed by due process pursuant to the standards and policies contained in PPM 8-25 and PPM 9-9 through 9-17.

Appendix A: Post-Tenure Review Portfolio (Moyes College of Education)

Candidates Name: _____ **Department:** _____

Date of Post-Tenure Review: _____ **Date Tenured:** _____

I. Brief summary of post-tenure accomplishment in teaching, scholarship, and professionally related service for the review period.

- 1. Annual review for the academic year 20__ - 20__.** *(most recent)*
Include a completed annual post tenure teaching, scholarship, and service table (see below)
- 2. Annual review for the academic year 20__ - 20__.**
Include a completed annual post tenure teaching, scholarship, and service table (see below)
- 3. Annual review for the academic year 20__ - 20__.**
Include a completed annual post tenure teaching, scholarship, and service table (see below)
- 4. Annual review for the academic year 20__ - 20__.**
Include a completed annual post tenure teaching, scholarship, and service table (see below)
- 5. Annual review for the academic year 20__ - 20__.**

Annual Post Tenure Teaching

Review Area	20__ - 20__ Academic Year Activities	Summary
Knowledge & Expertise – curriculum – conferences – works – pedagogies – community engaged learning – other		
Syllabi – courses taught		
Assessment of Learning Outcomes		
*Student Evaluations – tracked results		
Professional Teaching Conduct – class presence & management – office hours		
Improvements		
Self-Evaluation Rating and Justification: Satisfactory or Unsatisfactory		

A candidate shall be rated as satisfactory if he/she provides evidence and supports each teaching area above and typically receives satisfactory student evaluations.
 *a minimum of two classes/semester (per PPM 8-11, III.C.) or half administrator's courses taught.

Annual Post Tenure Scholarship

Review Area	20__ - 20__ Academic Year Activities	Summary
Refereed Publications		
Textbook – textbook – chapters – other		
Non-Refereed Publications – books – book reviews – monographs – other		
Professional Presentations – international – national – regional – state – workshops		
Projects – grants – undergraduate, graduate, community-based, and action research – teaching innovations – other		
Improvement – post-terminal degree – formal postgraduate study – additional training – increased expertise/self-study – conference attendance – development of new courses and/or programs – significant modifications to existing courses or programs		
Self-Evaluation Rating and Justification: Satisfactory or Unsatisfactory A candidate shall be rated satisfactory if he/she demonstrates a pattern of scholarly work that includes a minimum of three scholarship contributions above.		

Annual Post Tenure Service

Review Area	20__ - 20__ Academic Year Activities	Summary
Leadership Positions – <i>professional organizations</i>		
Memberships – <i>professional organizations</i>		
Professionally-Related Community Activities – <i>speech making</i> – <i>community board member</i> – <i>other</i>		
WSU Committee Assignments – <i>department</i> – <i>college</i> – <i>university</i> – <i>other</i>		
Service Publications – <i>newsletters/newspaper</i> – <i>magazine</i> – <i>media interviews</i>		
Professional Service – <i>conferences, workshops, and seminars</i>		
Administrative Assignments		
Student Advisement		
Developmental Activities – <i>consulting</i>		
Other		
Improvements		
<p>Self-Evaluation Rating and Justification: Satisfactory or Unsatisfactory <i>A candidate shall be rated satisfactory if he/she accepts and performs, in a professional manner, a minimum of three service contributions (with at least one contribution to WSU) above.</i></p>		

Appendix B: Post-Tenure Review Results (Moyes College of Education)

Candidate's Name: _____

Department: _____

Date of Post-Tenure Review: _____

Date Tenured: _____

Post-Tenure Review Committee Members:

1. _____ (Committee chair)

2. _____

3. _____

4. _____ (optional)

5. _____ (optional)

Review results are to be housed in the candidate's professional file in the dean's office. A copy should also be kept by the department chair and candidate.

Committee Findings:

___ Based on the evidence provided in the tenured faculty member's post-tenure portfolio, the committee finds that the candidate receives a satisfactory review for teaching, scholarship, and service.

___ Based on the evidence provided in the tenured faculty member's post-tenure portfolio, the committee finds that the candidate receives an unsatisfactory review for teaching, scholarship, and service.

Justification of unsatisfactory rating:

Committee recommendations to address deficiencies noted include:

OR

___ The committee recommends that the candidate meets with the department chair and dean to establish a plan to address deficiencies and attach that plan to this post-tenure review.

Committee Chair: _____ Date: _____

Department Chair: _____ Date: _____

College Dean: _____ Date: _____

COAST PROMOTION, TENURE, AND POST-TENURE REVIEW POLICY

I. Promotion and Tenure – Policy Development and Dissemination

A. Dissemination

The standards for promotion and tenure shall be determined by the College of Applied Science and Technology under the conditions described in this document, subject to approval by the APAF&T Committee of the Faculty Senate and ratification by the Faculty Senate. These standards are incorporated by reference into the PPM. These standards must be endorsed by a two-thirds vote of the faculty voting in the college and approved by the dean. Only tenured or tenure-track faculty are eligible to vote.

Candidates for promotion or tenure shall be provided written copies of the most recent standards in effect at the time they apply for promotion or are due for a tenure review. Recommended changes to this policy must be approved by a two-thirds vote of tenured or tenure-track faculty and must be submitted by the dean to the APAF&T Committee of the Faculty Senate on or before February 1 prior to the academic year in which they take effect. Approval by the Faculty Senate must be given on or before May 1 prior to the year in which they are to take effect and disseminated to the faculty on or before June 1 of that same year.

B. Department Tenure Documents

Review criteria in college tenure documents may be further specified in written department standards or department tenure documents. In that case, each department's tenure document will be considered as a part of the college tenure document. The criteria set in the department tenure documents must meet or exceed the criteria specified in the college tenure document. Department tenure documents must be approved by a two-thirds vote of tenured and tenure-track faculty in the department from which the document originates. The document must meet the approval of the dean and two-thirds of the department chairs. Because additions of or modifications to department tenure documents are effectively changes to the college tenure document, the guidelines for university approval specified above will be followed. Department standards or department tenure documents shall be used in conjunction with the college tenure document when reviewing and evaluating a candidate's materials at every level of review (peer review, department, college, dean, university, provost).

C. Definitions

Promotion refers to advancement in rank based upon a candidate having met the standards for that rank as defined in the standards for promotion to that rank. If a candidate is denied promotion, the standards in effect at the time of reapplication shall apply.

Tenure refers to the practice of granting to ranked faculty the contractual right to permanent and continuous appointments with no substantial reduction in status until the faculty member resigns, retires, becomes medically unable to perform required duties, is dismissed for adequate

cause, is dismissed pursuant to a reduction in force resulting from a bona fide financial exigency, or is dismissed as the result of a formal discontinuance of a degree or program area.

II. Promotion and Tenure - Documentation

A. The candidates shall provide the following documentation for review:

1. Professional File

The professional file for promotion or tenure shall contain the following evidential elements in the order listed:

- a. The candidates will provide a brief (two pages or fewer) summary of their work. Candidates should address the three areas, Teaching, Scholarship, and Service. This summary should not just repeat the information contained in the autobiographical form, but should highlight the candidate's accomplishments in each area.
- b. A current standard autobiographical form, which is available from the office of the provost.

2. Portfolio

Candidates should include the following types of items, as appropriate. These supplemental materials could include such items as:

- a. copies of peer-reviewed papers and where and when they were published
- b. copies of peer-reviewed presentations and where and when they were presented
- c. copies of non-peer reviewed papers and where and when they were published
- d. copies of non-peer reviewed presentations and where and when they were presented
- e. titles, publishers, table of contents, and dates published of any books authored or co-authored
- f. copies of laboratory manuals developed by the candidate
- g. copies of reviews of papers, books, or other scholarly works
- h. copies of engineering or consulting reports if not in violation of confidentiality agreements
- i. copies of patents issued or applied for

B. The college will provide the following documentation for the Department and College Review Committees, which will be included in the candidate's professional file:

1. In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Student evaluations shall be collected for every course for tenure-track faculty. The staff in the dean's office will place copies of all evaluations into the professional file for tenure-track faculty members before they are sent to the chairs for distribution to the faculty. The requirements for student evaluation for tenured faculty are found under Post-Tenure Review found in this document.
 2. An evaluation report by the peer review committee summarizing the teaching materials for a sample of representative courses taught by the faculty member since the last tenure evaluation or for the last five years for a candidate being promoted from associate professor to professor.
- C. The burden of proof that a candidate is deserving of promotion and tenure lies with the candidate. The candidate is responsible for seeing that his/her professional file and portfolio reflects his/her contributions to the college and university.

III. Timetable for the Promotion and Tenure Review Processes

A. For Tenure

Faculty will be informally reviewed as follows:

1. Faculty on tenure track shall be informally reviewed by their department chair annually except in their third and sixth years when they will be formally reviewed as described in this document.
2. Faculty who have been granted one year of credit toward tenure will be informally reviewed by their department chair annually except in their second and fifth years when they will be formally reviewed as described in this document.
3. Faculty who have been granted two years of credit towards tenure will be informally reviewed by their department chair annually except in their second and fourth years when they will be formally reviewed as described in this document.
4. Faculty who have been granted three years of credit towards tenure will be informally reviewed by their department chair annually except in their second and third years when they will be formally reviewed as described in this document.

These informal reviews are to be completed on or before March 31 except for faculty who are in their first year of a tenure-track appointment where the review is to be completed on or before February 15. The chair is to send his/her written report of the review to the candidate, with a copy to the dean and a copy for insertion into the candidate's professional file.

B. For Promotion

1. Faculty may request to be promoted at any time provided they meet the time in rank requirements as described in Section IV.B.; the exception is that to be promoted from assistant professor to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank to associate professor.

C. Dated Guidelines for the Promotion or Tenure Evaluation Process

The dated guidelines for the ranking and tenure review process are given in Appendix A. These guidelines are established for use in the ranking and tenure review processes each year. These dates are approximate and shall be considered as guidelines, not exact procedural time lines. Exceptions to these dated guidelines may be made with good cause. The guidelines identify when the various ranking-tenure evaluation committees are established and when these committees and individuals must complete their review of candidates' documentation but do not contain all of the details of the process. All faculty who will be absent for cause during the review period should leave a forwarding address with their department chair.

IV. Channels for Tenure and Promotion

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

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

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

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

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

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

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

The tenure evaluation committees and other reviewers will evaluate an individual's performance as (low to high) (1) unsatisfactory, (2) satisfactory, (3) good, or (4) excellent.

To be promoted or tenured, faculty members shall be expected to fulfill basic responsibilities in teaching, scholarly activity, and service in accordance with principles of academic freedom and professional ethics as described in the PPM 9-1 through 9-8. Specific basic responsibilities include the following, together with other such responsibilities appropriate to and approved by mutual consent of faculty members and their department chairs and the dean.

A. Minimum Credentials Required

Appropriate degree and experience, by department, as defined below are required for tenure-track appointment and for the ranks of assistant professor, associate professor, or professor:

1. Network Technology and Business Multimedia

- a. Doctorate in Network Technology, Business Multimedia or related field plus two years professionally related business experience OR
- b. Master's degree in Network Technology, Business Multimedia or related field plus five years business related experience plus appropriate certification by a recognized subject-related professional organization.

2. Computer Science

- a. Doctorate in Computer Science or related field plus two years professional industry/business experience beyond the level of a four-year Computer Science graduate OR
- b. Master's degree in Computer Science or related field plus five years industry/business experience beyond the entry level of four-year graduates plus official certification by a recognized professional computing agency.

3. Engineering Technology
 - a. Doctorate in Engineering, Science, or Technology plus three years of industry experience beyond the entry level of an Engineering Technology graduate OR
 - b. Master's degree in Engineering, Science, Technology or a closely related field if the degree is primarily analytical and the subject clearly appropriate plus five years industry experience as a technologist, engineer, consultant, or manager.
4. Construction Management Technology
 - a. Doctorate in Engineering or Construction plus two years of increasingly responsible project management experience in the US construction industry OR
 - b. Master's degree in Engineering, Construction, Architecture, Business, or related degree plus five years of increasingly responsible project management experience in the US construction industry.
5. Sales and Service Technology
 - a. Doctorate in Business, Education, or Technology plus two years of applied business experience beyond the entry level of a four-year Business, Education, or Technology graduate OR
 - b. Master's degree in technology-related discipline (i.e. Technology, Industrial Technology, Engineering Technology, Vocational-Technical Education) plus five years industrial/business experience with at least three years beyond the entry level of a four-year graduate OR
 - c. Master's degree in a Sales and Service Technology-related discipline (i.e. Distributive Education, Vocational-Technical Education, Cooperative Education, Master's of Business Administration) plus five years business experience beyond the level of a four-year Sales and Service Technology graduate.
6. Automotive Technology
 - a. Bachelor's degree in an automotive related field plus a Master's degree in a technology related discipline (i.e. Technology, Industrial Technology, Engineering Technology, Vocational-Technical Education or other department approved discipline) plus five years industrial/business experience with at least three years beyond the entry level of program graduates.
7. Engineering
 - a. Doctorate in engineering plus two years of engineering industrial experience.

B. Probationary Periods

1. Promotion from assistant professor to associate professor

Six years of satisfactory performance at the rank of assistant professor will be the minimum probationary period unless an exception is noted at the initial time of appointment. To be promoted from assistant professor to associate professor, one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank.

2. Promotion from associate professor to professor

Five years of satisfactory performance at the rank of associate professor will be the minimum probationary period. To be promoted from associate professor to professor, one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank.

a. Early Promotion

Exceptional candidates who have not completed the appropriate probationary period shall also be eligible for consideration for advancement in rank, provided they make timely application for promotion, or timely nomination of them is made by a tenured full professor.

Candidates who are within two years of satisfying the applicable time in rank requirement may apply or be nominated for early promotion. To receive a positive recommendation for promotion at a level of review, a candidate must receive a rating of excellent in teaching and scholarship and at least a good in service. Such ratings, however, do not insure early promotion. The opportunity for early promotion is intended for candidates who have established a national or international reputation in their discipline. A candidate must prepare a portfolio that includes documented evidence for extraordinary accomplishments in all of the three categories: teaching, scholarship, and service. A cover letter will be included which summarizes why a candidate feels they are extraordinary and deserving a consideration for early promotion. A statement of teaching philosophy and specific pedagogic accomplishments should also be included. This portfolio will be read and summarized by two groups of reviewers. Teaching and service accomplishments will be summarized by a Peer Review Committee operating in accordance with this document. The scholarship portion of the portfolio will be sent for review to a minimum of three nationally recognized scholars in a candidate's discipline. These outside reviewers must reside at institutions other than Weber State University, and are selected through a mutual agreement between the candidate and department chairperson. A summary outlining the results of the outside review of scholarship, and a summary of teaching and service accomplishments will be compiled as a written document by the Peer Review Committee and added to the candidate's Professional File. The promotion process will continue as per Appendix A, Dated Guidelines for the Ranking Tenure Review Process.

The final decision to grant early promotion will rest at each level in the review process. Early promotion cases move forward from one review level to the next in the usual course even when the recommendation at a particular review level is negative. Successful early promotion cases remain possible despite negative recommendations by earlier reviewers.

C. Teaching

1. Ratings

- a. Unsatisfactory. Candidates shall be rated unsatisfactory if they fail to meet the basic expectations defined in this document OR are consistently rated by students and peers as inadequate relative to other faculty members AND/OR make no effort to develop new materials, new methods, or other innovative techniques to improve their teaching performance.
- b. Satisfactory. Candidates shall be rated satisfactory if they meet the basic expectations defined in this document AND are consistently rated by students and peers as satisfactory relative to other faculty members AND provide evidence of having occasionally developed new materials, new methods, or other innovative techniques to improve their teaching performance.
- c. Good. Candidates shall be rated good if they meet the basic expectations defined in this document AND are consistently rated by students and peers as good relative to other faculty members AND provide evidence of having often developed new materials, new methods, or other innovative techniques to improve their teaching performance.
- d. Excellent. Candidates shall be rated excellent if they meet the basic expectations defined in this document AND are consistently rated as excellent by students and peers relative to other faculty members AND provide evidence that they are continually developing new methods, new materials, or other innovative techniques to improve their teaching performance.

2. Basic Expectations for Teaching

Basic expectations in the category of teaching shall include:

- a. Subject Knowledge (as determined by the candidate's peer review committee)
 - i. command of one's subject
 - ii. ability to organize subject matter and to present it clearly, logically, and imaginatively
 - iii. knowledge of current developments in one's discipline
 - iv. ability to stimulate and broaden student interest in the subject matter

- v. ability to utilize effective teaching methods and strategies
- b. Curriculum Development. Although administrators and students may make proposals, the primary responsibility for the development of new courses, deletion, or changes in existing courses, the initiation of new programs, the discontinuance of existing programs, or other program modifications lies with the faculty.
- c. Course Offerings and Content. Faculty members are responsible for planning and presenting course material; establishing student learning outcomes, course objectives, and requirements including grading policies in accordance with University policy and making them known to students; selecting and ordering texts and supplemental materials in accordance with University policy; preparing, administering, and grading assignments; and assigning grades on or before the university specified deadlines for grade submission.
- d. Absence and Class-Related Duties
 - i. Faculty members shall meet their classes punctually unless the department chair has approved a substitute instructor, class cancellation, reschedule, or replacement by a substitute activity. This obligation extends from the first day of classes through the end of final examination week. If for some valid reason faculty members are unable to meet classes, they shall immediately notify their department chair and shall do so daily unless their absence was prearranged for a predetermined period of time. The chair, in conjunction with the faculty member, shall make arrangements to offer alternate instruction or cancellation.
 - ii. If suitably qualified ranked faculty members serve as teaching substitutes upon assignment by the department chair for a period beyond one week, they shall be paid for the total time that they serve as substitutes at the prevailing overload rate, dependent upon the availability of funds; exceptions shall be approved by the dean.
 - iii. Faculty members shall report evaluation of student work to students within a reasonable time with appropriate comments and/or grades.
 - iv. Faculty members shall participate in the approved college program for collecting data regarding students' perceptions of teaching and learning.
 - v. By the end of the first week of classes, faculty members shall submit to their department chair a syllabus or outline for each course being taught.
 - vi. Faculty members shall establish an absence policy for students and inform students in writing of the policy during the first week of each class.
 - vii. Faculty members shall maintain for one calendar year appropriate records of student progress in each course to support final grades. In the event of severance from the University, faculty members shall leave such records with the department chair, who shall retain them for one calendar year.

- viii. Faculty members shall administer final examinations at the officially scheduled times during final exam week unless, for sound pedagogical reasons, the department chair and/or dean approve alternative arrangements.
 - ix. Faculty members shall exercise adequate supervision of students in classroom and laboratory activities and officially scheduled related activities, such as field trips.
 - x. Faculty members shall provide instruction in safety procedures to students who are engaged in academic activities where a known potential danger is present, such as in laboratory work where potentially dangerous equipment or chemicals are in use.
 - xi. Faculty members shall ensure that safe practices are followed by students under their supervision where a known potential danger is present.
 - xii. Faculty members and department chairs shall report in writing unsafe conditions of equipment or facility to their immediate supervisors.
- e. Availability and Office Hours. Full-time faculty members shall establish, post, and make students aware of at least five (5) regularly scheduled office hours each week of the semester so distributed as to be of reasonable convenience to the students. Additional office hours may be required during advising and registration periods. Faculty are expected to be present and available during their posted office hours.
 - f. Assessment of Student Outcomes. Faculty shall participate in the measuring of course and program outcomes; and use the outcomes data to improve their teaching.
 - g. Use of Copyrighted Material. Faculty are responsible for knowing and observing the laws concerning the use of copyrighted material. Applicable federal laws on the use of copyrighted material are available in the University Library. Faculty members who have questions regarding use of copyrighted material should consult the University Librarian.
 - h. Software Use. Faculty members are responsible for knowing and obeying the laws concerning software use. Faculty members with questions regarding the use of software should consult the campus Information Technology Division.
3. Sources of Evidence
- a. self-report of activities
 - b. evaluation of course materials such as syllabi, handouts, quizzes, and exams (as reviewed by peers/colleagues and/or department chair)
 - c. peer/colleague evaluations
 - d. student perceptions of teaching and learning
 - e. student outcomes such as results on certification exams

- f. professional development activities such as participation in course work, seminars, conferences, or workshops which cover skills and knowledge of teaching
 - g. peer/colleague, department chair or supervisor observations
4. Examples of Teaching
- a. teaching and administration of regular course offerings
 - b. developing and updating course/lab materials and methods
 - c. developing replicable systems of instruction
 - d. providing academic assistance to students as required
 - e. innovative approaches to teaching such as cooperative learning, community engaged learning, team teaching, use of instructional technology and writing across the curriculum
 - f. fostering active student participation and involvement in learning both in and out of the classroom

D. Scholarship

1. Ratings

The University's Policy and Procedures Manual allows colleges to "elect to substitute equivalent activities in lieu of regional or national refereed publications" (see PPM 8-11). In accordance with this provision, the College of Applied Science and Technology defines scholarship as set forth in this section. Departments may further define scholarship as outlined under Department Tenure Documents in this document.

- a. Unsatisfactory. Candidates shall be rated unsatisfactory if they fail to meet the basic expectations defined below OR provide little or no evidence of creating, publicizing, and presenting original disciplinary-specific work admissible by academic and/or professional peers. No record of completing a formal continuing education program or a work experience which would help the candidate keep current in the discipline shall also be viewed negatively, as would little or no evidence of presenting papers or relevant topics in a professional setting, developing courses and/or programs, or writing grants in the area of expertise.
- b. Satisfactory. Candidates may be rated satisfactory if they meet the basic expectations defined below AND provide sufficient evidence of creating, publicizing, and presenting original disciplinary-specific work admissible by academic and/or professional peers. Evidence of a candidate completing some formal continuing education and/or work experience which would help the candidate keep current in the discipline shall be viewed positively. Evidence of presenting papers or relevant topics in a professional setting, developing courses and/or programs or writing grants in the area of expertise

shall be viewed positively. A positive rating in all of these indicated activities should not be necessary to receive a satisfactory rating in this area.

- c. Good. Candidates may be rated good if they meet the basic expectations defined below AND provide evidence of (1) a regional and/or national refereed publication, (2) a substantial publication, such as a textbook, OR (3) a substantial quantity of other scholarly activities defined in this document since the date of their last promotion AND evidence of a plan of continuing scholarly activity. It is the responsibility of the candidate to provide evidence that his/her scholarly activity is deserving of a good rating.
 - d. Excellent. Candidates may be rated excellent if they meet the basic expectations defined below AND provide evidence of more than one (1) refereed publication at the regional and/or national levels, (2) substantial publication, such as a textbook, (3) approved scholarly grants from regional and/or national levels, or (4) combination of these since the date of their last promotion AND evidence of a plan of continuing scholarly activity. It is the responsibility of the candidate to provide evidence that his/her scholarly activity is deserving of an excellent rating.
2. Basic Expectations for Scholarship

Faculty members have the basic responsibility to engage in scholarship in accordance with the accepted professional practices of their academic disciplines.

Expectations in scholarship shall include, where disciplinarily applicable:

- a. publication of books and manuals and publication in refereed journals, magazines, and monographs
- b. presentations at conferences or workshops
- c. sustained inquiry in one's discipline
- d. scholarly inquiry or the use of scholarly inquiry in curriculum development or improvement of teaching
- e. theoretical and/or applied technical investigations
- f. studies of educationally relevant problems
- g. completion of advanced/additional degrees, certifications, or courses
- h. application of one's academic expertise in the local, state, or national community
- i. sharing of expertise within the academic community
- j. sharing of expertise within the business and industrial communities

- k. academic work related to grant awards or other sources of external funding

Adherence to applicable law and to institutional, state, or federal policies regarding copyright, patent, uses of human or animal subjects, facility use, safety rules, and regulations, or other related policies contained in the PPM is expected.

3. Sources of Evidence

- a. self-report of activities
- b. assessment or statements by peers/colleagues regarding scholarly works by the faculty member
- c. publication in refereed journals or in discipline related published works
- d. citations of research in other's works
- e. preparation and/or award of grants, prizes, or commendations, resulting from scholarly or creative activity
- f. demonstrated skill resulting from scholarship
- g. discipline related patents
- h. awards, grants, prizes, or commendations from professionally accepted organizations
- i. election or appointment to prestigious registrations or official academic duties in professional organizations
- j. participation in course work, seminars, workshops, or conferences of professional significance
- k. consulting in discipline-related activities
- l. presentations in departmental, college or university seminars, colloquia, or lecture series
- m. department chair or supervisor observations
- n. presentations of papers at external seminars, workshops, or conferences of professional significance

4. Examples of Scholarship

- a. publication of books and manuals
- b. publication in refereed journals, magazines, and monographs

- c. presentations at conferences or workshops
 - d. theoretical and/or applied technical investigations
 - e. studies of educationally relevant problems
 - f. reviewing grant applications for state, regional and national organizations
 - g. reviewing or editing journals and other publications for professional organizations
 - h. awards, honors, invited presentations
 - i. completion of advanced/additional degrees, certifications, or courses
 - j. application of one's academic expertise that has a significant impact in the local, state, or national community
- E. Professionally Related Service and/or Administration
1. Ratings
- a. Unsatisfactory. Candidates shall be rated unsatisfactory in service if they fail to meet the basic expectations defined in this document OR unreasonably decline to participate on departmental, college, or University committees, task forces, or advisory groups when asked. Refusal to serve in any capacity in their professions and/or being passive in interest and action in any of the above shall also be viewed negatively.

Candidates shall be rated unsatisfactory in administration if they fail to meet the basic expectations defined in this document OR fail to perform routine duties in an acceptable manner and are consistently rated by their immediate superiors and subordinates as unsatisfactory.
 - b. Satisfactory. Candidates shall be rated satisfactory in service if they meet the basic expectations defined in this document AND accept and perform in an acceptable manner those duties constituting an average share of the work load in the department, college, University, or academic community.

Candidates shall be rated satisfactory in administration if they meet the basic expectations defined in this document AND perform routine duties in an acceptable manner and are consistently rated satisfactory by their immediate superiors and subordinates.
 - c. Good. Candidates shall be rated good in service if they meet the basic expectations defined in this document AND their leadership within the department, college, University, or academic community is recognized as stronger than average or if their influence in the development and/or implementation of new curricula, new programs, improved operations, or organizational changes is recognized as considerably above average.

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

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

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

2. Basic Expectations for Professionally Related Service and/or Administration

- a. Service. Expectations in service shall include, where applicable:
 - i. service on departmental, college/library, or University committees or task forces
 - ii. service to students
 - iii. service in some extramural activity as an employee or representative of the University or as an expert in one's discipline
 - iv. service to business and industry
 - v. service involved with departmental laboratories including acquisition, installation, integration and maintenance of software and hardware
- b. Academic Advising. The college emphasizes the role of its faculty in the academic advising of students. The central element in advising is a genuine and sustained concern for students as persons and for their academic and personal growth.

The responsibilities of those faculty engaging in academic advising include, but are not necessarily limited to:

- i. scheduling office hours to meet advising responsibilities

- ii. advising of the student with regard to the student's performance in classes
- iii. assisting the student in setting academic goals, informing the student of University curriculum requirements, and maintaining a record of the advisement
- iv. providing referrals to appropriate student services

Faculty members serving as academic advisors are not authorized to make representations or commitments on behalf of the University which are contrary to or not supported by University policies, regulations, or procedures.

- c. Share in Governance. Faculty members shall attend and take part in meetings of the department, the college, and the University, and shall serve if elected or appointed with their consent to University, college or departmental committees, provided that such service does not seriously interfere with scheduled classes.
- d. Recruitment of Prospective Students. Faculty members may be involved in the recruitment of prospective students.
- e. Academic Community Cooperation. While members of the faculty have a primary responsibility to their own department, they are also members of the larger collegial community and should, therefore, make a demonstrable effort to work cooperatively with members of other departments, colleges, or institutional entities in matters affecting the overall welfare of the University.
- f. Committee Membership. Faculty members shall not be allowed to serve on more than a total of two University committees each academic year, unless special circumstances so require and as approved by their dean.
- g. Meetings and University. Faculty members are strongly encouraged to attend all regularly scheduled program, department, college or University meetings which affect them and which do not conflict with scheduled classes.
- h. Deadlines. Faculty members shall meet appropriate deadlines established by policies contained in the PPM or by the provost, the dean, the department chair, and the registrar.
- i. Administration. Expectations in the area of service for department chairs, program coordinators, or directors shall include, where applicable:
 - i. proper preparation of budget requests and appropriate allocation of funds received
 - ii. proper and timely preparation of course schedules, committee assignments, and recommendations on appointments, promotions, tenure, leaves, and dismissals
 - iii. holding of department and/or program meetings as needed with properly recorded minutes

iv. completion of routine duties and assignments

3. Sources of Evidence

a. Service. Sources of evidence shall include:

i. self-report of activities

ii. assessment by student advisees

iii. leadership in some area of University (including college and department) life: governance, faculty development, curriculum design

iv. service as a chair or sponsor of a student club, organizer of a committee, or director of a program

v. service as a representative of the University to the local, regional, national, or international community

vi. appointment or election to a state or national post of significance to the profession or the University

vii. participation in professional organizations

viii. service as a volunteer to the University community

ix. service as a reviewer for professional journals, magazines, or publishing companies

x. department chair or supervisor observations

xi. involvement in accreditation or certification activities

b. Administration. Sources of evidence in the area of Service for department chairs, Program Coordinators, or Directors shall include, where applicable:

i. self-report of activities regarding your service as a chair, coordinator, or director

ii. survey of subordinates by the immediate supervisor

iii. observations by the immediate supervisor as to whether the basic expectations have been met

4. Examples of Service

a. serving on the faculty senate; on faculty senate committees; and on departmental, college, and university committees

- b. sponsoring or advising student groups
- c. managing projects, studios, laboratories, shops, and computer systems
- d. technology specialization administration (management of a program or area within a department)
- e. advising students on programs of study
- f. serving on master's supervisory committees
- g. service to business and industry through the Technology Transfer Cooperative
- h. preparing and applying for grant awards or other sources of external funding

V. Peer Review

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

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

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

Departments may set policy as to whether peer reviews in other years are to be conducted and placed in the professional file. A signed copy of the peer review of a faculty member shall be forwarded to the candidate by the department chair along with a notification that the faculty member has the right to respond. Should the candidate wish, the candidate may place a written response in the file or may ask to appear before the department Ranking and Tenure Committee. If

the faculty member is not up for promotion or tenure, then the candidate may wait until the next promotion tenure review or petition for the removal of the peer review as provided in PPM 8-13.

VI. Post-Tenure Review

A. Review

Tenured faculty shall be reviewed by their department chair (department chairs by the dean) on or before March 15 at least every five years after their last formal review which is defined as the latter of (1) the receipt of tenure, (2) promotion to professor, or (3) last post-tenure review. As a basis for these reviews, faculty members must provide their chair (or dean) a self-report of their activities, not to exceed three pages, since their last formal review covering the areas of teaching, scholarship, and service. Faculty must receive (1) a good rating in teaching and a satisfactory rating in scholarship and service OR (2) a good rating in scholarship and a satisfactory rating in teaching and service to be deemed as meeting basic expectations required of a tenured member of his or her discipline. The chair shall provide a written report of the review to their faculty with a copy to the dean for inclusion in the faculty members' professional files by April 15 of the year of the review. All faculty undergoing review have the right to provide a written response to the dean or request that additional review(s) be performed by the college promotion and tenure committee or the dean. The written response or request for additional review(s) must be completed on or before May 1.

A successful promotion from associate professor to professor may be substituted for a post-tenure review. In the case of an unsuccessful review for full professor, the standards in the previous paragraph will be in effect.

B. Student Evaluations

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Student evaluations shall be collected for at least one course per semester (fall and spring). The courses to be evaluated each year will be determined through consultation between each faculty member and his/her department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. If a tenured faculty has more than one class evaluated each semester, the selection of which of those evaluations are to go into the Professional File will be jointly determined between the faculty member and the chair. If they cannot come to an agreement, the selection shall be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. The staff in the dean's office will place copies of all evaluations into the professional file for tenured faculty members before they are sent to the chairs for distribution to the faculty.

C. Remedial Actions Based on Post-Tenure Review

If, as a result of the post-tenure review process, the faculty member is found to not be meeting the basic expectations required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. A faculty member's failure to successfully

remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in PPM 9-9 through 9-16.

VII. Transition

- A. Candidates up for review in 2014-15 or 2015-16 school years may choose to be reviewed under the COAST Promotion, Tenure, and Post-Tenure Review Policy in effect for the 2013-2014 school year rather than this document. The candidates must notify their department chairs and the dean of the college in writing which policy they will be reviewed under by January 15 of the year they are being reviewed.

Appendix A

Dated Guidelines for the Ranking Tenure Review Process

The following dated guidelines are established for use in the ranking and tenure review processes each year. Exceptions to these dated guidelines may be made for a good cause; for example, a deadline may be extended when a date falls on a weekend. The guidelines identify when the ranking tenure evaluation committees are to be established and when these committees and individuals must complete their review of candidates' files. All faculty who will be absent from campus during the year should leave a forwarding address with their department chair. Candidates should receive written notification of the recommendation made at each step of the review process.

To occur by:

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

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

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

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

Sept 22 – If a faculty member (candidate), the department chair, the dean or the provost wishes to request an additional tenure review of the candidate they shall do so by this date. (PPM 8-11).

Sept 29 – The departmental Ranking Tenure Evaluation Committees are established. (PPM 8-15) The deans shall provide them with copies of the promotion and tenure criteria and with the promotion and tenure summary sheets.

Sept 29 – If the department peer review committee is not to be the department Ranking Tenure Evaluation Committee, then separate peer review committee(s) shall be established by this date.

Oct 1 – The department chair is to inform, in writing, all probationary faculty members up for review and all faculty who are being considered for advancement in rank that their files must be updated by January 15.

Oct 1 – The department chair forwards a list of all departmental candidates for review, for advancement in rank, and for tenure to all departmental faculty members, including those on leave or otherwise absent from campus for the year, and informs these faculty of their right to submit their written recommendations concerning those being considered for tenure or for advancement in rank. These written recommendations must be submitted to the department by January 8. (PPM 8-17)

Oct 1 – The dean informs the provost of the names of the candidates for tenure and for advancement in rank and their years of service under their present rank.

Oct 1 – Annual election of the members of the college Ranking Tenure Evaluation Committee (PPM 8-16) and election of the college's representative to the University Ranking Tenure Evaluation Committee (PPM 8-16A).

Oct 10 – The dean convenes a meeting for all college faculty in the tenure review process (any faculty may attend) and for faculty who are being considered for advancement in rank. At that time, the dean distributes to all candidates for tenure and for advancement in rank appropriate tenure and promotion policy criteria and discusses criteria, professional files, tenure and promotion processes, including the dated guidelines for that year, and faculty rights and responsibilities pertaining to tenure and promotion processes. The college Ranking Tenure Evaluation Committee will also attend this meeting to answer pertinent questions from candidates.

Oct 15 – Candidates shall meet with the chair of the peer review committee. At that time the candidate and the chair shall agree upon a schedule for the candidate to provide appropriate documentation of teaching effectiveness for the peer review committee to review and assess.

Nov 15 – The dean convenes the college Ranking Tenure Evaluation Committee to elect a chair and set dates for meetings.

Dec 10 – The results of department peer evaluations shall be placed in the candidates' professional files along with any other materials the committee deems appropriate (PPMs 8-11 and 8-13).

Jan 8 – The department Ranking Tenure Evaluation Committee chair forwards to the candidates copies of the recommendations from the departmental faculty and informs all candidates of their right to prepare a written statement and schedule a personal appearance if desired. (Meetings must not be held prior to one week after such notice.)

Jan 15 – The candidate may submit written statements on any information in the professional file to the department chair for placement in the candidate's professional file. Candidates' professional files are completed for review by the department Ranking Tenure Committees.

Jan 16 – Candidates' professional files are ready for review by the department Ranking Tenure Committees.

Feb 1 – The department Ranking Tenure Evaluation Committee completes its reviews and the chair reports the findings and recommendations of the Committee, in writing, to the candidate and places a copy in the candidate's file. Candidates' professional files are completed for review by the college Ranking Tenure Committee.

Feb 1 – College Ranking Tenure Evaluation Committee chairs shall inform candidates, in writing, that they have five (5) working days to request, in writing, a hearing before the Ranking Tenure Evaluation Committee.

Feb 2 – Candidates' professional files are ready for review by the college Ranking Tenure Committee.

Feb 16 – The college Ranking Tenure Evaluation Committee completes its review of the files and makes their recommendations. The college Ranking Tenure Evaluation Committee chair informs the candidates of the results of those evaluations, in writing, and places a copy in the candidates' files (PPM 8-18). Candidates' professional files are completed for review by the dean.

Feb 17 – Candidates' professional files are ready for review by the dean.

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

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

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

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

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

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

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

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

Apr 7 – The president or the designate forwards the recommendation to the Board of Trustees. (The provost informs faculty members, committee chairs, deans and department chairs of action taken by the Board of Trustees as soon as the Board has acted.) The provost gives timely written notice (PPM 8-26) to regular full-time faculty members whose contracts will not be renewed at the end of the next academic year or who will be continued with substantially reduced status.

Cover/Signature Page - Abbreviated Template/Abbreviated Template

Institution Submitting Request: Weber State University
Proposed Title: Department of Visual Art and Design
Currently Approved Title: Department of Visual Arts
School or Division or Location: Telitha E. Lindquist College of Arts & Humanities
Department(s) or Area(s) Location: Department of Visual Arts
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): N/A
Current Classification of Instructional Programs (CIP) Code (for existing programs): N/A
Proposed Beginning Date (for new programs): Summer Semester, 2014
Institutional Board of Trustees' Approval Date: 02/04/2014

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
4.1.5.1 <input type="checkbox"/>	K-12 Endorsements
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3 <input type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2 <input type="checkbox"/>	Program Transfer
	Program Restructure
	Program Consolidation
5.5.3 <input checked="" type="checkbox"/>	Name Change of Existing Programs
5.5.4 <input type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

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

Printed Name: Michael Vaughan

Date: 2/5/14

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Weber State University
Telitha E. Lindquist College of Arts & Humanities
Department of Visual Arts
2/5/14

Section I: Request

The Department of Visual Arts, Telitha E. Lindquist College of Arts and Humanities, Weber State University requests that the department name be changed to Department of Visual Art and Design. The faculty unanimously agrees that the proposed name will more accurately represent the department and improve communication to both internal and external constituencies. The change will have no direct impact on curriculum or instruction and does not signal a shift in emphasis or change in direction for the department.

Section II: Need

Over the past fifteen years, and especially since the relocation to the Kimball Visual Arts Center in 2002, enrollment in the department's Visual Communication emphasis has grown to roughly half that of the entire department. (VisCom is, in substance, a graphic design program and was once titled as such. After nearly 30 years, a name change back to "graphic design" is being requested in a separate proposal as part of a larger effort to make WSU titles more descriptive and align nomenclature with similar programs at USU, U of U, BYU, UVU, and elsewhere.)

In addition, two departmental foundation courses entitled "Design 2d" and "Design 3d" address the visual principles of working in two and three-dimensional media for all art majors. So, in addition to significant program size in visual communication / graphic design, the activity called design, as distinguished from drawing or pure ideation, permeates visual expression in all forms. The proposed name change will more accurately represent the department (art students and design students in roughly equal numbers) and the activities in which the department is engaged.

A sampling of academic unit titles employing both "art" and "design" follow below.

Portland State University School of Art and Design

Utah State University Department of Art and Design

Southern Utah University Department of Art and Design

Arizona State University, Herberger Institute for Design and the Arts

Oklahoma State University Department of Art, Graphic Design, and Art History

University of Northern Colorado School of Art and Design

Wichita State University School of Art and Design

California Polytechnic State University Department of Art and Design

University of North Dakota Department of Art and Design

Section III: Institutional Impact

By including the term “design” in the department name, as Utah State has done, outside constituents should understand more easily that “design” and, by inference, “graphic design,” is included among Weber State University offerings, thus, clarifying communication at the title level and improving the efficiency of academic advisement. The requested change will not affect organizational structures and no additional faculty, staff, facilities or equipment will be required.

Section IV: Finances

The requested title change will have no effect on operational costs or budgeting.

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Weber State University

Proposed Title: N/A

Currently Approved Title: Business Administration BS with a Management Emphasis

School or Division or Location: Goddard School of Business & Economics

Department(s) or Area(s) Location: Department of Business Administration

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): N/A

Current Classification of Instructional Programs (CIP) Code (for existing programs): 52.0201

Proposed Beginning Date (for new programs): 08/25/2014

Institutional Board of Trustees' Approval Date: 02/04/2014

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
4.1.5.1	<input type="checkbox"/>	K-12 Endorsements
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input checked="" type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

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

Printed Name: Michael Vaughan

Date: 2/5/14

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Program Request - Abbreviated Template
Weber State University
Goddard School of Business & Economics
Department of Business Administration
Discontinuation of Management Emphasis,
Business Administration BS
02/05/2014**

Section I: Request

The Weber State University Department of Business Administration requests the discontinuation of the Management emphasis in the Business Administration Bachelor of Science Degree.

Section II: Need

This change is due to the following reasons:

1. Major changes to faculty resource

Over the last two years, the Business Administration Department has experienced high levels of faculty turnover through retirement. This has resulted in new faculty with different expertise and a consequent opportunity to redesign the program to provide a more appropriate and market relevant offering to students.

2. A significant decline in demand for the 'Management' emphasis

Figures for the last six years show that fewer students are selecting the 'Management' option as an emphasis (2005-6 = 25 graduates with this emphasis, down to 2012-13 = 4). Since the generic BS in Business Administration degree is the default "management" degree, it would seem that having a special emphasis area called "Management" is an unnecessary and potentially confusing redundancy.

3. An identified need to rationalize and modernize the program

A year-long self-study review process highlighted the need to reconsider the structure of the program to ensure that the program is designed appropriately to identify an optimum balance between current cutting edge thinking in the field of business administration, the department's faculty resource, and both market and student demand.

Section III: Institutional Impact

This change will not have an institutional impact. Students who would otherwise have selected a management emphasis, or are currently declared with a management emphasis, may complete the Business Administration major with management electives.

Section IV: Finances

This proposed change is budget neutral.

Cover/Signature Page – Full Template

Institution Submitting Request: Weber State University
Proposed Title: Associate of Science Degree with a Pre-major in Communication
School or Division or Location: Lindquist College of Arts & Humanities
Department(s) or Area(s) Location: Department of Communication
Recommended Classification of Instructional Programs (CIP) Code: 09.0100
Proposed Beginning Date: 08/25/2014
Institutional Board of Trustees' Approval Date: 02/04/2014

Proposal Type (check all that apply):

Regents' Agenda Items		
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input type="checkbox"/>	(AA) Associate of Arts Degree
	<input checked="" type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: 2/5/14

Printed Name: *Michael Vaughan*

Executive Summary – Full Template
Weber State University
Lindquist College of Arts & Humanities
Associate of Science Degree with a Pre-major in Communication
2/5/14

Program Description

The Weber State University Department of Communication proposes that a new Associate of Science Degree with a Pre-major in Communication be approved starting catalog year 2014-15. To obtain the degree, students would be required to complete a minimum of 61 lower division credit hours (24 credit hours in Communication and 37 credit hours of general education).

Role and Mission Fit

An Associate of Science Degree with a Pre-major in Communication would fulfill the dual-mission of Weber State University. According to the Utah System of Higher Education 2013 Data Book,¹ 105 communication associate's degrees were conferred at 3 out of the 8 institutions (SNOW, UVU, SLCC) in the system from 2010-2012. Currently, no communication associate's degree is offered by institutions primarily serving populations north of Salt Lake County. As a dual-mission university, Weber State has an obligation to fulfill the needs of the regional population by providing access to a diversity of degree programs. Establishing an Associate of Science Degree with a Pre-major in Communication would fulfill such a need for students who would otherwise commute a long distance to the closest school with such a program (SLCC).

Faculty

No additional faculty, staff, or library resources would be needed to support this program for at least the next five years. Many students will complete the courses required for this degree while pursuing a bachelor's in communication, meaning existing resources will be enough to satisfy initial need. If future enrollment growth supports an increased need, the university will consider allocating budget for additional faculty.

Market Demand

A Communication Pre-major (AS) degree increases the employability of students. The U.S. Department of Labor's Bureau of Statistics² reports that associate's degree holders earn approximately \$7,000 more per year and are 2.1% less likely to be unemployed than people with a high school diploma only. The rhetorical effect of having a Communication Pre-major (AS) would magnify the impact of a generic AA/AS degree on salary and job placement. Surveys show that all businesses and organizations need effective communicators. The *Wall Street Journal*³ ranks "clear communication" as the No. 1 "must-have job skill" in 2013. The National Association of Colleges and Employers⁴ "Job Outlook 2014" study found that the "ability to work in a team structure" and the "ability to verbally communicate with persons inside and outside the organization" were two of the top five skills that employers seek. This program would teach students the skills desired by employers including writing, speaking, interpersonal communication, group and team communication, digital message creation, audio and video production, visual communication, critical listening, and critical thinking.

¹ Utah System of Higher Education, *USHE Data Book 2013: Tab B – Degrees and Awards*, http://higher.ed.utah.org/wp-content/uploads/2013/05/rd_2013_databook_tabB.pdf

² Bureau of Labor Statistics, *Employment Projections*, http://www.bls.gov/emp/ep_chart_001.htm

³ Ruth Mantell, *Must-Have Job Skills in 2013*, *The Wall Street Journal*, <http://online.wsj.com/article/SB10001424127887324735104578118902763095818.html>

⁴ National Association of Colleges and Employers, *Job Outlook: The Candidate Skills/Qualities Employers Want*, <http://www.nacweb.org/s10022013/job-outlook-skills-quality.aspx?land-kc-lp-1-spot-jbout-10042013>

Student Demand

Student demand for the program is high. Survey data indicate students are interested in having the option to complete a communication associate's degree for a variety of reasons. The data include both declared Communication majors and non-majors.

Statement of Financial Support

Appropriated Fund.....	<input checked="" type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees	<input checked="" type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

Similar Programs Already Offered in the USHE

Salt Lake Community College, Utah Valley University, and Snow College offer similar communication associate's degrees. The proposed program is designed to emphasize similarities and increase the consistency of degree transfers between USHE institutions. A Communication Pre-major (AS) program at Weber State should be created to augment the existing network of similar degrees and provide coverage for the currently underserved northern Utah communities.

Program Description – Full Template
Weber State University
Lindquist College of Arts & Humanities
Associate of Science Degree with a Pre-major in Communication
2/5/14

Section I: The Request

Weber State University requests approval to offer an Associate of Science Degree with a Pre-major in Communication degree effective Fall 2014. This program has been approved by the institutional Board of Trustees on February 4, 2014.

Section II: Program Description

Complete Program Description

An Associate of Science Degree with a Pre-major in Communication may be obtained while pursuing coursework in Communication. The AS requires a minimum of 61 semester credit hours (24 in COMM) with a cumulative grade-point average of 2.0 or better. Communication core (12 credit hours) course requirements include COMM 1020 Principles of Public Speaking, COMM 1130 Media Writing, COMM 1500 Introduction to Mass Communication, COMM 2110 Interpersonal & Small Group Communication. Communication electives (12 credit hours) include any combination of: COMM 1560 Audio Production & Performance, COMM 2010 Mass Media & Society, COMM 2200 In-studio Video Production and Performance, COMM 2210* Intercollegiate Debate, COMM 2250 Essentials of Digital Media, COMM 2270 Argumentation & Debate, and COMM 2730* Radio Production Workshop.

Purpose of Degree

First, an Associate of Science Degree with a Pre-major in Communication would fulfill the dual-mission of Weber State University. According to the Utah System of Higher Education 2013 Data Book,⁵ 105 communication associate's degrees were conferred at three out of the eight institutions (SNOW, UVU, SLCC) in the system from 2010-2012. Currently, no communication associate's degree is offered by institutions primarily serving populations north of Salt Lake County. As a dual-mission university, Weber State has an obligation to fulfill the needs of the regional population by providing access to a diversity of degree programs. Establishing a Communication Associate of Science would fulfill such a need for students who would otherwise commute a long distance to the closest school with such a program (SLCC).

Second, a Communication Pre-major (AS) degree would benefit students. Current students would benefit by locking-in their general education requirements and all lower division coursework needed for a BS degree. Consistency between institutions in the USHE eases the transferability of credits, potentially opening a new market for transfer students from other institutions with a Communication Pre-major (AS) degree. Future students would benefit from the flexibility of having the option to obtain this degree.

Third, a Communication Pre-major (AS) degree increases the employability of students. The U.S. Department of Labor's Bureau of Statistics⁶ reports that associate's degree holders earn approximately \$7,000 more per year and are 2.1% less likely to be unemployed than people with a high school diploma only. The rhetorical effect of having a Communication Pre-major (AS) would magnify the impact of a generic AA/AS degree on salary and job placement.

⁵ Utah System of Higher Education, *USHE Data Book 2013: Tab B – Degrees and Awards*, http://higher.ed.utah.org/wp-content/uploads/2013/05/rd_2013_databook_tabB.pdf

⁶ Bureau of Labor Statistics, *Employment Projections*, http://www.bls.gov/emp/ep_chart_001.htm

Surveys show that all businesses and organizations need effective communicators. The *Wall Street Journal*⁷ ranks “clear communication” as the No. 1 “must-have job skill” in 2013. The National Association of Colleges and Employers⁸ “Job Outlook 2014” study found that the “ability to work in a team structure” and the “ability to verbally communicate with persons inside and outside the organization” were two of the top five skills that employers seek. This program would teach students the skills desired by employers including writing, speaking, interpersonal communication, group and team communication, digital message creation, audio and video production, visual communication, critical listening, and critical thinking.

Fourth, nontraditional students seeking career advancement would be attracted to a Communication Pre-major (AS) degree. Graduates of non-communication programs and students who never finished their degree would benefit from a shorter timeframe option that trains them in the communication and mass media skills they need to advance in their careers. Charles A. Volkert⁹, executive director of a leading staffing service in major North American and international markets, reports that communication is the key ingredient to career advancement. Nearly every career field benefits¹⁰ from a communication degree. Students returning to school after starting their careers would find a Communication Pre-major (AS) degree an affordable and advantageous option for meeting their goals.

Fifth, adding a Communication Pre-major (AS) degree would increase graduation numbers. Only three out of eight USHE institutions have this degree, leaving a large population underserved in northern Utah. Many current students pursuing a BA/BS in communication would appreciate having a milestone associate’s degree to reward their progress. Additionally, students who receive an associate’s degree in the department would have an incentive to continue at WSU and get their Communication (BA/BS) or a degree from a different program, effectively creating a feeder program for existing baccalaureate degrees.

Consistent with the overall department standards and competencies, students will have met and achieved the following at the time of graduation:

- 1) Students will demonstrate knowledge of the history of the discipline and its societal and professional implications.
- 2) Students will demonstrate knowledge and understanding of key theories and principles of communication.
- 3) Students will demonstrate an understanding of responsible and sensitive communication practices.
- 4) Students will demonstrate an ability to read, write, speak, listen and use these processes (including visual literacy and media production ability) to acquire, develop and convey information and feelings.
- 5) Students will demonstrate an ability to effectively gather information, research and analyze issues from a variety of perspectives.
- 6) Students will demonstrate an ability to facilitate interpersonal and group interactions successfully.
- 7) Students will demonstrate an ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers.

These competencies were chosen because they are the core goals for the department and listed in the 2012/13 Communication Annual Assessment of Evidence of Learning Report.¹¹ Formative assessment measures include individual course assessment procedures, monitoring student papers, small group discussions, and classroom

⁷ Ruth Mantell, *Must-Have Job Skills in 2013*, The Wall Street Journal, <http://online.wsj.com/article/SB10001424127887324735104578118902763095818.html>

⁸ National Association of Colleges and Employers, *Job Outlook: The Candidate Skills/Qualities Employers Want*, <http://www.nacweb.org/s10022013/job-outlook-skills-quality.aspx?land-kc-lp-1-spot-jbout-10042013>

⁹ Charles A. Volkert, *Communication Skills More Important Than Ever for Career Advancement*, Robert Half Legal, https://www.alanet.org/careers/articles/Communication_Skills_More_Important_Than_Ever_for_Career_Advancement.pdf

¹⁰ CanDo, *The Benefits of a Communication Degree*, <http://www.canido.net/benefits-communication-degree/>

¹¹ Becky Johns and Sheree Josephson, *Annual Assessment of Evidence of Learning – Communication Department*, Weber State University, http://www.weber.edu/WSUImages/portfolio/Communication/COMM%20Assessment%20Rpt%202011_12.pdf

exercises. Summative assessment measures include embedded exam questions in all sections of COMM 1020, a grammar test in COMM 1130, a final community engaged learning group project in COMM 2110, and exit surveys.

Institutional Readiness

The Department of Communication's existing administrative structures would support the addition of a Communication Pre-major (AS) degree. If the program is accepted, a faculty member in the department would serve as an advisor for the degree. The delivery of undergraduate or lower-division education will not be negatively impacted by the creation of a Communication Pre-major (AS). Rather, students would have an incentive to increase the number of lower-division courses they take within the department, positively impacting student credit hours.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	11	0	11
Full-time Non-Tenured	1	0	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	7	0	7
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Headcount Faculty in the Department			
Full-time Tenured	11	0	11
Full-time Non-Tenured	8	0	8
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	19	X	19

Staff

No additional staff would be needed to support the program. A faculty member in the department would advise for the communication core and electives part of the degree as part of their advising service commitments.

Library and Information Resources

Current library resources are sufficient for a Communication Pre-major (AS).

Admission Requirements

Students would be admitted upon declaration of their intent to complete a Communication Pre-major (AS) degree. No other admission requirements would be necessary for the program.

Student Advisement

A communication department faculty member would be responsible for advising Communication Pre-major (AS) students as part of their service obligations to the department. Students would be monitored for degree progress toward completion. A degree map and advising sheet would be created to aid students in the process of obtaining the degree. The academic advisor for the College of Arts & Humanities, Debbie Murphy, would continue to advise for the general education components of the degree.

Justification for Graduation Standards and Number of Credits

A student may obtain a Communication Pre-major (AS) if they have a cumulative overall GPA of 2.0, a minimum of "C" or better in all Communication courses, and have completed at least 61 lower division credit hours broken down as follows:

General Studies Requirements (37 credits):

ENGL 2010 (3 credits)
MATH 1030 (3 credits)
Social Science SS/DV (3 credits)
Social Science SS (3 credits)
Creative Arts CA (3 credits)
Humanities HU (3 credits)
Humanities HU or Creative Arts CA (3 credits)
American Institutions AI (3 credits)
Life Science LS/BS (3 credits)
Physical Science PS (3 credits)
Life Science LS or Physical Science PS (3 credits)
NTM 1700 (3 credits)
LIBS 1704 (1 credit)

Communication Core Requirements (12 credits):

COMM HU 1020 Principles of Public Speaking (3 credits)
COMM 1130 Media Writing (3 credits)
COMM 1500 Intro to Mass Communication (3 credits)
COMM HU 2110 Interpersonal & Small Group Communication (3 credits)

Communication Electives (12 credits):

- COMM 1560 Audio Production & Performance (3 credits)
- COMM HU 2010 Mass Media & Society (3 credits)
- COMM 2200 In-Studio Video Production & Performance (3 credits)
- COMM 2210 Intercollegiate Debate (1 credit)*
- COMM 2250 Essentials of Digital Media (3 credits)
- COMM 2270 Argumentation & Debate (3 credits)
- COMM 2730 Radio Production Workshop (1 credit)*

*COMM 2210 & 2730 are 1-credit hour participation courses that may be repeated twice up to 3 credit hours each for an AS degree.

External Review and Accreditation

Review of this program will be in conjunction with the bachelor's degree program.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	25	50	75	75
Total # of Declared Majors in Proposed Program	X	25	50	75	75	75
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	19	19	19	19	19	19
Total Department Student FTE (Based on Fall Third Week)	485	485	510	535	535	535
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	25.53	25.53	26.84	28.16	28.16	28.16
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program. The proposed program, however, may bring students into the existing Bachelor's degree.

Section III: Need

Program Need

A Communication Pre-major (AS) would help Weber State contribute to Governor Herbert's "On PACE to 66% by 2020"¹² plan that explicitly calls for increased numbers of associate's degrees over the next eight years. Only 3 of the 8 institutions in the USHE have similar programs and NONE of those programs extend north beyond Salt Lake County. As the sole dual-mission institution in northern Utah, Weber State University has a responsibility to fulfill the community college needs of Davis, Morgan, and Weber counties. Current students would benefit from accessing the employment opportunities, salary increases, and stability of locking in an associate's degree in their field after two years of study. Potential students seeking a Communication Pre-major (AS) are forced to commute to Salt Lake County to attend SLCC. It is in the best interest of students, WSU, and the northern Utah community to approve a Communication Pre-major (AS) degree.

Labor Market Demand

The Department of Labor's Bureau of Labor Statistics¹³ estimates that jobs requiring an Associates in Communication or related field will increase from 2010-2020 nationally. Some specific fields enabled by a Communication Pre-major (AS) include General and Operations Managers (+4.6%) and Broadcast Technicians (+9%). Additionally, demand for communication degrees will continue as the demand for television, streaming video, social media and Internet jobs continues to grow, according to one report¹⁴. Other career tracks include reporters, news analysts, editors, and technical writers, according to the Department of Labor. Locally, the jobs with the highest demand in Utah and Weber County specifically could be fulfilled by Communication Pre-major (AS) degree graduates. The Utah Department of Workforce Services "Top" Jobs in 2013¹⁵ lists the occupations with the highest number of openings. Many are related to and would benefit from graduates of this program. Career fields include Office/Administrative Support (595 jobs in Weber County, 3,392 in Utah); Sales (232 jobs in Weber County, 1,733 in Utah); Management (36 jobs in Weber County, 804 in Utah); and Arts/Design/Entertainment/Sports/Media (15 jobs in Weber County, 235 in Utah). Although the market for this degree is unlikely to negatively change, if it did, the program would still be supported by Communication (BA/BS) students seeking to lock in their credits with an associate's degree.

Student Demand

A student interest survey was given to a convenience sample of 84 students (68 communication majors, 16 non-majors) enrolled in various communication courses in the Fall 2013 semester. The overall results of the survey indicated a high level of interest across a wide range of students. The majority of respondents (57.14%) indicated that they were either interested or very interested in attaining a communication associate's degree (see Appendix A, Figure 1). There were no significant differences between communication majors and other majors in terms of intention to attain a communication associate's degree. Across different majors, the intention was generally high (mean=3.38 vs. 3.63), indicating that respondents are interested in attaining a communication associate's degree (see Appendix B, Figure 1). This implies that the communication associate's degree will attract not just communication majors but also students of other majors. Class standing influenced respondents' intent to attain a communication associate's degree, and the differences between the groups were statistically significant ($F(4,83)=5.24, p < .005, \mu_2 = .21$). Freshmen and juniors tend to show greater intent to pursue the degree, followed by sophomores. Seniors and graduate students held a neutral position, which is understandable because they are

¹² Herbert, Gary, *Governor Introduces PACE Plan at Education Summit*, http://www.utah.gov/governor/news_media/article.html?article=7899

¹³ Bureau of Labor Statistics, *Selected Occupational Projections Data*, <http://data.bls.gov/oepl/oepl/empoptd.jsp>

¹⁴ Christy Clark, *In-Demand Degrees to Start in 2013*, Yahoo Education, http://education.yahoo.net/articles/in_demand_degrees_in_2013.htm

¹⁵ Utah Department of Workforce Services, *Utah Department of Workforce Services "Top" Jobs – Occupations with the Largest Number of Openings*, <http://jobs.utah.gov/wi/topjobs/index.html>

closer to graduation (see Appendix B, Figure 2). This result indicates that once there is an option for a communication associate's degree, freshmen, juniors, and sophomores will actively explore or pursue the degree. Students who are working on earning an associate's degree (mean=4.1), and who attained other non-general associate's degrees (mean=4.0), showed greater intent to attain a communication associate's degree, if offered (see Appendix B, Figure 3). The differences between groups were statistically significant ($F(3,83)=5.97$, $p < .005$, $\mu_2 = .18$) which implies that there is demand for a communication associate's degree especially among students who are interested in earning a discipline specific associate's degree in lieu of a general studies associate's degree.

Additionally, students were asked to explain their position on their intent to attain a communication associate's degree in an open-answer format. Many students expressed a strong desire for this degree option. One student wrote "I feel a communication associate would have introduced me more fully to the career options in the communication field and given me more experience in deciding my overall career major." Another student noted the affordability of and employer desirability for such an option, saying, "Communication is [a] key skill that employers are looking for. It would be [a] good opportunity for some to get an associate's either because that's all they have the time for or that's all they can afford." A few students expressed the opinion that a communication associate's degree would enable them to explore a wider variety of subjects in their time at Weber State, writing that:

"it would have been really nice to be able to get an actual degree in communication then I would have been able to major in family studies with a minor in human development instead of combining the two subjects. Plus, communication is extremely important in any career. I think getting an associates degree in communication would be beneficial to everyone."

Finally, this degree option would empower students who are working while going to school. As one respondent noted, "It would help to be able to get a better job while working on our BS."

Similar Programs

Salt Lake Community College, Utah Valley University, and Snow College offer similar communication associate's degrees. The proposed program was created to emphasize similarities and increase the consistency of degree transfers between USHE institutions. A Communication Pre-major (AS) program at Weber State should be created to augment the existing network of similar degrees and provide coverage for the currently underserved northern Utah communities.

Collaboration with and Impact on Other USHE Institutions

Of the three USHE institutions that currently have a Communication Pre-major (AS) degree option, it would practically be only SLCC that would potentially be impacted by the creation of such an option at Weber State University. Snow and UVU are geographically distant enough from WSU that there would likely be minimal to no impact on their programs. WSU has informed Nick Burns, Coordinator of the Communication Department at SLCC, of the intent to establish a Communication Pre-major (AS) degree program at Weber State. His initial response (see Appendix C) presented no concerns about WSU establishing such a program, and he agreed that there was a lot that could be discussed in terms of collaboration between institutions. After SLCC's fall break, there is a plan to meet and discuss the mutual interests of both institutions that can be met by WSU establishing a Communication Pre-major (AS) degree, potentially including a route for easier matriculation for SLCC Communication graduates transferring to WSU for their bachelor's degrees and the possibility of WSU holding a few classes on SLCC's campus to acquaint those students with WSU programs.

Benefits

Weber State University and USHE would benefit by increasing the number of graduates with degrees and student credit hours produced by the Department of Communication. Increasing the number of degrees conferred also benefits the students and the northern Utah community by producing more employable talent in a shorter amount of time for high demand jobs. Finally, this proposal is in line with and furthers the goals of Governor Herbert's plan to increase the number of Utahans with degrees to 66% by 2020.

Consistency with Institutional Mission

A Communication Pre-major (AS) degree is consistent with Weber State University's mission statement, vision and core values. Currently, Weber State ranks second in USHE institutions by the number of associate's degrees conferred to graduates. A new program in a geographically distinct area would increase that number and promote the dual-mission aspect of the WSU brand, which is a specific strategy identified by the University President's Council and adopted by the University Planning Council¹⁶ in January 2012. LEARN core values are a central justification for a Communication Pre-major (AS). As a discipline, communication enhances **learning** through personalized experiences and shared inquiry with introductory courses ranging from Principles of Public Speaking (COMM 1020) and Media Writing (COMM 1130) to community-based learning courses such as Interpersonal & Small Group Communication (COMM 2110). An associate's degree would increase the **engagement** in the community by increasing enrollment in Community Engaged Learning designated courses, increasing the education level of the labor force in the community, and offering a program that has proven demand in other regions of the state. A diversity of associate's degrees would open **access** and opportunity for both current and future students. Current students would benefit from the flexibility afforded by the program. Future students would benefit from the option to attend Weber State to obtain this degree rather than commute to SLCC. Communication students are taught to engage in community dialogue, advocacy and argumentation with **respect** for all people and ideas. An associate's degree would help to **nurture** the potential within all students completing this program by providing an intermediate step between a high school diploma and a bachelor of arts/sciences.

¹⁶ Weber State University, *Weber State University Vision and Values*, http://www.weber.edu/universityplanning/Vision_and_values.html

Section IV: Program and Student Assessment

Program Assessment

#	Student Learning Outcome	Assessment Procedure
General Education Student Learning Outcomes, upon completion of all general education requirements, students shall...		
1	Communicate, understand and interpret ideas and information using written, oral and visual media.	Common piece of student writing assessed for ENGL 1010 and 2010. CLA
2	Think critically and creatively to construct well-reasoned arguments supported by documented research.	CLA
3	Use quantitative, mathematical relationships, operations and reasoning.	Meet MATH department established thresholds for student outcomes. CLA
4	Demonstrate an understanding of the history, foundation principles, economics, and politics of the United States.	Embedded questions in quizzes/exams in ECON 1740. Pretest/posttest in HIST 1700 CLA
5	Demonstrate proficiency in computer and information literacy.	Pass NTM outcomes at or above 73% established threshold CLA
6	Demonstrate an understanding of how the biological and physical sciences describe and explain the natural world	Embedded questions in quizzes/exams of the classes in each of the LS disciplines. Meet Physical Science course specific thresholds for student learning outcomes. CLA
7	Demonstrate an understanding of humans, their behavior and their interaction with and within their physical, social, local and global environments.	Meet Social Science course specific thresholds for student learning outcomes. CLA
8	Demonstrate an understanding of diverse forms of aesthetic and intellectual expression.	Meet Humanities course specific thresholds for student learning outcomes. Meet Creative Arts course specific thresholds for student learning outcomes. CLA

Communication Pre-major (AS) Cognitive Learning Objectives: Upon graduation, majors are expected to have a thorough knowledge and comprehension of the following:		
1	The history of the communication discipline and its societal and professional implications	Embedded exam questions in COMM 1020; Evidence of knowledge in papers and writing assignments
2	The theories and principles of communication that will facilitate students' professional and personal effectiveness	Embedded test questions; COMM 1130 Grammar test
3	The ethical systems that will enable responsible and sensitive communication with others.	Individual course assessment procedure including embedded test questions, classroom or small group discussions where student reporters record student discussion and consensus, classroom exercises which seek to help students identify and challenge their own ethical system as well as listen to and refrain from judging those of others.
Communication Pre-major (AS) Behavioral Learning Objectives: Upon graduation, majors are expected to demonstrate skill in:		
1	Communication competence-the ability to read, write, speak, listen and use these processes (including visual literacy and media production ability) to acquire, develop and convey ideas, information and feelings	Embedded exam questions; Alumni and Exit Surveys; COMM1130 Grammar Test
2	Research and Critical thinking-the ability to effectively gather information, research, and analyze issues from a variety of perspectives	Embedded exam questions; Student Papers; Exit Survey
3	Relational competence-the ability to facilitate interpersonal and group interactions successfully	Embedded exam questions; Student Papers; Exit Survey
4	Adaptive competence-the ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers and to do so in rhetorically sensitive ways.	Student Papers; Exit Survey

Courses in Department/Program	Department/Program Learning Outcomes						
	CLO1	CLO2	CLO3	BLO1	BLO2	BLO3	BLO4
1020 Public Speaking	2	1, 2, 3	1	1, 2, 3	1,2,3		1
1130 Media Writing	1	1, 2, 3	1	1,2,3	1,2,3		1,2
1500 Introduction to Mass Media	1,2	1	1	1	1		1,2
1560 Audio Production and Performance		1,2,3		1,2,3	1		1
2010 Mass Media and Society	1,2	1,2	1	1,2,3	1,2	1	1,2,3
2110 Interpersonal and Small Group Communication	1	1,2,3	1,2	1,2,3	1,2	1,2,3	1
2200 In-Studio Video Production and Performance		1,2,3	1	1,2,3	1	1	1
2210 Intercollegiate Debate		1,2,3	1,2	1,2,3	1,2,3		1,2
2250 Essentials of Digital Media		1,2,3	1	1,2,3	1		1,2,3
2270 Argumentation and Debate	1	1,2,3	1,2	1,2,3	1,2,3		1,2
2730 Radio Production Workshop		1,2,3	1	1,2,3	1		1

Note: 1= introduced, 2 = Emphasized, 3 = Utilized

Expected Standards of Performance

Consistent with the overall department standards and competencies, students will have met and achieved the following at the time of graduation:

- 1) Students will demonstrate knowledge of the history of the discipline and its societal and professional implications.
- 2) Students will demonstrate knowledge and understanding of key theories and principles of communication.
- 3) Students will demonstrate an understanding of responsible and sensitive communication practices.
- 4) Students will demonstrate an ability to read, write, speak, listen and use these processes (including visual literacy and media production ability) to acquire, develop and convey information and feelings.
- 5) Students will demonstrate an ability to effectively gather information, research and analyze issues from a variety of perspectives.
- 6) Students will demonstrate an ability to facilitate interpersonal and group interactions successfully.
- 7) Students will demonstrate an ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers.

These competencies were chosen because they are the core goals for the department and listed in the 2012/13 Communication Annual Assessment of Evidence of Learning Report.¹⁷ Formative assessment measures include individual course assessment procedures, monitoring student papers, small group discussions, and classroom exercises. Summative assessment measures include embedded exam questions in all sections of COMM 1020, a grammar test in COMM 1130, a final CCEL group project in COMM 2110, and exit surveys.

¹⁷ Becky Johns and Sheree Josephson, *Annual Assessment of Evidence of Learning – Communication Department*, Weber State University, http://www.weber.edu/WSUImages/portfolio/Communication/COMM%20Assessment%20Rpt%202011_12.pdf

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	951,174.84	22,984.45	974,159.29	23,559.06	997,718.34	24,148.03	1,021,866.38
Benefits	399,664	9,883	409,547	10,130.39	419,678	10,383.65	430,061
Total Personnel Expense	\$ 1,350,839	\$ 32,868	\$ 1,383,707	\$ 33,689	\$ 1,417,396	\$ 34,532	\$ 1,451,928
Non-Personnel Expense							
Travel	6,250	0	6,250	0	6,250	0	6,250
Capital	2,000	0	2,000	0	2,000	0	2,000
Library	2000	0	2000	0	2000	0	2000
Current Expense	23,300	0	23,300	0	23,300	0	23,300
Total Non-Personnel Expense	33,550	0	33,550	0	33,550	0	33,550
Total Expense (Personnel + Current)	\$ 1,384,389	\$ 32,868	\$ 1,417,257	\$ 33,689	\$ 1,450,946	\$ 34,532	\$ 1,485,478
Departmental Funding							
Appropriated Fund	\$ 1,374,389	\$ 32,868	\$ 1,407,257	\$ 33,689	\$ 1,440,946	\$ 34,532	\$ 1,475,478
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	10,000	0	10,000	0	10,000	0	10,000
Total Revenue	\$ 1,384,389	\$ 32,868	\$ 1,417,257	\$ 33,689	\$ 1,450,946	\$ 34,532	\$ 1,485,478
Difference							
Revenue-Expense	0	0	0	0	0	0	0
Departmental Instructional Cost / Student Credit Hour*	\$ 209.69		\$ 203.57		\$ 198.16		\$ 193.37

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

No additional budget requirements are anticipated at this time.

Reallocation

None

Impact on Existing Budgets

No impact on existing budgets is anticipated at this time.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
University Core and General Education		
ENGL 2010	Intermediate College Writing	3
MATH 1030	Contemporary Mathematics	3
SS/DV	Social Science	3
SS	Social Science	3
CA	Creative Arts	3
HU	Humanities	3
HU/CA	Humanities or Creative Arts	3
AI	American Institutions	3
LS/BS	Life Science	3
PS	Physical Science	3
LS/PS	Life Science or Physical Science	3
NTM 1700	Introduction to Microcomputer Applications	3
LIBS 1704	Information Navigator	1
Communication Core Requirements		
COMM HU 1020	Principles of Public Speaking	3
COMM 1130	Media Writing	3
COMM 1500	Intro to Mass Communication	3
COMM HU 2110	Interpersonal & Small Group Communication	3
Sub-Total		49
Elective Courses		
COMM 1560	Audio Production & Society	3
COMM HU 2010	Mass Media & Society	3
COMM 2200	In-Studio Video Production & Performance	3
COMM 2210	Intercollegiate Debate	1*
COMM 2250	Essentials of Digital Media	3
COMM 2270	Argumentation & Debate	3
COMM 2730	Radio Production Workshop	1*
COMM 1560	Audio Production & Society	3
<i>*COMM 2210 & 2730 are 1-credit hour participation courses that may be repeated twice up to 3 credit hours each for an AS degree.</i>		
Sub-Total		12
Total Number of Credits		61

Program Schedule

Semester	Course	Credit Hours
Fall (Semester 1)		
	COMM HU 1020 Principles of Public Speaking	3.00
	COMM 1130 Media Writing	3.00
	COMM 2110 Interpersonal & Small Group Communication	3.00
	NTM 1700 Introduction to Microcomputers	3.00
	LIBS 1704 Information Navigator	1.00
	ENGL 2010 Intermediate College Writing	3.00
	Total:	16.00
Spring (Semester 2)		
	Humanities HU	3.00
	MATH 1030 Contemporary Mathematics/QL course	3.00
	COMM 1500 Introduction to Mass Communication	3.00
	Creative Arts CA	3.00
	Life Science LS/BS req. course	3.00
	Total:	15.00
Fall (Semester 3)		
	Physical Science PS	3.00
	Humanities HU or Creative Arts CA *do not duplicate departments	3.00
	American Institutions AI	3.00
	COMM HU 2010 Mass Media & Society OR COMM ELECTIVE	3.00
	COMM 2270 Argumentation & Debate OR COMM ELECTIVE	3.00
	Total:	15.00
Spring (Semester 4)		
	Life Science LS or Physical Science PS *do not duplicate departments	3.00
	Social Science SS *do not duplicate departments	3.00
	COMM 2250 Essentials of Digital Media OR COMM ELECTIVE	3.00
	COMM 2200 In-Studio Video Production & Performance OR COMM ELECTIVE	3.00
	Social Science SS/DV	3.00
	Total:	15.00
	Degree Total:	61.00

Section VII: Faculty

Anne Bialowas, Ph.D., Assistant Professor
Cynthia Bishop, Ph.D., Instructor
Clair Canfield, M.A., Instructor
Ryan Cheek, M.A., Instructor
Nicola Corbin, Ph.D., Assistant Professor
Kathryn Edwards, Ph.D., Associate Professor
Eric Harvey, Ph.D., Assistant Professor
Colleen Packer, Ph.D., Associate Professor
Omar Guevara, M.A., Instructor
Susan Hafen, Ph.D., Professor
Rebecca Johns, Ph.D., Professor
Sheree Josephson, Ph.D., Department Chair
Yeonsoo Kim, Ph.D., Assistant Professor
Mark Merkley, M.A., Instructor
Russ Rampton, M.A., Instructor
Anthony Sanders, Ph.D., Associate Professor
Kim Smith, M.A., Instructor
Sarah Steimel, Ph.D., Assistant Professor
Andrew Tyler, M.A., Instructor

Cover/Signature Page – Full Template

Institution Submitting Request: Weber State University
Proposed Title: Associate of Arts with a Japanese Pre-major
School or Division or Location: Telitha E. Lindquist College of Humanities
Department(s) or Area(s) Location: Department of Foreign Languages
Recommended Classification of Instructional Programs (CIP) Code¹ : 16.0101
Proposed Beginning Date: 5/5/2013
Institutional Board of Trustees' Approval Date: 2/4/2014

Proposal Type (check all that apply):

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input checked="" type="checkbox"/>	(AA) Associate of Arts Degree
	<input type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: 12/31/2013

Printed Name: Michael Vaughan

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template
Weber State University
Telitha E. Lindquist College of Humanities
Department of Foreign Languages
Associate of Arts with a Japanese Pre-major
12/31/2013

Program Description

WSU currently offers a minor in Japanese. Adding an Associate of Arts with a Japanese Pre-major will indicate that a student has completed all WSU AA degree requirements in addition to the core curriculum in Japanese. The ending proficiency expectation is "Intermediate Low."

Role and Mission Fit

All Japanese students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The foreign language area provides students with experiences that will help them function as professionals, in the broadest sense, and educators. They have opportunities to develop creative and critical thinking skills in a variety of situations. Japanese students have opportunities to engage in educational, cultural and public service. By improving the quality of life in the community and region, the Japanese area provides an environment that nurtures economic development.

The Associate of Arts with a Japanese Pre-major will help support students who wish to go on to complete a bachelor's degree in Japanese at another institution by indicating students are prepared to enroll in upper division Japanese courses. The Associate of Arts with a Japanese Pre-major will identify a short-term goal that will help students document their language skills.

Faculty

The Department of Foreign Languages does not anticipate the need for additional faculty to offer the Associate of Arts with a Japanese Pre-major. The courses are already being taught by current faculty.

Market Demand

The increase in the immigrant population in Davis and Weber counties during the last few years has created a demand for Japanese-speaking professionals in the job market. Utah's tourism industry is a major area of employment in which basic foreign language skills are needed.

Student Demand

Students would be able to complete the Associate of Arts with a Japanese Pre-major within their first two years of study at WSU. A significant number of WSU students acquire basic language skills in a number of ways: as students in lower-division, university or high-school classes; as heritage speakers who use the language at home; or through extensive residence abroad. This population will be attracted to an Associate of Arts with a Japanese Pre-major in order to more credibly present their language ability to future employers and to serve as a basis should they wish to continue toward a Bachelor of Arts at another university.

Statement of Financial Support

No additional financial support is necessary or requested.

Appropriated Fund.....	<input checked="" type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees	<input checked="" type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

Similar Programs Already Offered in the USHE

None of the eight USHE institutions currently offers an Associate of Arts degree in Japanese. While the programs of Snow College and Salt Lake Community College are not language specific, they do offer more general Associates of Arts degrees that may be completed by students who intend to pursue a Bachelor of Arts degree in a specific language at another institution. For example, Salt Lake Community College currently offers an Associate of Arts degree in Humanities.

Program Description – Full Template
Weber State University
Telitha E. Lindquist College of Humanities
Department of Foreign Languages
Associate of Arts with a Japanese Pre-major
12/31/2013

Section I: The Request

Weber State University requests approval to offer the Associate of Arts with a Japanese Pre-major effective summer semester 2014. This program will be approved by the institutional Board of Trustees on 2/4/2014.

Section II: Program Description

Complete Program Description

WSU currently offers a minor in Japanese. Expanding this to an Associate of Arts with a Japanese Pre-major will indicate that a student has completed all WSU AA degree requirements in addition to the core curriculum in Japanese. The ending proficiency expectation is “Intermediate Low.”

Purpose of Degree

By offering an Associate of Arts with a Japanese Pre-major, WSU will be able to recognize and celebrate a significant milestone for students. An AA degree in Japanese will prepare WSU students with basic language skills they will be able to use in their jobs upon graduation and serve as a basis should they wish to continue toward a Bachelor of Arts in Japanese at another university.

Institutional Readiness

Since the Japanese courses required for the Associate of Arts with a Japanese Pre-major are already taught for the Japanese minor, the administrative and organizational structures are already in place to support this degree. The degree will not impact the delivery of lower-division education.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	11		11
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured			
With Master’s Degrees			
Full-time Tenured	0		0
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	15		15

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Bachelor’s Degrees			
Full-time Tenured	0		0
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	5		5
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	11		11
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	20		20
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)	15	X	15

Staff

The Department of Foreign Languages does not anticipate the need for additional staff to offer the Associate of Arts with a Japanese Pre-major.

Library and Information Resources

Since there are no additional resources required for the Associate of Arts with a Japanese Pre-major, no additional resources from the library will be needed.

Admission Requirements

All students pursuing the Associate of Arts with a Japanese Pre-major must follow the same application process for admittance to WSU.

Student Advisement

Students are advised by Japanese faculty and the Academic Advisor for the College of Arts & Humanities.

Justification for Graduation Standards and Number of Credits

The Associate of Arts with a Japanese Pre-major will require the following:

- All WSU AA degree requirements (minimum of 60 credit hours).
- The core curriculum in Japanese for “Intermediate Low” proficiency (15 credit hours).

External Review and Accreditation

The Associate of Arts with a Japanese Pre-major will not affect accreditation because it uses the coursework for the Japanese minor, which is already accredited.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	-	2	6	10	12	12
Total # of Declared Majors in Proposed Program	-	6	10	12	12	12
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	15	15	15	15.5	15.5	15.5
Total Department Student FTE (Based on Fall Third Week)	241	243	246	249	249	249
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	16.07	16.2	16.4	16.06	16.06	16.06
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____ N/A _____)						

Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program. It will be offered in addition to the Japanese minor.

Section III: Need

Program Need

By offering an Associate of Arts with a Japanese Pre-major WSU may recognize and celebrate a significant milestone for students. WSU students will also benefit from this degree by acquiring basic language skills that they will use in their jobs upon graduation. The Governor of Utah and the Utah Legislature have presented a goal to have 66% of Utah residents complete a college degree, including an associate's degree. This program will offer them another opportunity to reach that goal.

Labor Market Demand

The increase in the immigrant population in Davis and Weber counties during the last few years has created a demand for Japanese-speaking professionals in the job market. Utah's tourism industry is a major area of employment in which basic foreign language skills are needed.

Student Demand

Students would be able to complete the Associate of Arts with a Japanese Pre-major within their first two years of study at WSU. A significant number of WSU students acquire basic language skills in a number of ways: as students in lower-division, university or high-school classes; as heritage speakers who use the language at home; or through extensive residence abroad. This population will be attracted to an Associate of Arts with a Japanese Pre-major in order to more credibly present their language ability to future employers and to serve as a basis should they wish to continue toward a Bachelor of Arts at another university.

Similar Programs

None of the eight USHE institutions currently offers an Associate of Arts degree in Japanese, nor does Brigham Young University or Westminster College. While the programs of Snow College and Salt Lake Community College are not language specific, they do offer more general Associates of Arts degrees that may be completed by students who intend to pursue a Bachelor of Arts degree in a specific language at another institution. For example, Salt Lake Community College currently offers an Associate of Arts degree in Humanities. The proposed Associate of Arts with a Japanese Pre-major would provide a language specific associate's degree allowing its graduates to market specifically their Japanese abilities.

Collaboration with and Impact on Other USHE Institutions

USHE institutions communicate regularly regarding curriculum and standards in lower-division language courses. No additional, direct collaboration is planned. The coursework for the Associate of Arts with a Japanese Pre-major is readily transferable to other USHE institutions.

Benefits

The Associate of Arts with a Japanese Pre-major will provide students with significant communication skills in Japanese which will allow them to consider critically and develop an understanding of Japanese people and cultures, to become involved in community engagement within the region and to complete a significant portion of coursework towards a Bachelor of Arts in Japanese. These benefits support the mission statements of Weber State University and the Telitha E. Lindquist College of Arts and Humanities.

Consistency with Institutional Mission

The Associate of Arts with a Japanese Pre-major will identify a short-term goal that will help students document their language skills and help support students who wish to go on to complete a bachelor's degree in Japanese at another institution by indicating students are prepared to enroll in upper division Japanese courses. Students completing an Associate of Arts with a Japanese Pre-major will develop a significant ability to express themselves in a second language and to interact meaningfully with Japanese cultures.

All Japanese students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The foreign language program provides students with experiences that will help them function as professionals, in the broadest sense, and educators. In addition, both linguistically and culturally, the 15 credit-hour requirement in Japanese will require that students engage in critical analysis of culturally driven behavior and expression as well as grammatical structures and usage. Students in this program, and those who have completed it, will be in a unique position to engage in educational, cultural and public service. By helping to improve the quality of life in the community and region, the Japanese program supports an environment that nurtures economic development.

Section IV: Program and Student Assessment

Program Assessment

The Department of Foreign Languages currently completes assessment of minors in Japanese. In addition, the Department completes assessment of JPNS HU2020 as part of General Education. Since the sequence of courses leading up to JPNS HU2020 is required for the proposed Associates of Arts in Japanese, the assessment procedures are already in place: this includes collecting writing samples and checking for cultural knowledge and sensitivity (expectations c, d and e in the next section).

Beyond JPNS HU2020, one additional three credit-hour course will be required. At the end of this course the Department will expect "Intermediate Low" proficiency (as defined by the national professional association). The Department proposes to assess this oral proficiency in a manner similar to what is currently done with baccalaureate majors; that is, administer a computer-mediated oral test to all students completing the Associate of Arts with a Japanese Pre-major.

Expected Standards of Performance

Students earning an Associate of Arts with a Japanese Pre-major will:

- a) learn writing skills in several styles;
- b) develop oral and written communication skills in Japanese at the "Intermediate Low" proficiency level;
- c) acquire an understanding of the Japanese language in its cultural contexts;
- d) be familiar with some aspects of culture, societal structure, and history of Japanese countries and Japanese heritage in the US; and
- e) gain knowledge of Japanese literature and other arts.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	710,603	13,377	723,980	13,644	737,624	19,317	756,941
Benefits	293,459	5,752	299,211	5,867	305,078	6,794	311,872
Total Personnel Expense	\$1,004,062	\$19,129	\$1,023,191	\$19,511	\$1,042,702	\$26,111	\$1,068,813
Non-Personnel Expense							
Travel	6,102	0	6,102	0	6,102	0	6,102
Capital							
Library	6,000	0	6,000	0	6,000	0	6,000
Current Expense	41,150	500	41,650	500	42,150	500	42,650
Total Non-Personnel Expense	53,252	500	53,752	500	54,252	500	54,752
Total Expense (Personnel + Current)	\$1,057,314	\$19,629	\$1,076,943	\$20,011	\$1,096,954	\$26,611	1,123,565
Departmental Funding							
Appropriated Fund	1,028,914	19,129	1,048,043	19,511	1,067,554	26,111	1,093,665
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	28,400	500	28,900	500	29,400	500	29,900
Total Revenue	\$1,057,314	\$19,629	\$1,076,943	\$20,011	\$1,096,954	\$26,611	1,123,565
Difference							

Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$146.24		\$147.73		\$148.64		\$150.41

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

No additional budget requirements are anticipated at this time.

Reallocation

None

Impact on Existing Budgets

No impact on existing budgets is anticipated at this time.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Composition		
ENGL EN2010	Intermediate College Writing	3
American Institutions		
POLS AI1100 OR HIST AI1700 OR ECON AI1740 OR HIST 2700 and HIST 2710	American National Government American Civilization Economic History of the United States History of the United States	3
Quantitative Literacy		
MATH QL1030 OR MATH QL1050 OR MATH QL1080	Contemporary Mathematics College Algebra Pre-calculus	3
Computer & Information Literacy (CIL)		4
Parts A, B, C and D		
Humanities/Creative Arts		
Three (3) hours in Humanities and three (3) in Creative Arts OR Six (6) hours in Creative Arts		6

Course Prefix and Number	Title	Credit Hours
Japanese Courses		
JPNS 1010	First Semester Japanese	3
JPNS 1020	Second Semester Japanese	3
JPNS 2010	Third Semester Japanese	3
JPNS HU2020	Fourth Semester Japanese	3
JPNS 2030 OR	Second Year Language Review	3
JPNS HU1851 or 1852 OR	Study Abroad	
JPNS HU2851 or 2852 OR	Study Abroad	
JPNS 3000	Proficiency Development	
Social Sciences		
Six (6) six hours in addition to the American Institutions requirement, three (3) of which must also fulfill Diversity		6
Physical & Life Sciences		
Nine (9) credit hours—at least (3) hours from Physical Sciences and at least three (3) credit hours from Life Sciences		9
Elective Courses		11
Total Number of Credits		60

Program Schedule

Semester 1	Hrs	Semester 2	Hrs
ENGL 1010 Intro to Writing	3	MATH QL 1030**	3
MATH 1010 Intermediate Algebra	4	Social Science (SS)	3
Creative Arts (CA)	3	Life Science (LS)	3
JPNS 1010	3	JPNS 1020	3
CIL Part D: TBE 1704*	1	Elective	3
Total Hours	14		15
Contact CAH Academic Advisor for Gen Ed sign-off		Apply for Associates degree through Graduation Office. Contact Foreign languages Dept. for Major Advising	
Semester 3		Semester 4	
ENGL 2010 Intermediate College Writing	3	Choice of LS/PS	3
Physical Sciences (PS)	3	JPNS 2020/HU	3
Choice of CA/HU	3	American Institution	3
Social Science (SS)***	3	JPNS 2030, or 1851/52, Or 2851/52, Or 3000	3
JPNS 2010	3	Elective	3
Total Hours	15	Total Hours	15

* Students must also complete CIL Parts A, B, and C

** Students could choose to take MATH 1040/1050/1080

***Students must also complete the Diversity Requirement by taking an approved course

Section VII: Faculty

The following department faculty teaches Japanese courses.

Yumi Adachi, PhD

Adjunct:

Lisa Lay, MA

Kanako Omichi, MA

Cover/Signature Page – Full Template

Institution Submitting Request: Weber State University
Proposed Title: Associate of Arts with a German Pre-major
School or Division or Location: Telitha E. Lindquist College of Humanities
Department(s) or Area(s) Location: Department of Foreign Languages
Recommended Classification of Instructional Programs (CIP) Code¹ : 16.0101
Proposed Beginning Date: 5/5/2013
Institutional Board of Trustees' Approval Date: 2/4/2014

Proposal Type (check all that apply):

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input checked="" type="checkbox"/>	(AA) Associate of Arts Degree
	<input type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: 12/31/2013

Printed Name: Michael Vaughan

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template
Weber State University
Telitha E. Lindquist College of Humanities
Department of Foreign Languages
Associate of Arts with a German Pre-major
12/31/2013

Program Description

An Associate of Arts with a German Pre-major will indicate that a student has completed all WSU AA degree requirements and the core curriculum required for the Bachelor of Arts in German. It will also indicate students are prepared to enroll in upper division German courses. The ending proficiency expectation is "Intermediate Low."

Role and Mission Fit

All German students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The foreign language area provides students with experiences that will help them function as professionals, in the broadest sense, and educators. They have opportunities to develop creative and critical thinking skills in a variety of situations. German students have opportunities to engage in educational, cultural and public service. By improving the quality of life in the community and region, the German area provides an environment that nurtures economic development.

The Associate of Arts with a German Pre-major will help support students completing a bachelor's degree in German by indicating which courses students need to complete in a timely fashion in order to complete their degree programs in four years. The Associate of Arts with a German Pre-major will identify a short-term goal that will help students move towards the Bachelor of Arts in German.

Faculty

The Department of Foreign Languages does not anticipate the need for additional faculty to offer the Associate of Arts with a German Pre-major. The courses are already being taught by current faculty.

Market Demand

The increase in the immigrant population in Davis and Weber counties during the last few years has created a demand for German-speaking professionals in the job market. Utah's tourism industry is a major area of employment in which basic foreign language skills are needed.

Student Demand

Students would be able to complete the Associate of Arts with a German Pre-major within their first two years of study at WSU. A significant number of WSU students acquire basic language skills in a number of ways: as students in lower-division, university or high-school classes; as heritage speakers who use the language at home; or through extensive residence abroad. This population will be attracted to an Associate of Arts with a German Pre-major in order to more credibly present their language ability to future employers or to serve as a basis as they continue toward a Bachelor of Arts at the university. In addition, it is likely that many students seeking a major in German will opt for the Associate of Arts with a German Pre-major along the way.

Statement of Financial Support

No additional financial support is necessary or requested.

- Appropriated Fund.....
- Special Legislative Appropriation.....
- Grants and Contracts.....
- Special Fees
- Differential Tuition (must be approved by the Regents).....
- Other (please describe).....

Similar Programs Already Offered in the USHE

None of the eight USHE institutions currently offers an Associate of Arts degree in German. While the programs of Snow College and Salt Lake Community College are not language specific, they do offer more general Associates of Arts degrees that may be completed by students who intend to pursue a Bachelor of Arts degree in a specific language at another institution. For example, Salt Lake Community College currently offers an Associate of Arts degree in Humanities.

Program Description – Full Template
Weber State University
Telitha E. Lindquist College of Humanities
Department of Foreign Languages
Associate of Arts with a German Pre-major
12/31/2013

Section I: The Request

Weber State University requests approval to offer the Associate of Arts with a German Pre-major effective summer semester 2014. This program will be approved by the institutional Board of Trustees on 2/4/2014.

Section II: Program Description

Complete Program Description

An Associate of Arts with a German Pre-major will indicate that a student has completed all WSU AA degree requirements and the core curriculum required for the Bachelor of Arts in German. It will also indicate students are prepared to enroll in upper division German courses. The ending proficiency expectation is "Intermediate Low."

Purpose of Degree

By offering an Associate of Arts with a German Pre-major, WSU will be able to recognize and celebrate a significant milestone for students working towards a Bachelor of Arts in German. In addition, an AA degree in German will prepare WSU students with basic language skills they will be able to use in their jobs upon graduation.

Institutional Readiness

Since the coursework required for the Associate of Arts with a German Pre-major parallels the prerequisite coursework for the Bachelor of Arts in German, the administrative and organizational structures are already in place to support this degree. The degree will not impact the delivery of lower-division education.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	11		11
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured	0		0
Full-time Non-Tenured	0		0
Part-time Tenured	0		0

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
Part-time Non-Tenured	15		15
With Bachelor's Degrees			
Full-time Tenured	0		0
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	5		5
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	11		11
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	20		20
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	15	X	15

Staff

The Department of Foreign Languages does not anticipate the need for additional staff to offer the Associate of Arts with a German Pre-major.

Library and Information Resources

Since there are no additional resources required for the Associate of Arts with a German Pre-major, no additional resources from the library will be needed.

Admission Requirements

All students pursuing the Associate of Arts with a German Pre-major must follow the same application process for admittance to WSU.

Student Advisement

Students are advised by German faculty and the Academic Advisor for the College of Arts & Humanities.

Justification for Graduation Standards and Number of Credits

The Associate of Arts with a German Pre-major will require the following:

- All WSU AA degree requirements (minimum of 60 credit hours).
- The core curriculum required for the Bachelor of Arts in German (15 credit hours).

External Review and Accreditation

The Associate of Arts with a German Pre-major will not affect accreditation because it is built into the coursework for the Bachelor of Arts in German, which is already accredited.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	-	5	10	15	20	25
Total # of Declared Majors in Proposed Program	-	10	15	20	25	30
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	15	15	15	15.5	15.5	15.5
Total Department Student FTE (Based on Fall Third Week)	241	243	246	249	249	249
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	16.07	16.2	16.4	16.06	16.06	16.06
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: <u> N/A </u>)						

Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program. The proposed program, however, may bring students into the existing Bachelor's degree.

Section III: Need

Program Need

By offering an Associate of Arts with a German Pre-major WSU may recognize and celebrate a significant milestone for students working towards a Bachelor of Arts in German. WSU students will also benefit from this degree by acquiring basic language skills that they will use in their jobs upon graduation. The Governor of Utah and the Utah Legislature have presented a goal to have 66% of Utah residents complete a college degree, including an associate's degree. This program will offer them another opportunity to reach that goal.

Labor Market Demand

The increase in the immigrant population in Davis and Weber counties during the last few years has created a demand for German-speaking professionals in the job market. Utah's tourism industry is a major area of employment in which basic foreign language skills are needed.

Student Demand

Students would be able to complete the Associate of Arts with a German Pre-major within their first two years of study at WSU. A significant number of WSU students acquire basic language skills in a number of ways: as students in lower-division, university or high-school classes, as heritage speakers who use the language at home, or through extensive residence abroad. This population will be attracted to an Associate of Arts with a German Pre-major in order to more credibly present their language ability to future employers or to serve as a basis as they continue toward a Bachelor of Arts at the university. In addition, it is likely that many students seeking a major in German will opt for the Associate of Arts with a German Pre-major along the way.

Similar Programs

None of the eight USHE institutions currently offers an Associate of Arts degree in German, nor does Brigham Young University or Westminster College. While the programs of Snow College and Salt Lake Community College are not language specific, they do offer more general Associates of Arts degrees that may be completed by students who intend to pursue a Bachelor of Arts degree in a specific language at another institution. For example, Salt Lake Community College currently offers an Associate of Arts degree in Humanities. The proposed Associate of Arts with a German Pre-major would provide a language specific associate's degree allowing its graduates to market specifically their German abilities.

Collaboration with and Impact on Other USHE Institutions

USHE institutions communicate regularly regarding curriculum and standards in lower-division language courses. No additional, direct collaboration is planned. The coursework for the Associate of Arts with a German Pre-major is readily transferable to other USHE institutions.

Benefits

The Associate of Arts with a German Pre-major will provide students with significant communication skills in German which will allow them to consider critically and develop an understanding of German people and cultures, to become involved in community engagement within the region and to complete a significant portion of the coursework towards a Bachelor of Arts in German. These benefits support the mission statements of Weber State University and the Telitha E. Lindquist College of Arts and Humanities.

Consistency with Institutional Mission

The Associate of Arts with a German Pre-major will help support students completing a bachelor's degree in German by indicating which courses students need to complete in a timely fashion in order to complete their degree programs in four years. The Associate of Arts with a German Pre-major will identify a short-term goal that will help students move towards the Bachelor of Arts in German.

All German students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The foreign language program provides students with experiences that will help them function as professionals, in the broadest sense, and educators. In addition, both linguistically and culturally, the 15 credit-hour requirement in German will require that students engage in critical analysis of culturally driven behavior and expression as well as grammatical structures and usage. Students in this program, and those who have completed it, will be in a unique position to engage in educational, cultural and public service. By helping to improve the quality of life in the community and region, the German program supports an environment that nurtures economic development.

Students completing an Associate of Arts with a German Pre-major will develop a significant ability to express themselves in a second language and to interact meaningfully with German cultures. In addition, these students will have met the prerequisites to begin a bachelor's degree in German, German Teaching or Commercial German.

Section IV: Program and Student Assessment

Program Assessment

The Department of Foreign Languages currently completes assessment of majors in German. In addition, the Department completes assessment of GERM HU2020 as part of General Education. Since the sequence of courses leading up to GERM HU2020 is required for the proposed Associates of Arts in German, the assessment procedures are already in place: this includes collecting writing samples and checking for cultural knowledge and sensitivity (expectations c, d and e in the next section). Beyond GERM HU2020, one additional three credit-hour course will be required. At the end of this course the Department will expect "Intermediate Low" proficiency (as defined by the national professional association). The Department proposes to assess this oral proficiency in a manner similar to what is currently done with baccalaureate majors; that is, administer a computer-mediated oral test to all students completing the Associate of Arts with a German Pre-major.

Expected Standards of Performance

Students earning an Associate of Arts with a German Pre-major will:

- a) learn writing skills in several styles;
- b) develop oral and written communication skills in German at the "Intermediate Low" proficiency level;
- c) acquire an understanding of the German language in its cultural contexts;
- d) be familiar with some aspects of culture, societal structure, and history of German countries and German heritage in the US; and
- e) gain knowledge of German literature and other arts.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	710,603	13,377	723,980	13,644	737,624	19,317	756,941
Benefits	293,459	5,752	299,211	5,867	305,078	6,794	311,872
Total Personnel Expense	\$1,004,062	\$19,129	\$1,023,191	\$19,511	\$1,042,702	\$26,111	\$1,068,813
Non-Personnel Expense							
Travel	6,102	0	6,102	0	6,102	0	6,102
Capital							
Library	6,000	0	6,000	0	6,000	0	6,000
Current Expense	41,150	500	41,650	500	42,150	500	42,650
Total Non-Personnel Expense	53,252	500	53,752	500	54,252	500	54,752
Total Expense (Personnel + Current)	\$1,057,314	\$19,629	\$1,076,943	\$20,011	\$1,096,954	\$26,611	1,123,565
Departmental Funding							
Appropriated Fund	1,028,914	19,129	1,048,043	19,511	1,067,554	26,111	1,093,665
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	28,400	500	28,900	500	29,400	500	29,900
Total Revenue	\$1,057,314	\$19,629	\$1,076,943	\$20,011	\$1,096,954	\$26,611	1,123,565
Difference							

Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$146.24		\$147.73		\$148.64		\$150.41

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

No additional budget requirements are anticipated at this time.

Reallocation

None

Impact on Existing Budgets

No impact on existing budgets is anticipated at this time.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Composition		
ENGL EN2010	Intermediate College Writing	3
American Institutions		
POLS AI1100 OR HIST AI1700 OR ECON AI1740 OR HIST 2700 and HIST 2710	American National Government American Civilization Economic History of the United States History of the United States	3
Quantitative Literacy		
MATH QL1030 OR MATH QL1050 OR MATH QL1080	Contemporary Mathematics College Algebra Pre-calculus	3
Computer & Information Literacy (CIL)		4
Parts A, B, C and D		
Humanities/Creative Arts		
Three (3) hours in Humanities and three (3) in Creative Arts OR Six (6) hours in Creative Arts		6

Course Prefix and Number	Title	Credit Hours
German Courses		
GRMN 1010	First Semester German	3
GRMN 1020	Second Semester German	3
GRMN 2010	Third Semester German	3
GRMN HU2020	Fourth Semester German	3
GRMN 2030 OR	Second Year Language Review	3
GRMN HU1851 or 1852 OR	Study Abroad	
GRMN HU2851 or 2852 OR	Study Abroad	
GRMN 3000	Proficiency Development	
Social Sciences		
Six (6) six hours in addition to the American Institutions requirement, three (3) of which must also fulfill Diversity		6
Physical & Life Sciences		
Nine (9) credit hours—at least (3) hours from Physical Sciences and at least three (3) credit hours from Life Sciences		9
Elective Courses		11
Total Number of Credits		60

Program Schedule

Semester 1	Hrs	Semester 2	Hrs
ENGL 1010 Intro to Writing	3	MATH QL 1030**	3
MATH 1010 Intermediate Algebra	4	Social Science (SS)	3
Creative Arts (CA)	3	Life Science (LS)	3
GRMN 1010	3	GRMN 1020	3
CIL Part D: TBE 1704*	1	Elective	3
Total Hours	14		15
Contact CAH Academic Advisor for Gen Ed sign-off		Apply for Associates degree through Graduation Office. Contact Foreign languages Dept. for Major Advising	
Semester 3		Semester 4	
ENGL 2010 Intermediate College Writing	3	Choice of LS/PS	3
Physical Sciences (PS)	3	GRMN 2020/HU	3
Choice of CA/HU	3	American Institution	3
Social Science (SS)***	3	GRMN 2030, or 1851/52, Or 2851/52, Or 3000	3
GRMN 2010	3	Elective	3
Total Hours	15	Total Hours	15

* Students must also complete CIL Parts A, B, and C

** Students could choose to take MATH 1040/1050/1080

***Students must also complete the Diversity Requirement by taking an approved course

Section VII: Faculty

The following department faculty teaches German courses.

Eva Szalay, PhD

Kacy Peckenpaugh, PhD

Adjunct:

Erika Daines, PhD

Cover/Signature Page – Full Template

Institution Submitting Request: Weber State University
Proposed Title: Associate of Arts with a Spanish Pre-major
School or Division or Location: Telitha E. Lindquist College of Humanities
Department(s) or Area(s) Location: Department of Foreign Languages
Recommended Classification of Instructional Programs (CIP) Code¹ : 16.0101
Proposed Beginning Date: 5/5/2013
Institutional Board of Trustees' Approval Date: 2/4/2014

Proposal Type (check all that apply):

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input checked="" type="checkbox"/>	(AA) Associate of Arts Degree
	<input type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: 12/31/2013

Printed Name: Michael Vaughan

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template
Weber State University
Telitha E. Lindquist College of Humanities
Department of Foreign Languages
Associate of Arts with a Spanish Pre-major
12/31/2013

Program Description

An Associate of Arts with a Spanish Pre-major will indicate that a student has completed all WSU AA degree requirements and the core curriculum required for the Bachelor of Arts in Spanish. It will also indicate students are prepared to enroll in upper division Spanish courses. The ending proficiency expectation is "Intermediate Low."

Role and Mission Fit

All Spanish students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The foreign language area provides students with experiences that will help them function as professionals, in the broadest sense, and educators. They have opportunities to develop creative and critical thinking skills in a variety of situations. Spanish students have opportunities to engage in educational, cultural and public service. By improving the quality of life in the community and region, the Spanish area provides an environment that nurtures economic development.

The Associate of Arts with a Spanish Pre-major will help support students completing a bachelor's degree in Spanish by indicating which courses students need to complete in a timely fashion in order to complete their degree programs in four years. The Associate of Arts with a Spanish Pre-major will identify a short-term goal that will help students move towards the Bachelor of Arts in Spanish.

Faculty

The Department of Foreign Languages does not anticipate the need for additional faculty to offer the Associate of Arts with a Spanish Pre-major. The courses are already being taught by current faculty.

Market Demand

The increase in the immigrant population in Davis and Weber counties during the last few years has created a demand for Spanish-speaking professionals in the job market. Utah's tourism industry is a major area of employment in which basic foreign language skills are needed.

Student Demand

Students would be able to complete the Associate of Arts with a Spanish Pre-major within their first two years of study at WSU. A significant number of WSU students acquire basic language skills in a number of ways: as students in lower-division, university or high-school classes; as heritage speakers who use the language at home; or through extensive residence abroad. This population will be attracted to an Associate of Arts with a Spanish Pre-major in order to more credibly present their language ability to future employers or to serve as a basis as they continue toward a Bachelor of Arts at the university. In addition, it is likely that many students seeking a major in Spanish will opt for the Associate of Arts with a Spanish Pre-major along the way.

Statement of Financial Support

No additional financial support is necessary or requested.

- Appropriated Fund.....
- Special Legislative Appropriation.....
- Grants and Contracts.....
- Special Fees
- Differential Tuition (must be approved by the Regents).....
- Other (please describe).....

Similar Programs Already Offered in the USHE

None of the eight USHE institutions currently offers an Associate of Arts degree in Spanish. While the programs of Snow College and Salt Lake Community College are not language specific, they do offer more general Associates of Arts degrees that may be completed by students who intend to pursue a Bachelor of Arts degree in a specific language at another institution. For example, Salt Lake Community College currently offers an Associate of Arts degree in Humanities.

Program Description – Full Template
Weber State University
Telitha E. Lindquist College of Humanities
Department of Foreign Languages
Associate of Arts with a Spanish Pre-major
12/31/2013

Section I: The Request

Weber State University requests approval to offer the Associate of Arts with a Spanish Pre-major effective summer semester 2014. This program will be approved by the institutional Board of Trustees on 2/4/2014.

Section II: Program Description

Complete Program Description

An Associate of Arts with a Spanish Pre-major will indicate that a student has completed all WSU AA degree requirements and the core curriculum required for the Bachelor of Arts in Spanish. It will also indicate students are prepared to enroll in upper division Spanish courses. The ending proficiency expectation is "Intermediate Low."

Purpose of Degree

By offering an Associate of Arts with a Spanish Pre-major, WSU will be able to recognize and celebrate a significant milestone for students working towards a Bachelor of Arts in Spanish. In addition, an AA degree in Spanish will prepare WSU students with basic language skills they will be able to use in their jobs upon graduation.

Institutional Readiness

Since the coursework required for the Associate of Arts with a Spanish Pre-major parallels the prerequisite coursework for the Bachelor of Arts in Spanish, the administrative and organizational structures are already in place to support this degree. The degree will not impact the delivery of lower-division education.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	11		11
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured			
With Master’s Degrees			
Full-time Tenured	0		0
Full-time Non-Tenured	0		0
Part-time Tenured	0		0

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
Part-time Non-Tenured	15		15
With Bachelor's Degrees			
Full-time Tenured	0		0
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	5		5
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	11		11
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	20		20
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	15	X	15

Staff

The Department of Foreign Languages does not anticipate the need for additional staff to offer the Associate of Arts with a Spanish Pre-major.

Library and Information Resources

Since there are no additional resources required for the Associate of Arts with a Spanish Pre-major, no additional resources from the library will be needed.

Admission Requirements

All students pursuing the Associate of Arts with a Spanish Pre-major must follow the same application process for admittance to WSU.

Student Advisement

Students are advised by Spanish faculty and the Academic Advisor for the College of Arts & Humanities.

Justification for Graduation Standards and Number of Credits

The Associate of Arts with a Spanish Pre-major will require the following:

- All WSU AA degree requirements (minimum of 60 credit hours).
- The core curriculum required for the Bachelor of Arts in Spanish (15 credit hours).

External Review and Accreditation

The Associate of Arts with a Spanish Pre-major will not affect accreditation because it is built into the coursework for the Bachelor of Arts in Spanish, which is already accredited.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	-	25	50	75	75	75
Total # of Declared Majors in Proposed Program	-	50	75	75	75	75
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	15	15	15	15.5	15.5	15.5
Total Department Student FTE (Based on Fall Third Week)	241	243	246	249	249	249
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	16.07	16.2	16.4	16.06	16.06	16.06
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: <u> N/A </u>)						

Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program. The proposed program, however, may bring students into the existing Bachelor's degree.

Section III: Need

Program Need

By offering an Associate of Arts with a Spanish Pre-major WSU may recognize and celebrate a significant milestone for students working towards a Bachelor of Arts in Spanish. WSU students will also benefit from this degree by acquiring basic language skills that they will use in their jobs upon graduation. The Governor of Utah and the Utah Legislature have presented a goal to have 66% of Utah residents complete a college degree, including an associate's degree. This program will offer them another opportunity to reach that goal.

Labor Market Demand

The increase in the Hispanic population in Davis and Weber counties during the last few years has created a demand for Spanish-speaking professionals in the job market. For example, the various school districts in

Northern Utah (K-12), Utah businesses, and Utah's tourism industry are major areas of employment in which basic Spanish language skills are needed.

Student Demand

Students would be able to complete the Associate of Arts with a Spanish Pre-major within their first two years of study at WSU. A significant number of WSU students acquire basic language skills in a number of ways: as students in lower-division, university or high-school classes, as heritage speakers who use the language at home, or through extensive residence abroad. This population will be attracted to an Associate of Arts with a Spanish Pre-major in order to more credibly present their language ability to future employers or to serve as a basis as they continue toward a Bachelor of Arts at the university. In addition, it is likely that many students seeking a major in Spanish will opt for the Associate of Arts with a Spanish Pre-major along the way.

Similar Programs

None of the eight USHE institutions currently offers an Associate of Arts degree in Spanish, nor does Brigham Young University or Westminster College. While the programs of Snow College and Salt Lake Community College are not language specific, they do offer more general Associates of Arts degrees that may be completed by students who intend to pursue a Bachelor of Arts degree in a specific language at another institution. For example, Salt Lake Community College currently offers an Associate of Arts degree in Humanities. The proposed Associate of Arts with a Spanish Pre-major would provide a language specific associate's degree allowing its graduates to market specifically their Spanish abilities.

Collaboration with and Impact on Other USHE Institutions

USHE institutions communicate regularly regarding curriculum and standards in lower-division language courses. No additional, direct collaboration is planned. The coursework for the Associate of Arts with a Spanish Pre-major is readily transferable to other USHE institutions.

Benefits

The Associate of Arts with a Spanish Pre-major will provide students with significant communication skills in Spanish which will allow them to consider critically and develop an understanding of Spanish people and cultures, to become involved in community engagement within the region and to complete a significant portion of the coursework towards a Bachelor of Arts in Spanish. These benefits support the mission statements of Weber State University and the Telitha E. Lindquist College of Arts and Humanities.

Consistency with Institutional Mission

The Associate of Arts with a Spanish Pre-major will help support students completing a bachelor's degree in Spanish by indicating which courses students need to complete in a timely fashion in order to complete their degree programs in four years. The Associate of Arts with a Spanish Pre-major will identify a short-term goal that will help students move towards the Bachelor of Arts in Spanish.

All Spanish students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The foreign language program provides students with experiences that will help them function as professionals, in the broadest sense, and educators. In addition, both linguistically and culturally, the 15 credit-hour requirement in Spanish will require that students engage in critical analysis of culturally driven behavior and expression as well as grammatical structures and usage. Students in this program, and those who have completed it, will be in a unique position to engage in educational, cultural

and public service. By helping to improve the quality of life in the community and region, the Spanish program supports an environment that nurtures economic development.

Students completing an Associate of Arts with a Spanish Pre-major will develop a significant ability to express themselves in a second language and to interact meaningfully with Spanish cultures. In addition, these students will have met the prerequisites to begin a bachelor's degree in Spanish, Spanish Teaching or Commercial Spanish.

Section IV: Program and Student Assessment

Program Assessment

The Department of Foreign Languages currently completes assessment of majors in Spanish. In addition, the Department completes assessment of SPAN HU2020 as part of General Education. Since the sequence of courses leading up to SPAN HU2020 is required for the proposed Associates of Arts in Spanish, the assessment procedures are already in place: this includes collecting writing samples and checking for cultural knowledge and sensitivity (expectations c, d and e in the next section).

Beyond SPAN HU2020, one additional three credit-hour course will be required. At the end of this course the Department will expect "Intermediate Low" proficiency (as defined by the national professional association). The Department proposes to assess this oral proficiency in a manner similar to what is currently done with baccalaureate majors; that is, administer a computer-mediated oral test to all students completing the Associate of Arts with a Spanish Pre-major.

Expected Standards of Performance

Students earning an Associate of Arts with a Spanish Pre-major will:

- a) learn writing skills in several styles;
- b) develop oral and written communication skills in Spanish at the "Intermediate Low" proficiency level;
- c) acquire an understanding of the Spanish language in its cultural contexts;
- d) be familiar with some aspects of culture, societal structure, and history of Hispanic countries and Hispanic heritage in the US; and
- e) gain knowledge of Hispanic literature and other arts.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	710,603	13,377	723,980	13,644	737,624	19,317	756,941
Benefits	293,459	5,752	299,211	5,867	305,078	6,794	311,872
Total Personnel Expense	\$1,004,062	\$19,129	\$1,023,191	\$19,511	\$1,042,702	\$26,111	\$1,068,813
Non-Personnel Expense							
Travel	6,102	0	6,102	0	6,102	0	6,102
Capital							
Library	6,000	0	6,000	0	6,000	0	6,000
Current Expense	41,150	500	41,650	500	42,150	500	42,650
Total Non-Personnel Expense	53,252	500	53,752	500	54,252	500	54,752
Total Expense (Personnel + Current)	\$1,057,314	\$19,629	\$1,076,943	\$20,011	\$1,096,954	\$26,611	1,123,565
Departmental Funding							
Appropriated Fund	1,028,914	19,129	1,048,043	19,511	1,067,554	26,111	1,093,665
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	28,400	500	28,900	500	29,400	500	29,900
Total Revenue	\$1,057,314	\$19,629	\$1,076,943	\$20,011	\$1,096,954	\$26,611	1,123,565
Difference							

Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$146.24		\$147.73		\$148.64		\$150.41

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

No additional budget requirements are anticipated at this time.

Reallocation

None

Impact on Existing Budgets

No impact on existing budgets is anticipated at this time.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Composition		
ENGL EN2010	Intermediate College Writing	3
American Institutions		
POLS AI1100 OR HIST AI1700 OR ECON AI1740 OR HIST 2700 and HIST 2710	American National Government American Civilization Economic History of the United States History of the United States	3
Quantitative Literacy		
MATH QL1030 OR MATH QL1050 OR MATH QL1080	Contemporary Mathematics College Algebra Pre-calculus	3
Computer & Information Literacy (CIL)		4
Parts A, B, C and D		
Humanities/Creative Arts		
Three (3) hours in Humanities and three (3) in Creative Arts OR Six (6) hours in Creative Arts		6

Course Prefix and Number	Title	Credit Hours
Spanish Courses		
SPAN 1010	First Semester Spanish	3
SPAN 1020	Second Semester Spanish	3
SPAN 2010	Third Semester Spanish	3
SPAN HU2020	Fourth Semester Spanish	3
SPAN 2030 OR	Second Year Language Review	3
SPAN HU1851 or 1852 OR	Study Abroad	
SPAN HU2851 or 2852 OR	Study Abroad	
SPAN 3000	Proficiency Development	
Social Sciences		
Six (6) six hours in addition to the American Institutions requirement, three (3) of which must also fulfill Diversity		6
Physical & Life Sciences		
Nine (9) credit hours—at least (3) hours from Physical Sciences and at least three (3) credit hours from Life Sciences		9
Elective Courses		11
Total Number of Credits		60

Program Schedule

Semester 1	Hrs	Semester 2	Hrs
ENGL 1010 Intro to Writing	3	MATH QL 1030**	3
MATH 1010 Intermediate Algebra	4	Social Science (SS)	3
Creative Arts (CA)	3	Life Science (LS)	3
SPAN 1010	3	SPAN 1020	3
CIL Part D: TBE 1704*	1	Elective	3
Total Hours	14		15
Contact CAH Academic Advisor for Gen Ed sign-off		Apply for Associates degree through Graduation Office. Contact Foreign languages Dept. for Major Advising	
Semester 3		Semester 4	
ENGL 2010 Intermediate College Writing	3	Choice of LS/PS	3
Physical Sciences (PS)	3	SPAN 2020/HU	3
Choice of CA/HU	3	American Institution	3
Social Science (SS)***	3	SPAN 2030, or 1851/52, Or 2851/52, Or 3000	3
SPAN 2010	3	Elective	3
Total Hours	15	Total Hours	15

* Students must also complete CIL Parts A, B, and C

** Students could choose to take MATH 1040/1050/1080

***Students must also complete the Diversity Requirement by taking an approved course

Section VII: Faculty

The following department faculty teaches Spanish courses.

Isabel Asensio, PhD
Diego Batista, PhD
Craig Bergeson, PhD
Elektra Fielding, PhD
Alicia Giralt, PhD
Tomas Mathews, PhD
John Trimble, PhD

Adjunct:

Greg Compton, BA
Dolores Jasmer, MA
Mark Larsen, MA
Rona Maughan, PhD
Trenton Maw, MA
Vanessa Michalek Losik, MA
Christina Myers, MA
Marianna Norseth, MA
Jeffery Stokes, PhD
Ryan Uhrey, MA

Cover/Signature Page – Full Template

Institution Submitting Request: Weber State University
Proposed Title: Associate of Arts with a French Pre-major
School or Division or Location: Telitha E. Lindquist College of Humanities
Department(s) or Area(s) Location: Department of Foreign Languages
Recommended Classification of Instructional Programs (CIP) Code¹ : 16.0101
Proposed Beginning Date: 5/5/2013
Institutional Board of Trustees' Approval Date: 2/4/2014

Proposal Type (check all that apply):

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input checked="" type="checkbox"/>	(AA) Associate of Arts Degree
	<input type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: 12/31/2013

Printed Name: Michael Vaughan

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template
Weber State University
Telitha E. Lindquist College of Humanities
Department of Foreign Languages
Associate of Arts with a French Pre-major
12/31/2013

Program Description

An Associate of Arts with a French Pre-major will indicate that a student has completed all WSU AA degree requirements and the core curriculum required for the Bachelor of Arts in French. It will also indicate students are prepared to enroll in upper division French courses. The ending proficiency expectation is "Intermediate Low."

Role and Mission Fit

All French students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The foreign language area provides students with experiences that will help them function as professionals, in the broadest sense, and educators. They have opportunities to develop creative and critical thinking skills in a variety of situations. French students have opportunities to engage in educational, cultural and public service. By improving the quality of life in the community and region, the French area provides an environment that nurtures economic development.

The Associate of Arts with a French Pre-major will help support students completing a bachelor's degree in French by indicating which courses students need to complete in a timely fashion in order to complete their degree programs in four years. The Associate of Arts with a French Pre-major will identify a short-term goal that will help students move towards the Bachelor of Arts in French.

Faculty

The Department of Foreign Languages does not anticipate the need for additional faculty to offer the Associate of Arts with a French Pre-major. The courses are already being taught by current faculty.

Market Demand

The increase in the immigrant population in Davis and Weber counties during the last few years has created a demand for French-speaking professionals in the job market. Utah's tourism industry is a major area of employment in which basic foreign language skills are needed.

Student Demand

Students would be able to complete the Associate of Arts with a French Pre-major within their first two years of study at WSU. A significant number of WSU students acquire basic language skills in a number of ways: as students in lower-division, university or high-school classes; as heritage speakers who use the language at home; or through extensive residence abroad. This population will be attracted to an Associate of Arts with a French Pre-major in order to more credibly present their language ability to future employers or to serve as a basis as they continue toward a Bachelor of Arts at the university. In addition, it is likely that many students seeking a major in French will opt for the Associate of Arts with a French Pre-major along the way.

Statement of Financial Support

No additional financial support is necessary or requested.

Appropriated Fund.....	<input checked="" type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees	<input checked="" type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

Similar Programs Already Offered in the USHE

None of the eight USHE institutions currently offers an Associate of Arts degree in French. While the programs of Snow College and Salt Lake Community College are not language specific, they do offer more general Associates of Arts degrees that may be completed by students who intend to pursue a Bachelor of Arts degree in a specific language at another institution. For example, Salt Lake Community College currently offers an Associate of Arts degree in Humanities.

Program Description – Full Template
Weber State University
Telitha E. Lindquist College of Humanities
Department of Foreign Languages
Associate of Arts with a French Pre-major
12/31/2013

Section I: The Request

Weber State University requests approval to offer the Associate of Arts with a French Pre-major effective summer semester 2014. This program will be approved by the institutional Board of Trustees on 2/4/2014.

Section II: Program Description

Complete Program Description

An Associate of Arts with a French Pre-major will indicate that a student has completed all WSU AA degree requirements and the core curriculum required for the Bachelor of Arts in French. It will also indicate students are prepared to enroll in upper division French courses. The ending proficiency expectation is "Intermediate Low."

Purpose of Degree

By offering an Associate of Arts with a French Pre-major, WSU will be able to recognize and celebrate a significant milestone for students working towards a Bachelor of Arts in French. In addition, an AA degree in French will prepare WSU students with basic language skills they will be able to use in their jobs upon graduation.

Institutional Readiness

Since the coursework required for the Associate of Arts with a French Pre-major parallels the prerequisite coursework for the Bachelor of Arts in French, the administrative and organizational structures are already in place to support this degree. The degree will not impact the delivery of lower-division education.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	11		11
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured			
With Master’s Degrees			
Full-time Tenured	0		0
Full-time Non-Tenured	0		0
Part-time Tenured	0		0

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
Part-time Non-Tenured	15		15
With Bachelor's Degrees			
Full-time Tenured	0		0
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	5		5
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	11		11
Full-time Non-Tenured	0		0
Part-time Tenured	0		0
Part-time Non-Tenured	20		20
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	15	X	15

Staff

The Department of Foreign Languages does not anticipate the need for additional staff to offer the Associate of Arts with a French Pre-major.

Library and Information Resources

Since there are no additional resources required for the Associate of Arts with a French Pre-major, no additional resources from the library will be needed.

Admission Requirements

All students pursuing the Associate of Arts with a French Pre-major must follow the same application process for admittance to WSU.

Student Advisement

Students are advised by French faculty and the Academic Advisor for the College of Arts & Humanities.

Justification for Graduation Standards and Number of Credits

The Associate of Arts with a French Pre-major will require the following:

- All WSU AA degree requirements (minimum of 60 credit hours).
- The core curriculum required for the Bachelor of Arts in French (15 credit hours).

External Review and Accreditation

The Associate of Arts with a French Pre-major will not affect accreditation because it is built into the coursework for the Bachelor of Arts in French, which is already accredited.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	-	5	10	15	20	25
Total # of Declared Majors in Proposed Program	-	10	15	20	25	30
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	15	15	15	15.5	15.5	15.5
Total Department Student FTE (Based on Fall Third Week)	241	243	246	249	249	249
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	16.07	16.2	16.4	16.06	16.06	16.06
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: <u> N/A </u>)						

Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program. The proposed program, however, may bring students into the existing Bachelor's degree.

Section III: Need

Program Need

By offering an Associate of Arts with a French Pre-major WSU may recognize and celebrate a significant milestone for students working towards a Bachelor of Arts in French. WSU students will also benefit from this degree by acquiring basic language skills that they will use in their jobs upon graduation. The Governor of Utah and the Utah Legislature have presented a goal to have 66% of Utah residents complete a college degree, including an associate's degree. This program will offer them another opportunity to reach that goal.

Labor Market Demand

The increase in the immigrant population in Davis and Weber counties during the last few years has created a demand for French-speaking professionals in the job market. Utah's tourism industry is a major area of employment in which basic foreign language skills are needed.

Student Demand

Students would be able to complete the Associate of Arts with a French Pre-major within their first two years of study at WSU. A significant number of WSU students acquire basic language skills in a number of ways: as students in lower-division, university or high-school classes; as heritage speakers who use the language at home; or through extensive residence abroad. This population will be attracted to an Associate of Arts with a French Pre-major in order to more credibly present their language ability to future employers or to serve as a basis as they continue toward a Bachelor of Arts at the university. In addition, it is likely that many students seeking a major in French will opt for the Associate of Arts with a French Pre-major along the way.

Similar Programs

None of the eight USHE institutions currently offers an Associate of Arts degree in French, nor does Brigham Young University or Westminster College. While the programs of Snow College and Salt Lake Community College are not language specific, they do offer more general Associates of Arts degrees that may be completed by students who intend to pursue a Bachelor of Arts degree in a specific language at another institution. For example, Salt Lake Community College currently offers an Associate of Arts degree in Humanities. The proposed Associate of Arts with a French Pre-major would provide a language specific associate's degree allowing its graduates to market specifically their French abilities.

Collaboration with and Impact on Other USHE Institutions

USHE institutions communicate regularly regarding curriculum and standards in lower-division language courses. No additional, direct collaboration is planned. The coursework for the Associate of Arts with a French Pre-major is readily transferable to other USHE institutions.

Benefits

The Associate of Arts with a French Pre-major will provide students with significant communication skills in French which will allow them to consider critically and develop an understanding of Francophone people and cultures, to become involved in community engagement within the region and to complete a significant portion of the coursework towards a Bachelor of Arts in French. These benefits support the mission statements of Weber State University and the Telitha E. Lindquist College of Arts and Humanities.

Consistency with Institutional Mission

The Associate of Arts with a French Pre-major will help support students completing a bachelor's degree in French by indicating which courses students need to complete in a timely fashion in order to complete their degree programs in four years. The Associate of Arts with a French Pre-major will identify a short-term goal that will help students move towards the Bachelor of Arts in French.

All French students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The foreign language program provides students with experiences that will help them function as professionals, in the broadest sense, and educators. In addition, both linguistically and culturally, the 15 credit-hour requirement in French will require that students engage in critical analysis of culturally driven behavior and expression as well as grammatical structures and usage. Students in this program, and those who have completed it, will be in a unique position to engage in educational, cultural and public service. By helping to improve the quality of life in the community and region, the French program supports an environment that nurtures economic development.

Students completing an Associate of Arts with a French Pre-major will develop a significant ability to express themselves in a second language and to interact meaningfully with Francophone cultures. In addition, these students will have met the prerequisites to begin a bachelor's degree in French, French Teaching or Commercial French.

Section IV: Program and Student Assessment

Program Assessment

The Department of Foreign Languages currently completes assessment of majors in French. In addition, the Department completes assessment of FREN HU2020 as part of General Education. Since the sequence of courses leading up to FREN HU2020 is required for the proposed Associates of Arts in French, the assessment procedures are already in place: this includes collecting writing samples and checking for cultural knowledge and sensitivity (expectations c, d and e in the next section).

Beyond FREN HU2020, one additional three credit-hour course will be required. At the end of this course the Department will expect "Intermediate Low" proficiency (as defined by the national professional association). The Department proposes to assess this oral proficiency in a manner similar to what is currently done with baccalaureate majors; that is, administer a computer-mediated oral test to all students completing the Associate of Arts with a French Pre-major.

Expected Standards of Performance

Students earning an Associate of Arts with a French Pre-major will:

- a) learn writing skills in several styles;
- b) develop oral and written communication skills in French at the "Intermediate Low" proficiency level;
- c) acquire an understanding of the French language in its cultural contexts;
- d) be familiar with some aspects of culture, societal structure, and history of Francophone countries and French heritage in the US; and
- e) gain knowledge of Francophone literature and other arts.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	710,603	13,377	723,980	13,644	737,624	19,317	756,941
Benefits	293,459	5,752	299,211	5,867	305,078	6,794	311,872
Total Personnel Expense	\$1,004,062	\$19,129	\$1,023,191	\$19,511	\$1,042,702	\$26,111	\$1,068,813
Non-Personnel Expense							
Travel	6,102	0	6,102	0	6,102	0	6,102
Capital							
Library	6,000	0	6,000	0	6,000	0	6,000
Current Expense	41,150	500	41,650	500	42,150	500	42,650
Total Non-Personnel Expense	53,252	500	53,752	500	54,252	500	54,752
Total Expense (Personnel + Current)	\$1,057,314	\$19,629	\$1,076,943	\$20,011	\$1,096,954	\$26,611	1,123,565
Departmental Funding							
Appropriated Fund	1,028,914	19,129	1,048,043	19,511	1,067,554	26,111	1,093,665
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	28,400	500	28,900	500	29,400	500	29,900
Total Revenue	\$1,057,314	\$19,629	\$1,076,943	\$20,011	\$1,096,954	\$26,611	1,123,565

Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$146.24		\$147.73		\$148.64		\$150.41

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

No additional budget requirements are anticipated at this time.

Reallocation

None

Impact on Existing Budgets

No impact on existing budgets is anticipated at this time.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Composition		
ENGL EN2010	Intermediate College Writing	3
American Institutions		
POLS AI1100 OR	American National Government American Civilization Economic History of the United States History of the United States	3
HIST AI1700 OR		
ECON AI1740 OR		
HIST 2700 and HIST 2710		
Quantitative Literacy		
MATH QL1030 OR	Contemporary Mathematics College Algebra Pre-calculus	3
MATH QL1050 OR		
MATH QL1080		
Computer & Information Literacy (CIL)		
Parts A, B, C and D		4
Humanities/Creative Arts		
Three (3) hours in Humanities and three (3) in Creative Arts OR Six (6) hours in Creative Arts		6

Course Prefix and Number	Title	Credit Hours
French Courses		
FREN 1010	First Semester French	3
FREN 1020	Second Semester French	3
FREN 2010	Third Semester French	3
FREN HU2020	Fourth Semester French	3
FREN 2030 OR	Second Year Language Review	3
FREN HU1851 or 1852 OR	Study Abroad	
FREN HU2851 or 2852 OR	Study Abroad	
FREN 3000	Proficiency Development	
Social Sciences		
Six (6) six hours in addition to the American Institutions requirement, three (3) of which must also fulfill Diversity		6
Physical & Life Sciences		
Nine (9) credit hours—at least (3) hours from Physical Sciences and at least three (3) credit hours from Life Sciences		9
Elective Courses		11
Total Number of Credits		60

Program Schedule

Semester 1	Hrs	Semester 2	Hrs
ENGL 1010 Intro to Writing	3	MATH QL 1030**	3
MATH 1010 Intermediate Algebra	4	Social Science (SS)	3
Creative Arts (CA)	3	Life Science (LS)	3
FREN 1010	3	FREN 1020	3
CIL Part D: TBE 1704*	1	Elective	3
Total Hours	14		15
Contact CAH Academic Advisor for Gen Ed sign-off		Apply for Associates degree through Graduation Office. Contact Foreign languages Dept. for Major Advising	
Semester 3		Semester 4	
ENGL 2010 Intermediate College Writing	3	Choice of LS/PS	3
Physical Sciences (PS)	3	FREN2020/HU	3
Choice of CA/HU	3	American Institution	3
Social Science (SS)***	3	FREN2030, or 1851/52, Or 2851/52, Or 3000	3
FREN 2010	3	Elective	3
Total Hours	15	Total Hours	15

* Students must also complete CIL Parts A, B, and C

** Students could choose to take MATH 1040/1050/1080

***Students must also complete the Diversity Requirement by taking an approved course

Section VII: Faculty

The following department faculty teaches French courses.

Cheryl Hansen, PhD

Kacy Peckenpaugh, PhD

Adjunct:

Laura Lair Mawdsley, MA



PROGRAM REVIEWS

January 23, 2014

Dear WSU Board of Trustees:

Following are the undergraduate program reviews for this year. These are being provided early so you have ample time to read them. While these can be discussed at the February Trustees meeting, they will not be acted upon until the March meeting.

A document with the graduate program reviews will be sent as soon as they are completed.

**Five Year Program Review
Weber State University
School of Accounting & Taxation – Undergraduate Accounting
Review – October, 2011**

Reviewers:

External Reviewer

- Dr. Marc Rubin, Chair And Price Waterhouse Cooper Professor of Accounting, Miami University
- Dr. Robert Picard, Chair and Professor of Accounting Idaho State University

Internal Reviewers

- none

Program Description:

The School of Accounting & Taxation creates a synergy between accounting, business, and economic theory and contemporary practice to prepare working professionals and full-time students for careers in a global, culturally diverse, information-driven economy. Three principles are central to our mission:

- Education – The first, and foremost, is fostering learning through excellent teaching, individual attention, and scholarship, which develops, assesses, and disseminates good practice.
- Research – The second is the application of theory to practice through applied research and scholarship, and the utilization of applied research to further learning in the classroom and through co-curricular activities.
- Community – The third is advancing contemporary practice and creating learning opportunities by contributing to the accounting profession and to business and the community.

Data Form:

R411 Data Table					
Undergraduate Accounting Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	9	9	9	8	6
Full-time Non-Tenured		1	1	1	1
Part-time					
With Master's Degrees					
Full-time Tenured					1
Full-time Non-Tenured	2	2	2	2	1
Part-time	7	5	8	9	8
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					2
Part-time	2	2	1	2	0
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	9	9	9	8	6
Full-time Non-tenured	2	3	3	3	3
Part-time	9	7	9	11	8
FTE (A-1/S-1/Cost Study Definition)	13.48	13.45	11.34	12.74	10.96

	2007	2008	2009	2010	2011
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	78	72	85	92	86
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week)					
Total # of Declared Majors	501	482	532	537	525
Total Department FTE*	227.65	229.97	253.10	260.30	242.97
Total Department SCH*	6829.5	6,899	7,593	7,809	7,289
*Per department designator prefix					

Student FTE per Total Faculty FTE	2007	2008	2009	2010	2011
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,058,189	1,158,144	1,083,776	991,514	1,034,852
Cost Per Student FTE	4,648	5,036	4,282	3,809	4,259
Funding					
Appropriated Fund	1,058,189	1,158,144	1,083,776	991,514	1,029,142
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	0	0	0	0	5,710
Total	1,058,189	1,158,144	1,083,776	991,514	1,034,852

Program Assessment:

Strengths:

Standard A – Mission

- 100% placement rate of graduates.

Standard C – Student Learning Outcomes and Assessment

- Well-defined ‘assurance of learning’ program with demonstrated instances where assessment has motivated change in classes and curriculum.

Weaknesses:

Standard E – Faculty

- Current AQ (academically qualified) ratios, by AACSB standards, do not meet minimum standards.
- Faculty sufficiency (again, defined by AACSB) is inadequate. Two AQ hires should be accomplished in the coming year.

Recommendations from the reviewers:

- 1) Department/School will conduct a ‘Sixth Year Review’ through AACSB that will allow the program to report on progress towards identified weaknesses.
- 2) Concern was indicated regarding the sufficiency in the number of administrative staff supporting the department.

Institutional Response

Department Response:

- 1) The expectation that the School of Accountancy and Taxation (SAT) will have at least 90% of its faculty as either academically or professionally qualified is currently being met at the rate of 92%.
- 2) The Goddard School of Business & Economics, home to the SAT, has created a “Research Incentive Program” to encourage paper submissions to peer reviewed outlets.
- 3) An active research agenda has been adopted by the SAT and is well supported with recent hires of three tenure-track AQ faculty into the department.

Dean Response:

April 25, 2013

The School of Accounting & Taxation (SAT) underwent an in-depth program review as part of the Goddard School's Maintenance of Accreditation review cycle during Fall 2012. SAT provided a detailed report to AACSB, after which two accounting chairpersons from AACSB-accredited institutions visited the WSU campus for three days in October 2012. The review team recommended to AACSB that reaccreditation be delayed for a year (this is termed "6-year review), conditional on SAT meeting two criteria. The SAT chair's response provides the specific language and summarizes the department's responses to date.

As required, two tenure-track faculty and one instructor have already been hired for Fall 2013. Another tenure-track offer is being made today. The two tenure-track hires meet one of the two conditions stipulated by AACSB. The second requirement was to generate additional peer-reviewed journal (PRJ) articles from the nontax faculty in SAT. Two additional publications have already occurred, and several accounting faculty have papers under review at present. It is likely that two or more of those manuscripts will be accepted before Fall 2013, when the progress report to AACSB is due.

Looking forward, the SAT should continue periodic curriculum review, ensure that faculty research pipelines remain full, and work to mentor the four new hires so that they become the outstanding teachers, successful researchers, and solid university citizens for which SAT is known.

Respectfully submitted,

Dr. Jeffrey Steagall

Dean, John B. Goddard School of Business & Economics

Institutional Program Review Committee Response:

Date: September 5, 2013

Present: Patricia Cost, Chair of Faculty Senate, John Armstrong, James Turner, Eric Amsel, Alicia Giralt, Kathleen Herndon, Kirk Hagen, Ed Hahn, Carol Naylor, Provost Michael Vaughan, President Chuck Wight, Heather Chapman, Gail Niklason

Guests: Dr. David Malone, Chair, School of Accountancy; Dr. Jeff Steagall, Dean, Goddard School of Business and Economics

Commendations:

The Program Review Committee was appreciative of both the time invested and the extensive and thorough program review process that was completed in addition to the AACSB accreditation visit of October, 2012.

Recommendations:

1 – The committee feels that efforts toward aligning the School of Accountancy's mission with its curriculum are important and are very supportive of that effort.

2 – The committee recommends that the department, in partnership with the Goddard School of Business & Economics, develop a new faculty mentoring program so that faculty that come to the institution as 'highly qualified' are supported in maintaining that status.

The program review committee recommended that the department complete its next program review as scheduled, beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
Botany Department
March 28, 2013**

Reviewers:

External Reviewer

- Dr. Pamela Diggle, Professor, Dept. of Ecology & Evolutionary Biology
University of Colorado, Boulder, CO
- Dr. Marshall Sundberg, Professor, Dept. of Biological Sciences
Emporia State University, Emporia, KS
- Dr. Linda Watson, Head of the Department of Botany
Oklahoma State University, Stillwater, OK
- Dr. Jeffery White, Professor of Botany
Humboldt State University, Arcata, CA

Internal Reviewers

- none

Program Description:

In providing a quality undergraduate education to students of Weber State University, the Department of Botany seeks to maximize opportunities for the promotion of effective education and communication about the value and intellectual appeal of plants. We attempt to inspire students to pursue the study of plants as an intellectual endeavor in understanding life's major component - the plants, with their physically and functionally dominant place in the world. In addition, botanists offer expertise about plants to policy-makers involved in agriculture, conservation, and environmental protection. We also believe that a more knowledgeable public will be able to make more informed decisions with regard to plant derived products and environmental issues. This understanding should also lead to a paradigm shift that garners greater support for botany as a vitally important profession.

Data Form:

R411 Data Table					
Botany Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	6	5.5	5.5	5.5	4.5
Full-time Non-Tenured					
Part-time				1	1
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	1			1	3
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time					1
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	6	5.5	5.5	5.5	4.5
Full-time Non-tenured					
Part-time	1			2	5
FTE (A-1/S-1/Cost Study Definition)	7.45	7.05	6.77	7.07	8.22

	2008	2008	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	8	5	10	4	1
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	37	35	45	64	62
Total Department FTE*	145.03	135.33	139.87	150.93	155.13
Total Department SCH*	4,351	4,060	4,196	4,528	4,654
*Per department designator prefix					

Student FTE per Total Faculty FTE	2008	2009	2010	2011	2012
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	655,663	679,513	582,207	631,784	614,452
Cost Per Student FTE	\$4,521	\$5,021	\$4,162	\$4,186	\$3,961
Funding					
Appropriated Fund	655,003	678,712	581,602	631,197	610,487
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	660	801	605	587	3,965
Total	\$655,663	\$679,513	\$582,207	\$631,784	\$614,452

Program Assessment:

Strengths

Standard B – Curriculum

- A traditional curriculum that meets federal requirements for botanist positions and for national certification by the Ecological Society of America and the Wildlife Society.

Standard C – Student Learning Outcomes and Assessment

- Students are highly satisfied with their learning experiences and are recipients of a high-quality education.

Standard D – Academic Advising

- Students are well advised.

Standard E – Faculty

- A dedicated and caring faculty engaged with their students.
- The faculty provide intensive research mentoring for students.

Standard F – Program Support

- The program has a strong lab director/greenhouse supervisor who appears to be very well suited to interface between faculty and students.
- Supportive administrative leadership who is willing to work with Botany faculty to enable for time for research, excellent and innovative teaching, and to broaden students' training. Also willing to work with them and in support of them in the development of an integrated curriculum.

Standard G – Relationships with External Communities

- The establishment of productive relationships in several regional networks that help place students in internships and permanent jobs.

Challenges

Standard E – Faculty

- A too-small faculty that is over-worked and has too little time for proposal writing, research, or developing additional innovative courses and teaching.

- A faculty demographic that weighs heavily towards mid and senior careers. Faculty are reluctant to retire for fear that the department will lose those positions.
- A faculty who is isolated from other life science departments on campus. This eliminates opportunities for collaboration and team-teaching that could lead to increased viability for the program.

Standard F – Program Support

- A lack of transparency of administrative expectations and metrics; the institutional importance of student credit hours versus number of majors versus graduates are not clear and impedes strategic decision making.

Recommendations

1) Standard A - Mission

- a. It is recommended that the department develop a strategic plan which will aid in guiding new faculty hires and restructuring the curriculum.
 - i. **Department response:** The department concurs with the recommendation to develop a formal strategic plan. Action plan: short-term plans for hiring are being acted upon presently. Long-term planning will be critical once new hires are in place.

2) Standard B - Curriculum

- a. The department should carefully reassess the curriculum in terms of serving both botany majors and general education.
 - i. **Department response:** The current curriculum of the Botany Track A major well prepares students for admission to Pre-Natural Medicine (ND) programs. Action plan: the department will continue to communicate with the ND schools and monitor any changes in prerequisites.
- b. In terms of general education, the department should consider pursuing additional interdepartmental cooperation in offering general education courses.
 - i. **Department response:** The department faculty are interested in participating in the development of a second life science (LS) course that could be cross-listed between the three life science departments. The two “Principles of Life Science” would be required of all life science majors and provide a second LS course to fulfill Gen Ed requirements.

- 3) Standard C – Student learning outcomes and assessment
 - a. It is recommended that the department consider the adaptation of existing assessment instruments, validated content inventories and inventories of general science literacy skills, in all classes.
 - i. **Department response:** The department concurs with this recommendation and will begin evaluating existing nationally validated assessment tools for potential use in Botany. Additionally, they will encourage the Life Science General Education Sub-committee to do the same.
 - b. It is recommended that the department consider developing a curriculum assessment rubric utilizing information from student portfolios.
 - i. **Department response:** The department faculty participate in the ongoing development of rubrics; as more rubrics are developed the aggregated results collected each year are used for program assessment and improvement.
- 4) Standard D – Academic Advising
 - a. It is recommended that student advising be distributed among the faculty.
 - i. **Department response:** The department faculty is supportive of this recommendation in part. Once a full complement of faculty has been hired, students may be assigned advisors based upon their specific academic interests. Until that time, for the sake of consistency and clarity, advising responsibilities will remain with the chair.
- 5) Standard E – Faculty
 - a. It is recommended that the Botany faculty number be maintained at a minimum of six faculty.
 - i. **Department response:** The department concurs with the recommendation to maintain the Botany faculty at a minimum of six. The department is in the process of developing job ads for two new faculty positions; they are seeking an ethnobotanist and a plant restoration ecologist.
 - b. As new faculties are hired, it is recommended that existing faculty reduce their teaching loads and re-focus on their own professional development.
 - i. **Department response:** Once new faculty has been hired, the department will grant current faculty the accrued course reductions that have been earned since the most recent retirements. This will allow those faculties to have more time for research and professional development.

- c. New hires should complement the current strengths of the department and add to the department's teaching and research capacity.
 - i. **Department response:** the department has developed plans to hire an Ethnobotanist and a Restoration Ecologist during the 2013/14 academic year. The former will add depth and breadth to the existing Ethnobotany offerings as well as support and strengthen the Pre-Natural Medicine curriculum. The second hire will provide expertise in our ecology/environmental track and will support our efforts to support sustainable food production (community gardens, etc.).

6) Standard F - Support

- a. The 10-month administrative assistant position should be made into a full-time position.
 - i. **Department response:** The department is working to build the program incrementally. With proper planning, marketing, and increased enrollment and graduation rates, the intent is to develop a very strong case for a full-time secretary with 2 – 3 years.
- b. Both the herbarium and greenhouse are indispensable resources for teaching and research; both facilities should be included in plans for the new science facility. As well, the department should be encouraged to develop innovative and engaging displays for the Natural History Museum.
 - i. **Department response:** A lichen display, similar to one developed by two WSU Botany graduates for Red Butte Garden in Salt Lake City, is being planned. There is potential for additional display/demonstration areas once the old Science Building has been torn down. The department concurs that the herbarium and greenhouse will be indispensable in the new building.

7) Standard G – External Community

- a. It is recommended that the department acquire more marketing and recruiting assistance.
 - i. **Department response:** The department concurs that both the department and the college need marketing and recruitment assistance. Websites have been improved in the past year and the chair plans, once she is able to teach less, to put more effort into recruitment, particularly at SLCC and high schools. Several high schools have established greenhouse and those schools will be a focus of recruitment efforts.
- b. Plans for forming a General Advisory Committee and an Employee Advisory Committee are encouraged.

- i. **Department response:** The department concurs. Employers and alumni have been invited to serve on an Advisory Board and the intent is to begin holding meetings during the 2013/14 academic year.
- c. Outreach to tribal communities and local schools is encouraged.
 - i. **Department response:** The department concurs with this recommendation and plans to investigate some of the suggestions provided by the review team for funding sources and contacts. This has been and is an ongoing effort in the department.

Institutional Response

Department Response: (for ease of reading, department responses to each recommendation have been embedded with the recommendation above)

Dean Response:

May 29, 2013

I greatly appreciate the thought and effort that went into the report from the Program Review Team, as well as the self-study and report response by the Botany Department.

During this review cycle, I requested that departments select external reviewers without any ties to the department in order to ensure the most objective review possible. The Botany Department is to be commended for selecting reviewers who met these criteria and also comprised an outstanding cross section of disciplinary professionals from stand-alone Botany programs as well as those integrated within Biology departments. During their visit, I provided the reviewers with a list of specific questions that I felt would help guide the evaluation, and assured each review team that their honest and objective observations, responses, opinions and suggestions were expected. They were asked to consider the questions in developing a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), which would comprise the core of their report. Consequently, the corresponding report reflects solely the views and opinions of the reviewers, and appears to be both thoughtful and comprehensive in its assessment of the Botany program at Weber State University.

In their report, the reviewers identified a number of strengths, including the faculty, the curriculum, undergraduate research, student satisfaction, and staff. They also noted that Botany has a unique identity and niche in Utah and the region. The department and I agree in this respect.

In developing their SWOT analysis, the reviewers made a number of suggestions that are included in the department response. I also address these, below:

1) The department mission aligns with the College and University Mission. However, a strategic plan should be developed which will aid in guiding new faculty hires and restructuring the curriculum.

I agree that a strategic plan should be developed, and recommend that this process should begin immediately to help define future hires (as noted above) and continue throughout AY 2013-14 to address other suggestions specifically noted by the reviewers in their report. The review team recommended that the “development of a strategic plan may benefit from an outside moderator who is current on trends in the plant sciences.” While I agree with this observation, I instead recommend that the department should establish an industry advisory board composed of regional professionals and potential employers of their graduates, who can advise the department as it moves ahead with strategic planning. I recommend that the strategic plan be completed by not later than the end of the Spring, 2014 semester, at which time it should be submitted to the Dean for review.

2) Opportunities for a variety of curricular improvements and changes exist and should be investigated and implemented.

The reviewers identified a number of concerns and made a number of suggestions regarding the current botany curriculum. However, in reading the department response, it was not clear that the department understood or agreed with the reviewers recommendations. In their report, the reviewers noted a perception that the department appeared to be tied to the past, and were apprehensive about change.

However, they also made a strong case that isolation is no longer a viable model for higher education and that the department could look for examples from other universities and programs. I agree with the reviewers, and ask the department to address as written in the review team report, the specific curricular recommendations from the standpoint of reducing the workload of current and future faculty while enhancing student learning. In particular, utilizing community-based models and standards to develop new courses (such as the recommended collaborative concept-based introductory life science course for majors) and guide curricular changes should be a department priority. The development of integrated genetics, ecology, and cell biology courses should also be investigated per the reviewers’ suggestion.

Likewise, new pedagogical approaches that can simultaneously increase class sizes, reduce faculty workload, and improve student learning should be investigated and tested for incorporation into the curriculum. Moreover, I was happy to see the department’s willingness to place more focus on the Biology Composite Teaching major, and strongly recommend, per the reviewers suggestions, that the department investigates additional collaborations including “biotechnology in general and genomics and bioinformatics in particular.” I stand by my prior statements to work with all departments, who wish to develop team-taught courses, to develop an equitable model for SCH allocations. Moreover, I will take under consideration the reviewers’ suggestion to provide incentives, most likely in the form of course buyouts or professional development opportunities, that will facilitate the development of new collaborative (or team-taught) courses, as well as the development, testing, or incorporation of new pedagogies.

3) Opportunities for improving student learning and assessment exist and should be investigated and implemented.

I agree with the reviewers' suggestion that assessment could be improved via the integration of validated biological concept inventories and inventories of general science literacy skills. Because these have the capability to provide a basis for evaluating programmatic success on a national basis, they can provide a baseline for future decision-making and should be adopted. The Office of Institutional Effectiveness, the reviewers, and the department acknowledge that assessment could be improved by rubrics and by better defining expected measurable outcomes. I agree that this should be a priority. Moreover, I agree that the department should attempt to send more students to professional meetings and encourage the organization of additional student organizations such as Tri-Beta. Within existing budgetary constraints, my office will continue to provide funds in support of the former as able.

4) Academic Advising should be improved and distributed among the faculty.

The department response is logical in that one point of contact may be the best route for a small department. However, it adds an additional burden to the chair, and limits student interaction with other faculty. The department should develop an advising rubric. Using this, the advising work should be spread out among the faculty, beginning in AY 2013-14. Implementing a required annual or even semester-by-semester advising visit of all majors can help keep students "on-track" towards successful graduation in a more timely manner and should also be a priority. The college advisor can be engaged to assist in developing stronger advising skills among the department faculty.

5) A minimum critical mass of six faculty is needed to address teaching and mentoring demands. Faculty

professional development and workloads should be improved if possible.

I agree that the department needs a critical mass to continue its mission and have approved two searches for the 2013-14 AY, pending notification of the full retirement of Dr. Bozniak. Given that the reviewers expressed some concerns about the proposed ethnobotanist, the department should address specifically the reviewers' suggestions to consider alternative specialties, and to provide a more robust evidence-based justification for the specialties proposed for both positions. The reviewers twice suggested- as a first priority - that "the department should streamline their curriculum," to "determine how best to deploy faculty among necessary core courses" and to "reduce the workload of current faculty and facilitate more cross-disciplinary training." The reviewers also noted, that "an objective curriculum review will highlight the areas with greatest need for new expertise." Collectively, these recommendations should become a department priority as they develop 1) their justification for new hires and 2) a strategic plan for the future. Pedagogical as well as curricular modifications should be explored as ways to improve workloads. Within budgetary constraints, I remain committed

to funding professional development opportunities for faculty who wish to improve pedagogies, courses, curricula, or scholarship.

6) Program support could be improved by 1) increasing the Administrative Specialist from a half-time position to a full time position, 2) working more closely with the Natural History Museum to develop botany-related displays, and 3) by including plans for the herbarium and greenhouse among those for the new building.

Increasing the Administrative Specialist (AS) to a full time position is unlikely to occur given various factors such as budget, economy, SCH, majors, graduates, and other needs within the college. One option that has been suggested is the development of an AS “pool” within the college, but departments commonly reject such suggestions, even though they may provide a solution to such problems. I remain willing to discuss such options with the college. I fully support greater involvement of the department with the Natural History Museum and hope that additional opportunities may evolve with the new building. Finally, I agree with the reviewers that both the existing greenhouse and herbarium should be included in planning for the new building, but also recognize that the importance of both facilities must be prioritized relative to other needs as planning proceeds.

7) Relationships with external constituencies could be improved.

I fully support the department effort to develop general advisory and employer advisory committees. Moreover, I support efforts to forge stronger relationships and partnerships with local schools, and with tribal communities. I also agree with the reviewers’ suggestion that stronger ties could be developed with the College of Education and I urge the department to consider this. As noted, while a college recruiter would be a great addition, long-term funding for such a position is not available. The response indicates that the chair will try to take on more recruitment duties, but this may be counterproductive given the heavy workload that the chair already has. Involving student organizations and distributing such efforts among the department faculty may ultimately prove to be more productive.

Finally, I recommend that the Botany Department undergo a full program review again during the 2016-2017 academic year. Beyond that, a return to the five-year cycle is anticipated.

David J. Matty
Dean, College of Science

Institutional Program Review Committee Response:

Date: September 26, 2013

Present: Michael Vaughan, Kathleen Herndon, John Armstrong, Eric Amsel, Ed Hahn, Jim Turner, Alicia Giralt, Carol Naylor, Kirk Hagen, Gail Niklason

Guests: Dr. Barbara Wachocki, Chair, Botany Department; Dr. Barbara Trask, Associate Dean, College of Science; Dr. David Matty, Dean, College of Science

Commendations:

The committee was appreciative of the extensive and thorough self-study completed by the department as part of this program review effort.

Recommendations:

- 1) In support of the program's ongoing independent status, the committee recommends departmental autonomy in program and curricular decisions.
- 2) Consider making revisions to the catalog that at the onset may discourage potential majors.
- 3) Continue working through both curricular changes and program integrity through the broader strategic plan of the department, including but not limited to curricular plans, faculty roles, and resource allocation.

The committee supports the Dean's request to stagger the next round of program reviews for the College of Science and recommends that the Botany Department undergo their next program review beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
Chemistry Department
March 22, 2013**

Reviewers:

External Reviewer

- Dr. Amitabh Chandra, Amway
- Dr. Mark Pugh, Brigham Young University - Idaho
- Dr. Tricia Shepherd, Westminster College
- Dr. Bert E. Holmes, The University of North Carolina-Asheville

Internal Reviewers

- none

Program Description:

The Department of Chemistry is housed within the College of Science. It is approved and certified by the American Chemical Society (ACS). Two options are offered that lead to the Bachelor of Science degree in Chemistry. Option 1 specifically meets all the requirements of the ACS and the graduates' names are submitted to the ACS and certified by the department. Option 2 provides a solid foundation in chemistry that is suitable for Pre-Medical, Pre-Dental, Pre-Pharmacy, and other Pre-Medical Professional students. The Chemistry Teaching Major leads to a Bachelor of Science Degree with secondary education licensure. The Chemistry minor, Chemistry Teaching Minor, and a Bachelor of Integrated Studies (BIS) emphases in Chemistry are also available. The two-year Chemical Technician Program, leading to an Associate of Applied Science Degree or a Certificate of Skill Proficiency, is designed to emphasize skills required for employment as a technician in chemical laboratories. The chemistry faculty's range of expertise includes Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry, and Physical Chemistry.

Data Form:

R411 Data Table					
Chemistry Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	10	10	10	10	10
Full-time Non-Tenured	2	2	2	1	1
Part-time	3	4	5	5	5
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	1	1	1	1	1
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time					1
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty	16	17	18	17	18
Full-time Tenured	10	10	10	10	10
Full-time Non-tenured	2	2	2	1	1
Part-time	4	5	6	6	7
FTE (A-1/S-1/Cost Study Definition)	22.08	22.59	22.26	21.44	22.27

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees	12	5	7	4	13
Bachelor's Degrees	14	13	9	8	6
Master's Degrees	--	--	--	--	--
Doctoral Degrees (n/a)	--	--	--	--	--
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	162	167	186	170	171
Total Department FTE*	465.67	488.37	567.73	542.23	578.47
Total Department SCH*	13,970	14,651	17,032	16,267	17,354
*Per department designator prefix					

Student FTE per Total Faculty FTE	21.09	21.62	25.50	25.29	25.98
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,369,489	1,493,902	1,362,604	1,328,688	1,330,525
Cost Per Student FTE	2,941	3,059	2,400	2,450	2,300
Funding					
Appropriated Fund	1,317,745	1,435,548	1,307,736	1,240,050	1,227,056
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	51,744	58,354	54,869	88,637	103,469
Total	1,369,489	1,493,902	1,362,604	1,328,688	1,330,525

Program Assessment:

Strengths:

Standard A – Mission

- Recent growth and diversity of students in the major.
- 2 Yr. Associates degree in Chemical Technology – augments the “community college” mission of Weber State.
- Very attractive to local students due to lower tuition and commuter friendly campus.

Standard E – Faculty

- Faculty very student centered – Most seem to have an open door policy towards helping students, they are dedicated and passionate about teaching their courses. They are family friendly creating a “home” atmosphere for those who work and learn in this environment.

Weaknesses:

Standard A – Mission

- Overall, there appears to be nothing distinctive about the chemistry program in general that would attract majors. It seems that many chemistry majors are converted from other areas due to the strength of their interactions with chemistry faculty.

Standard B – Curriculum

- Lack of communication/awareness of internship opportunities.

Standard E – Faculty

- Faculty teaching assignments seem to be driven by desires of the senior faculty. There is no formal rotation process for all faculty to teach courses they may desire that align with their area of expertise.
- Twelve hour teaching load requirement is very disproportionate to the number of actual contact hours for faculty. 1.5 hours for a 3 hour lab or 2 hours to supervise twice as many students in lab is an extremely heavy burden in a heavily laboratory based curriculum such as chemistry. In particular, some faculty (Jr. faculty) may teach more lab than lecture sections which exacerbates the problem.
- Heavy overload teaching schedules, little UGR load credit, lack of available funding for summer UGR, inhibit the supervision of undergraduate research.

- The pervasiveness of overloaded teaching schedules/and limited faculty in certain disciplines to cover upper division courses has resulted in the perception that faculty can't afford to take sabbaticals or course release time to increase research productivity and/or consider curriculum changes that would benefit the program.

Standard F – Program Support

- Facility does not support collaborative work environment for students. It is not welcoming to visitors. It is not a building that would attract outsiders.
- Outdated and unmaintained analytical instrumentation (chromatography, spectroscopy) for supporting undergraduate teaching and research. While the amount of instrumentations appears to be significant, the fact that most of the instrumentation is donated and not purchased new requires a significant amount of upkeep for it to be useful. This continual maintenance results in additional (unaccounted) workload for faculty.
- Lack of funding in Chemistry budget to hire adjuncts to teach additional sections due to increased enrollment needs leads to overloaded teaching schedules.

Standard G – Relationships with External Communities

- No formal plan to maintain long-term contact with chemistry majors to determine their career path (job, graduate school, professional school...). However, graduating seniors are interviewed to collect this information at the point of graduation for Weber State University.

Recommendations from the reviewers:

1. Curriculum
 - a. Major revision of the curriculum as outlined by the CPT guidelines for the ACS certified degree(s) incorporating modern pedagogical methods (student-centered learning) in the newly designed courses.
 - b. The addition of a biochemistry track should be considered.
 - c. Finally, consideration of providing students with enhanced research options and experiences should be made.
2. Facilities
 - a. The facility and instrumentation should be upgraded. New designs should incorporate as much flexibility as possible to allow for use of modern teaching methods as well as pedagogical approaches not yet envisioned.
 - b. Working as a group, the faculty should put together a 3 to 5 year strategic plan for key tactics that would result in a well-defined undergraduate research program, including workload issues that would benefit from the

newly constructed science building.

3. Faculty

- a. In the short-term: two new faculty hires are needed to teach the curriculum and to allow time for other faculty to develop curriculum, to take sabbaticals related to upgrading research skills, and to develop undergraduate research programs. One faculty hire should be tenure-track in biochemistry, bio-analytical or closely related field and the second position should initially be a term appointment with broad capabilities. Faculty should consider submitting ROA (Research Opportunity Awards) research proposals to NSF to aid in recapturing/upgrading research skills.
- b. A university or college policy should be implemented that allows any faculty teaching at Weber State University the ability to teach courses in their field of expertise. This would allow the department chair to easily generate a rotation where any faculty qualified to teach a course the opportunity to do so.
- c. Long term: to attract new faculty to WSU the amount of start-up funding should be increased to compete with other comparative undergraduate universities.

4. Pedagogy

- a. Create an environment that encourages the implementation of active, collaborative, student-centered teaching methods. In order for faculty to explore the use of a variety of effective pedagogical methods in their courses, they must have time to research and plan how to implement these approaches. Faculty should pursue ongoing professional development opportunities to support a successful chemistry program that is modern, relevant and provides a transformative learning experience for students. This should be validated through the tenure and promotion process as part of faculty workload.
- b. Provide a meaningful research experience for undergraduates. A more structured plan for mentoring and assessing student research required for chemistry majors needs to be developed and implemented. Faculty should be sufficiently compensated for the associated workload responsibilities to train, direct and supervise research students. A more concerted effort to incorporate opportunities for research experience throughout the undergraduate curriculum should be examined. Competitive startup funds should be offered to new faculty hires and increase support of faculty willing to offer summer research experiences.
- c. Diversify faculty workload responsibilities. In view of the current department makeup with faculty in a variety of different stages in their careers, a more holistic approach to faculty work as a department should be thoughtfully considered. Teaching assignments should be driven by faculty strengths and program goals (articulated by individual faculty and the department as a whole) rather than seniority and overload

compensation rates.

Institutional Response

Department Response:

1. Curriculum

- a. Within the current program, courses currently exist that satisfy the foundation course requirements in all areas except inorganic chemistry. The content of existing courses is being reviewed in order to make them better accomplish the goals of foundation level courses. A thorough departmental review of the curriculum is planned for this summer (2013).
- b. The current bachelor's programs include two chemistry bachelor's degree tracks plus a chemistry-teaching track. The first chemistry track is ACS certified. Under the new ACS-CPT guidelines, required upper-division coursework is not as rigidly defined as it was previously. The Chemistry Department is working hard to take advantage of this new flexibility by creating an ACS Certified Biochemistry track, introducing greater flexibility in upper-division coursework for all majors, and creating more undergraduate research opportunities for all majors.
- c. At the time of the previous chemistry program review (2008) the current two-research-credit requirement had just been added. The previous review team cautioned that the department was already spread too thin to fully implement and support that level of undergraduate research. Since then the department has lost one full time faculty line which makes supporting even more undergraduate research an even greater challenge. Faculty loads significantly exceed the ACS-PT 12-contact-hour maximum load requirements. If the department, college, and university value increased undergraduate research involvement among faculty, a means to support this involvement must be provided.

2. Facilities

- a. The department concurs with this recommendation. The facilities and laboratory spaces must facilitate teaching and support faculty and undergraduate chemical research well in to the future. Where appropriate, modern, sophisticated research instrumentation must be obtained and provisions for ongoing maintenance of the equipment provided. However, the department does not feel that replacing instrumentation that continues to serve department needs well is a wise use of scarce resources. The addition of a shared instrument maintenance staff member would well serve the needs of the entire College of Science.

3. Faculty

- a. The department faculty concurs with the first recommendation of a faculty hire, but feels that the second position should also be a tenure-track position, not an instructor position. It is the belief of the faculty that a second tenure-track position could provide the expertise needed in the

redesign of the chemistry curriculum as well as better position the department to be successful in the long-term.

- b. The inflexibility of the chemistry program has made it difficult to ensure that all faculty have the opportunity to develop and teach courses in their fields of expertise. The opportunity provided by the ACS-CPT guidelines to develop foundation level courses is helping to address this issue.
 - c. To date, little or no startup funding has been available for new faculty as they try to set up research programs that will engage students and create a meaningful research experience. The department faculty are supportive of these types of efforts and feel they are crucial if the department hopes to hire the high-quality new faculty that will move the department forward.
4. Pedagogy
- a. Faculty members within the department are actively developing the review team recommendations regarding pedagogy. Several chemistry faculty are using or are actively developing inquiry---based learning methods in both introductory and advanced courses. Teaching pedagogy is also influenced by the available lecture and laboratory facilities; therefore the new building presents an important opportunity to make improvements in our teaching. Undergraduate research provides another effective teaching environment and has been addressed in other parts of this response.

Dean Response:

I greatly appreciate the thought and effort that went into the report from the Program Review Team, as well as the self-study and report response by the Chemistry Department.

During this review cycle, I requested that departments select external reviewers without any ties to the department in order to ensure the most objective review possible. The Chemistry Department is to be commended for selecting outstanding reviewers who met these criteria and also comprised an outstanding cross section of disciplinary professionals. During their visit, I provided the reviewers with a list of specific questions that I felt would help guide the evaluation, and assured each Review Team that their honest and objective observations, responses, opinions and suggestions were expected. They were asked to consider the questions in developing a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), which would comprise the core of their report. Consequently, the corresponding report reflects solely the views and opinions of the reviewers, and it appears to be extremely thoughtful and comprehensive in its assessment of the Chemistry program at Weber State University.

In their report, the reviewers identified a number of strengths, including the strong student focus and dedication of the Chemistry faculty and staff and the curriculum that is certified by the American Chemical Society. The department and I agree with these conclusions.

In developing their SWOT analysis, the reviewers made a number of suggestions that are included in the department response. The department response focuses on the Summary Recommendations that were made by the Review Team, which I will also address, below. However, throughout the report are additional and often more specific recommendations that were made by the Review Team, and I urge the department to attempt to address these recommendations as well as they move ahead in this process. In response to the recommendations addressed by the department response:

- 1) *Strategic Plan: In their summary recommendations, the review team noted that "Engaging key faculty in development and implementation of a 3- to 5-year strategic plan may be a first step to addressing these recommendations," which was acknowledged by the department. I agree fully with this recommendation and ask the department to develop and implement a 3- to 5- year*

strategic plan that will not only address the reviewers' recommendations, but also will help the department to better define its path into the future. In part, the strategic plan should be based on market analysis, regional industry needs, and the specific needs of students given our institutional mission and demographics. An external advisory board may provide great assistance in this regard, and I recommend that the department consider establishing and utilizing such an entity. I stand ready to help the department in this regard, and recommend completion of the strategic plan by not later than the end of the 2014 Spring semester, at which time it should be submitted to the Dean for review.

- 2) Curriculum: *In their report, the reviewers made a number of suggestions intended to help the department improve its curriculum. Certainly, a major recommendation made by the Review Team was for the department to "substantially revise" their ACS Certified degree option to satisfy the ACS Committee on Professional Training guidelines. In their response, the department noted that a "thorough departmental review of the curriculum is planned for this summer (2013)," and, to their great credit, the department has since followed through with this promise by holding a retreat in June, 2013. Presently, all evidence is that the department is continuing to discuss and refine new curricula that not only address current requirements, but also take advantage of the guidelines to develop an ACS Certified Biochemistry Track such as suggested by the Review Team. I support fully these initiatives, commend the Chemistry Department for their swift action, and urge them to continue to develop their curricula per the suggestions of the Review Team. However, as they develop their new curricula, I also urge the department to keep in mind that appropriate support mechanisms, such as advising, tutoring, supplemental instruction, etc. must also be considered to improve student retention and persistence to graduation. I am willing to discuss how the college can help the department as they move through this process.*

In their report, the Review Team recommended that the department increase the amount of undergraduate research required by the program, stating that "at most institutions....two semesters of research is rarely a rigorous experience..." I agree, however, I also acknowledge (and concur with) the reviewers' warning that the research requirements should be ramped up only if robust mechanisms can be devised to provide faculty with adequate teaching load credit for mentoring research students. This speaks to a larger workload issue that faces the majority of departments within the College of Science and will be a priority for discussion within the College in the coming year. At the same time, I suggest that by adopting best practices and pedagogies utilized successfully elsewhere, the department may be able to integrate more undergraduate research experiences directly into many of their courses. Regardless of the avenue taken, I fully support a greater emphasis on undergraduate research within the Chemistry Department and its programs, and stand willing to discuss with them ways in which together, we may accomplish this.

- 3) Facilities: *The Review Team, the Chemistry Department and I agree that improved classroom and laboratory facilities are urgently needed, and as we are currently entering the design phase for a new Science Building, the likelihood of constructing a new facility within the foreseeable future is bright. At the same time, however, I note that the department will continue to be challenged to "think out of the box" as it contemplates potential designs for its future classrooms, given cost constraints and the need to make these as adaptable as possible for future needs. Consequently, pedagogical changes may be required as well, and the department would be wise to investigate best practices that are known to improve learning among today's chemistry students, and to consider ways in which these can be adopted, adapted, and incorporated into the design of future lab spaces. Improving the instrumental infrastructure within the department was also a key recommendation of the Review Team and was addressed by the department in their reply. The reviewers considered the outdated, aging, and unmaintained instrumentation to be both a weakness and a threat to the department (and the college), and noted correctly that upkeep of such instruments may add to the (unaccounted) workload of faculty. The department response countered with statements that pointed out that the basic functions of many instruments have not changed over the years, but only the interface has, and moreover, that the department has been requesting an instrument maintenance staff member for thirty years." From my own*

experience: both are correct. The newest instruments are not always needed, but in training our students to move into the workforce as seamlessly and as successfully as possible, we must provide modern instruments for their use. The availability of modern instrumentation also facilitates undergraduate research. However, I acknowledge that modern instruments are quite often expensive to purchase, maintain, operate, and replace. Furthermore, I also acknowledge that as we move toward a new modern building and enhance our instrument holdings, the need for technical support will become even more critical and will have to be addressed. Nonetheless, while some instruments may be purchased and installed as part of the new building, I strongly urge faculty members to seek external funding for new instruments and for supporting undergraduate research. In the long term, both can lead to better justification for technical support, and I am certainly willing to help the department to develop strategies to move more in this direction, or to support such efforts as our college budget permits. I will continue to investigate ways in which the College can increase support for instrument maintenance and replacement.

- 4) Faculty: The Review Team and the Chemistry Department both recognized that current faculty loads are generally in excess of the 12 contact-hour/semester load recommended by the ACS. In part, this is a function of Regents and WSU policies. The department response suggests that this is due to the loss of a faculty line several years ago. The Review Team recommended that two new faculty should be hired to staff necessary courses and to allow time for other faculty to develop curriculum, etc. They suggested that one position be filled with a tenure-track faculty having biochemistry or bio-analytical expertise. Presently, such a search has been approved and will commence during Fall, 2013. The Review Team's other recommendation was less specific, and the department response indicated a preference for a person with expertise in Chemistry Education. I agree that this is a wise choice, and I am willing to discuss with them and the Provost how we might be best able to move in this direction in the future.

The workload issues identified by the Review Team are especially critical in Chemistry, but not unique to them. Such issues occur in departments throughout the college, and I acknowledge that a better workload model needs to be developed and accepted. Having said this, I also encourage the department to investigate how to make their courses and their curriculum more efficient from a workload perspective. Developing and teaching courses that incorporate hybrid or blended delivery mechanisms, computer grading, etc. will require some upfront effort, but if done well, could have the potential to lower actual faculty workloads with time. I remain willing to assist the department in such efforts as time and resources permit.

The Review Team considered the amount of overload teaching taking place in the Chemistry Department to be a threat to the long-term success of the program. The department response correctly notes that Weber State incentivizes overload teaching, and also notes that the department depends on overload teaching to address student demands for service courses. While both are valid points, I am concerned about whether the overload activities detract from expectations related to scholarship and service, including the ability of the faculty to become more active in undergraduate research mentorship. Consequently, I am willing to discuss these issues with the faculty and the administration in order to identify possible solutions. Finally, the Review Team and the Department agreed that start-up funds for new hires need to be competitive with other undergraduate universities in order to attract qualified applicants in the new hire process. I agree fully with this observation, and will continue to work to locate additional sources of funding to address this need.

- 5) Pedagogy: The Review Team recommended 1) the creation of an environment that encourages the implementation of active, collaborative, student-centered teaching methods, 2) develop meaningful research experiences for undergraduates, and 3) diversify faculty workload responsibilities. In its response, the department indicated that faculty members are actively working to address the first two recommendations, which is commendable. Within budgetary constraints, I am willing help the department move ahead in both areas should they request my assistance. As to (3), I strongly recommend that the department discuss ways to address the

Review Team's suggestion. For example, the department might provide more reassigned time to some faculty to accommodate increased undergraduate research or course development responsibilities while allowing others to take on teaching loads nearer ACS maximums to offset the lost TCH. This is just one possibility, and I urge the department to investigate other, and potentially more innovative, options.

Finally, In support of efforts to stagger program reviews within the College, I recommend that the Chemistry Department undergo a full program review again during the 2018-2019 academic year.

David J. Matty
Dean, College of Science

Institutional Program Review Committee Response:

Date: September 26, 2013

Present: Michael Vaughan, Kathleen Herndon, John Armstrong, Eric Amsel, Ed Hahn, Jim Turner, Alicia Giralt, Carol Naylor, Kirk Hagen, Gail Niklason

Guests: Dr. H. Laine Berghout, Chair, Chemistry Department; Dr. Barbara Trask, Associate Dean, College of Science; Dr. David Matty, Dean, College of Science

Commendations:

Both the department's thoughtful review and deep response, and their embracement of the strategic planning process are to be commended.

Recommendations:

It is the committee's recommendation that the department move forward with the plans of action that have been proposed in the department's "faculty response to program review" document.

The committee supports the Dean's request to stagger the next round of program reviews for the College of Science and recommends that the Chemistry Department undergo their next program review beginning in the fall semester of 2018.

**Five Year Program Review
Weber State University
Parson Construction Management Technology Department
April 2, 2013**

Reviewers:

External Reviewer

- Dr. Barry Hallsted, Department Chair, Utah Valley University
- Chris Hipwell, President, Associated Builders and Contractors, Inc.
- Mark Lords, Full-time Faculty-Professor, Brigham Young University

Internal Reviewers

- Dr. Allyson Saunders, Department Chair, Weber State University

Program Description:

The Parson Construction Management Technology program teaches the processes, procedures and management techniques necessary to function as a "Professional Constructor" as defined by the American Institute of Constructors and the American Council of Construction Education. It is designed to prepare students for immediate professional level employment or further study by developing a cohesive, solid technical foundation bolstered by practical, hands-on experiences, at the same time providing the education necessary for lifelong learning in a changing world. The process of learning is emphasized, as well as accumulation of knowledge. The multi-disciplinary curriculum is composed of courses in the areas of construction science, construction practice, business and management as well as general education. The program is accredited by the American Council of Construction Education (ACCE).

The Construction Management Program--Facilities Management Emphasis prepares graduates to manage and maintain the physical facilities for companies. Facilities managers are responsible for managing and overseeing building and physical plant maintenance, grounds upkeep, custodial services, recycling and waste management, the design and construction of new facilities, and the remodeling of existing facilities.

The Parson Construction Management Technology curriculum is a "2+2" design facilitating articulation with programs in architecture, building construction, design graphics, facilities and other construction-related degrees. In this regard, articulation agreements have been developed with Salt Lake Community College's Associate's Degree program in Architectural Technology. The partnership between the two schools gives construction management students more flexibility in earning WSU bachelor's degrees through the University Center at SLCC.

Data Form:

R411 Data Table					
Parson Construction Mgmt Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	0	0	0	0	0
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
With Master's Degrees	5	5	5	4	4
Full-time Tenured	1	1	2	2	2
Full-time Non-Tenured	4	4	3	2	2
Part-time	0	0	0	0	0
With Bachelor's Degrees	5	3	5	11	7
Full-time Tenured	0	0	0	0	0
Full-time Non-tenured	0	0	1	1	1
Part-time	5	3	4	10	6
Other	0	0	0	0	0
Full-time Tenured	0	0	0	0	0
Full-time Non-tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Total Headcount Faculty	10	8	10	15	11
Full-time Tenured	1	1	2	2	2
Full-time Non-tenured	4	4	4	3	3
Part-time	5	3	4	10	6
FTE (A-1/S-1/Cost Study Definition)	6.433	8.08	7.32	8.51	7.51

	2007	2008	2009	2010	2011
Number of Graduates					
Certificates	-	-	-	-	-
Associate Degrees	4	2	2	1	2
Bachelor's Degrees	49	50	42	69	64
Master's Degrees	-	-	-	-	-
Doctoral Degrees (n/a)	-	-	-	-	-
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	296	282	295	291	227
Total Department FTE*	125.27	136.97	130.57	128.93	118.83
Total Department SCH*	3,758	4,109	3,917	3,868	3,565
*Per department designator prefix					

Student FTE per Total Faculty FTE	2007	2008	2009	2010	2011
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	368,034	408,114	437,768	503,960	503,613
Cost Per Student FTE	2,938	2,980	3,353	3,909	4,238
Funding					
Appropriated Fund	358,300	402,339	430,976	493,900	488,847
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	9,734	5,775	6,793	10,060	14,766
Total	368,034	408,114	437,768	503,960	503,613

Program Assessment:

Strengths:

Standard A – Mission

- The industrial experience of the nontraditional evening students is program strength.
- The current evening program model provides an opportunity for CMT students to achieve their education goals that these students would not be able to obtain in any other way.

Standard B – Curriculum

- American Council for Construction Education (ACEE) accreditation.

Standard C – Student Learning Outcomes and Assessment

- The construction management program is doing well in outcomes testing.

Standard F – Program Support

- New facilities at Davis Campus are excellent.

Standard G – Relationships with External Communities

- The program does an excellent job of using industry expertise as financial assistance.

Weaknesses:

Standard A – Mission

- The department lacks a long-range diversity plan.

Standard B – Curriculum

- Curriculum is lacking in the BIM (Building Information Modeling) program.
- The program is weak in the area of computer curriculum, especially with state-of-the-art industry software used in estimating and project management.

Standard C – Student Learning Outcomes and Assessment

- The SLCC program presents a challenge: the program is not up to the level necessary to articulate with the WSU campus.

Standard E – Faculty

- The faculty needs more on-going training/development opportunities.
- The current COAST promotion and tenure document is not clearly defined according to the faculty. Expectations are not clear.
- The SLCC program presents a second challenge: faculty are spread thin in their efforts to support both the SLCC and WSU programs.

Standard F – Program Support

- Students expressed need for additional help on some of the more difficult program topics – especially math-related areas.

- The department budget is not set on hard money, which makes annual financial planning difficult.

Recommendations from the reviewers:

1. Faculty need to be able to go into industry to obtain BIM knowledge.
2. The program needs to provide access to state-of-the-art industry software in construction and facilities management.
3. The department budget should be set at the beginning of the academic year in order to allow for adequate annual budget planning.
4. If adequate resources are not available to support the SLCC program and the Weber program as well as construction management and facilities management, the program faculty must choose which programs can be adequately supported.
5. The SLCC campus program must be brought up to the level appropriate for articulation with the Weber State campus program.
6. The tenure and promotion document must be clear to new faculty and new faculty should be mentored through the process.

Institutional Response

Department Response:

1. BIM is being incorporated into the curriculum. Three training opportunities were extended to faculty in 2010, 2011, and 2012. The BIM courses in the curriculum are taught by the tenure-track faculty, who are not eligible to take time off (e.g., a sabbatical) and who are focusing their efforts on preparing for tenure. Input in support of the idea of faculty going into industry to obtain this knowledge will be sought at the next industry advisor meeting.
2. We currently have access to modeling software and scheduling software. Access to high-end estimating software and project management software could be obtained with little or no cost. The problem with implementing the software is that we do not have sufficient faculty to cover the programs we are currently

supporting let alone revise curriculum.

3. We have an established budget; however funding from the college does not cover the costs to operate the department and we are reliant on soft money (donations) to cover these costs. The department has long-term commitments from donors that insure we will have sufficient funding to cover these costs.
4. With five faculty to support three programs, our faculty are spread thin. While we have been working with SLCC to improve enrollments through a joint marketing campaign, we plan to assess long-term viability in January, 2014. Additionally, enrollments in Facilities Management remain low; phasing out the FM program would free up resources to be used in the Construction Management program or to support faculty at SLCC.
5. Assessment data suggests that students who did their lower-division work at SLCC are performing at a lower level than students who did their lower-division work at WSU. In the spring of 2012 we met with SLCC's construction management program faculty to develop a plan to address this issue. Unable to come up with a workable solution, we cancelled articulation with this program at the end of spring 2012. Students who were already enrolled will not be impacted. We did, however, maintain articulation with the SLCC Architecture Program and are working with SLCC to strengthen this program.
6. This issue must be addressed by the college, inasmuch as the promotion and tenure document must be approved by the faculty of the college, the university's Appointment, Promotion, Academic Freedom, and Tenure Committee, and the Faculty Senate. The college is aware of this problem and discussions about how to best change the document have begun. To help better prepare faculty for promotion and tenure, the college sponsored a promotion and tenure seminar for tenure-track faculty at the beginning of the school year and again in April. The seminar was presented by Steven Peterson, a full professor and department chair.

Overall: The college needs to take a strategic look at the programs the department offers and decide where the limited resources can be best used.

Dean Response:

Overview:

The CMT has a mostly strong faculty base that serves its mostly non-traditional student base well. They are tightly linked to their industry partners – perhaps more so than any other department in the college– and have the resource support to show for it. Their

focus is the non-traditional student already working in the industry and they can safely argue that they are recognized state-wide for creating a superior graduate. The concerns include the possibility of being spread too thin with teaching across construction, facilities management, Ogden, Davis, and SLCC. This issue will need resolution in the 2013/2014 year although the decision likely will benefit from several coalescing factors. There is some concern that the time is critical to address the needs of this important department.

Recommendation 1: Faculty needs to be able to go into industry to obtain BIM knowledge.

Response: The faculty response is to look to training. This has been effective in other departments. The potential for learning in industry would be interesting. We have lately found a way to get a sabbatical for one of the tenure track faculty. Also, summers could be used in the future. It is true that the non-tenured faculty need time to do scholarship. However, faculty members throughout the college have managed this balance before. In addition, working in industry does count for some scholarship in this college. We shall see what their industry advisory board indicates.

Recommendation 2: Faculty needs to be able to go into industry to obtain BIM knowledge.

Response: The new facilities in Davis will have improved computer equipment available. The department will need to investigate bringing in the skill levels through adjuncts if they cannot handle it with current faculty. We often bring in specialized skills into this college through adjuncts. If this is not possible then we will have to look to alternatives.

Recommendation 3: In order for the department to have adequate annual budget planning, the department budget should be set at the beginning of the academic year.

Response: In addition to the salaries and other operational costs covered by the college, the department has enough soft funding to cover their yearly expenses for many years into the future. The College takes the position that this frees up the small amounts of monies used in operations for the many other areas of the college. The travel/training approach is the same used for all departments in the college although recently the college agreed to pay for another (international) trip for the chair. Monies in COAST are handled centrally. A comparable department (such as Engineering) receives more funding from the college than CMT but the amount of difference is not significant. The amount is far less than CMT brings in through soft funding on a yearly basis and has stockpiled.

Recommendation 4: If adequate resources are not available to support SLCC and Weber programs as well as construction management and facilities management, the program must choose what programs can be adequately supported.

Response: The Provost's office originally supported keeping the SLCC aspect of the program. However, given the various issues with accreditation and resources that have come to light, it has agreed that it is less critical. In addition, it is a small amount of Continuing Education (CE) monies that would be in jeopardy if we backed out of SLCC. I would recommend that CE grant the amount for CMT as it is a strictly night program moving to Davis. This would not be enough to change the number of faculty in the program either negatively or positively. The issue with Facilities Management (FM) is that it has low enrollment and an associated single instructor with a higher salary. While the FM program has strategic value, it is not fully established in the industry and has never had high enrollments. Nevertheless, we are making efforts to increase enrollment. We've given the professor a course release and will evaluate this late fall to see if the efforts have paid off. It is likely too early to say what the horizon on this program looks like and the faculty member is highly skilled in the area but it might have to be put on hiatus if a solution to resource management cannot be found.

The final issue is faculty. The chair believes that only a minority, two, one of which is untenured, of the current faculty have the skills to teach most of the upper division classes. One of those skilled faculty (the chair considers him the second-most skilled after himself) members has recently run into a snag in his tenure process. Another non-tenured faculty member (a woman, and our ratio of males to females in technology is extremely weighted towards males) has run into problems with mid-tenure review. That individual is up for another round of mid-tenure review in the 2013/2014 year. It is possible that the department doesn't have the right collection of skilled individuals. This puts a small department like CMT in jeopardy.

Recommendation 5: SLCC brought up to level.

Response: no response necessary

Recommendation 6: The tenure and promotion document must be clear to new faculty who need to be mentored in this process.

Response: The College is addressing this issue. We will float a new version of the College PPM this fall.

In addition, we have begun assisting faculty with understanding the tenure process through lectures (the department chair of CMT conducted two) and mentorships as well as help with writing their files (handled by a senior sales faculty).

Conclusion:

The current department chair demands rigor – something the current faculty admit. This approach has likely contributed to the department's stature in the industry. The hope is that his faculty will rise to the level he requires of himself. However, that takes time. The concern is that the department's reputation might suffer and the faculty will burn-out before that level is reached. To this point we have delayed asking for resources to bring in another faculty member given the current flux with reviews and SLCC. It is tempting to think of, however, for the reasons noted. There are other reasons as well. The department chair would like to take time to develop engineering management and, as it stands, he does not have time for that. Another reason is that a well-regarded graduate of the program is interested in coming back and teaching as well as continuing his

education – an opportunity to bring some vigor and skill into the program. It is difficult to find people to teach in this field. The dean will ask the provost for time to review these matters.

Respectfully submitted:
Dr. David Ferro, Dean
College of Applied Science and Technology
Weber State University

Institutional Program Review Committee Response:

Date: September 5, 2013

Present: Patricia Cost, Chair of Faculty Senate, John Armstrong, James Turner, Eric Amsel, Alicia Giralt, Kathleen Herndon, Kirk Hagen, Ed Hahn, Carol Naylor, Provost Michael Vaughan, President Chuck Wight, Heather Chapman, Gail Niklason

Guests: Mr. Steve Peterson, Chair, Parsons Department of Construction Management; Dr. David Ferro, Dean, College of Applied Science and Technology

Commendations:

The committee was appreciative of the thoroughness of the self-study report and feel that the department's direction is appropriate.

Recommendations:

The Program Review Committee specifically recommended that the college faculty work closely with the college Dean to address issues raised concerning course quality and the concern of faculty being spread too thin.

The Program Review Committee recommends that the department's next self-study be completed beginning in the fall semester of 2016 in conjunction with the Construction Management Department's outside accreditation review. This review is conducted under the auspices of the American Council of Construction Education (ACCE).

**Five Year Program Review
Weber State University
Economics Department
March 15, 2013**

Reviewers:

External Reviewer

- Dr. Attila Cseh, Valdosta State University
- Dr. David Tufte, Southern Utah University

Internal Reviewers

- Dr. Seokwoo Song, Information Systems & Technology, Weber State University
- Dr. Eric Amsel, Chair, Department of Psychology, Weber State University

Program Description:

The Department of Economics offers two different degree programs. The career field selected will determine the educational goals a student must set and will be an important element in deciding which of the many avenues towards a bachelor's degree available in economics is best suited for you.

Economics provides general analysis of decision making where resource constraints are present. Within the area of business, the fields of economics and finance are perhaps the most rigorous in terms of the use and application of mathematical and statistical reasoning. Students with a bachelor's degree in Business Economics are generally prepared to take entry level jobs in any area of business, but are particularly prepared for jobs that call for data analysis, pricing, purchasing, and report writing. Business economists are often employed in private business firms in the financial, retailing, and industrial sectors. A complete career guide is available from the department chairperson. A degree in Business Economics is also regarded by graduate business schools as excellent preparation for advanced work toward an MBA, as well as advanced degrees in other business related disciplines such as human resource management, public administration, finance, and international business. Students seeking an advanced degree in economics, law, other social and behavioral sciences, urban and regional planning, actuarial science, etc., should also investigate the General Economics Major.

Data Form:

R411 Data Table					
Economics Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount	24	26	24	24	20
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	12	16	14	14	13
Full-time Tenured	5	6	6	5	5
Full-time Non-Tenured	4	4	3	4	5
Part-time	3	6	5	5	3
With Master's Degrees	12	10	10	10	7
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	1	1	1	1	1
Part-time	11	9	9	9	6
With Bachelor's Degrees	0	0	0	0	0
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Other	0	0	0	0	0
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty	24	26	24	24	20
Full-time Tenured	5	6	6	5	5
Full-time Non-tenured	5	5	4	6	6
Part-time	14	15	14	13	9
FTE (A-1/S-1/Cost Study Definition)	14	13.74	14.48	15.57	14.84

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates	0	1	3	1	0
Associate Degrees					

Bachelor's Degrees	8	12	8	21	43
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	99	100	113	147	159
Total Department FTE*	233.65	248.50	296.40	296.97	314.17
Total Department SCH*	7,010	7,455	8,892	8,909	9,425
*Per department designator prefix					

Student FTE per Total Faculty FTE	2008	2009	2010	2011	2012
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,001,697	1,068,119	875,223	869,678	1,126,371
Cost Per Student FTE	4,287	4,298	2,953	2,929	3,585
Funding					
Appropriated Fund	992,817	1,049,359	865,369	859,081	1,100,193
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	8,880	18,759	9,854	10,597	26,178
Total	1,001,697	1,068,119	875,223	869,678	1,126,371

Program Assessment:

Strengths

Standard B – Curriculum

- The department is commended for their International Economics, 2 + 2 program, for its success at internationalizing the education of WSU economics students as well as students at the University as a whole.
- A strong major curriculum that provides opportunities for well-prepared students to become exceptionally well-trained economists.
- Changes made by the department in 2008-2009 to provide an emphasis on economic behavior and theory, while deemphasizing quantitative methods are commendable.

Standard C – Student Learning Outcomes and Assessment

- The department is commended for moving quickly on a concern that international students did not have the background skills to complete the required Research Methods capstone course. This concern was addressed by the addition of a one credit hour course.
- The department is commended on their strategy of allowing assessment to drive program change.

Standard F – Program Support

- Both the chair and Associate Dean are to be commended for their work to coordinate transfer articulations for international students and for taking action to provide additional support of this effort.

Weaknesses: None identified.

Recommendations from the reviewers (with department responses embedded):

1. *It is recommended that some of the funds generated by the program be used to hire a part- or full-time instructor to teach College and University service courses which provides release for regular faculty to teach more upper division courses required by the 2 + 2 students.*

Department Response: The faculty wants to follow up with this recommendation. Preliminary discussions between the dean's office and Continuing Education have taken place.

2. *It is recommended that the Department's 2 + 2 program be recognized as an important contribution to the College's strategic plan for internationalization, as this would justify the flow of additional College resources and recognition to help ensure the flourishing of the program.*

Department Response: The economics department faculty endorses this recommendation.

3. *It is recommended a department-wide discussion on curriculum and other issues (see Summary) and consider making available different paths through the curriculum to accommodate the needs of students who desire professional preparation in economics (emphasizing practically applying theory) or academic preparation (emphasizing scholarly understanding of theory).*

Department Response: The economics department will initiate a curriculum discussion that takes into account existing assessment data that speaks to student preparation before entering the 2+2 program, but also to the fact that

not all students desire a graduate level degree.

4. *It is recommended that assessments be initiated going forward, perhaps in the form of graduating senior questionnaires, to assess students' judgments of the quality of program advising.*

Department Response: The economics department will amend the departmental exit survey to get information about the new advising model and will continue to closely work with advising staff.

5. *The committee recommends that the department, as part of the wide ranging discussions on curriculum and other topics, include discussions on how to work with career services and secure more (if necessary, unpaid) internship possibilities for students.*

Department Response: One part of the curriculum discussion will be the introduction of an official Internship course. The economics department will work with career services and the international student office in clarifying the rules for internships for domestic and international students, procuring additional internships and systematizing the requirements of completing an internship class. This may be modeled on internship classes offered in the Business Administration department, for example.

6. *In support of concerns raised about the balance of domestic versus international students, the committee recommends that the department engage in discussions which will address strategies to grow the number of domestic students.*

Department Response: The department will carefully consider a number of strategies to increase recruiting of domestic students to the economics major. These strategies include faculty hiring, advertising (e.g. departmental website), curriculum discussion and availability of internship opportunities.

7. *It is recommended that the chair update the faculty about the college-wide changes as frequently as possible including sending out minutes from the College executive committee, as well as other sources.*

Department Response: The chair plans on regularly disseminating the minutes from the Executive Committee meetings to all departmental faculty and staff.

8. *The committee recommends that the Department deliberate about ways to communicate the cultural tradition of excellence and rigor in light of teaching challenges presented in particular to junior faculty by students in the 2 + 2 program.*

As well, the committee recommends yearly meetings with adjuncts individually or collectively to review such topics as course evaluations, changes in curriculum, assessment goals and findings, and departmental expectations.

Department Response: Maintaining quality instruction is a high priority for the departmental faculty. Adjuncts are recognized as an integral part in achieving departmental goals and should be systematically included in curriculum and assessment discussions.

9. *There is concern about space, such as computer labs, particularly if the number of majors increases. It is recommended that the issue be monitored, perhaps through graduating student assessments.*

Department Response: The department is pleased to have expanded computer lab space and tutoring services in the form of a quantitative methods lab (funded through student fees). The current space works well, largely also as a space for study groups with access to a tutor. The department will monitor usage and need for expanded hours.

10. *The committee recommends the Department to take steps leading to the development of a departmental External Advisory Committee.*

Department Response: The department will explore whether an external advisory board can be constituted. In the past, with a small number of students who pursued very different paths after graduation, targeted staffing of an external advisory board proved difficult.

11. *The committee recommends that the Department begin a process to write a 5-year strategic plan that will address (among other topics) its mission, curriculum, culture, pedagogy, faculty roles and responsibilities, and relationships with the career center.*

Department Response: Faculty feels that the department needs to systematically address all issues mentioned. It remains to be seen what form these discussions will take. A 5-year strategic plan is certainly one option that will be considered.

Institutional Response

Department Response:

For ease of reference, all department responses are embedded within the recommendations above.

Dean Response:

The John B. Goddard School of Business & Economics (GSBE) underwent an in-depth program review as part of its Maintenance of Accreditation review cycle during Fall 2012. GSBE provided a detailed report to AACSB, after which two deans and two accounting chairpersons from AACSB-accredited institutions visited the WSU campus for three days in October 2012. The review team recommended to AACSB that reaccreditation be delayed for a year (this is termed “6-year review”), conditional on GSBE meeting four criteria. Two criteria are specific to the School of Accounting & Taxation and are therefore not directly relevant to this program review.

I commend the department on bringing two economists from other universities to campus to participate in a comprehensive review of the economics program. Their report is, appropriately, quite complimentary of the department. However, the report includes several areas for attention and offers some specific recommendations. In their response to the report, the department faculty members have identified specific, appropriate action items associated with each recommendation. It would be useful to include a timeline for those action items.

The Department of Economics plays a large role in general education at WSU, supports all business majors, and has majors in both Business and General Economics. In addition, it operates a “2+2” self-support program in International Economics (IE) in association with Shanghai Normal University (China) and Woongji Accounting and Tax College (South Korea). The IE program generates over \$200,000 annually for GSBE. The Department of Economics also boasts the strongest publication record in the college, having averaged 4.5 peer-reviewed journal articles per faculty member in the last five years.

The AACSB condition require that (1) the four GSBE faculty who are not publishing at an appropriate rate increase their productivity to meet GSBE standards, and (2) all programs in GSBE improve their loop-closing activities based on the Assurance of Learning (AoL) assessment program.

The Department of Economics has no concerns related to condition (1). As indicated above, the publication rate and quality is outstanding and all continuing faculty exceed GSBE’s research expectations. Like all units, however, the department must identify more loop-closing activities, must take action to close those loops, and then must assess the efficacy of those actions. The Department has made progress in each of those areas during the past two semesters.

Like all GSBE departments, Economics needs additional faculty positions. The college’s three-year hiring plan calls for 1-2 additional tenure-track economists to be hired. The department is also exploring the possibility of adding an instructor, rather than a tenure-track faculty member, in one of those slots. Using IE program funding for an instructor

might be possible, and discussions with Continuing Education (a partner in the IE program) have begun to determine whether such an arrangement can work financially. The state of Utah also has restrictions on which revenue sources can be used to hire faculty, complicating this question.

The IE program, while successful, has created several challenges for the department. These include much larger class sizes, Asian-student-majority classes that might require very different pedagogies than do US students, concerns about teaching evaluations and associated tenure implications, significant new advising/administrative responsibilities (particularly for the chair and department secretary), etc. The department has engaged in a discussion of these issues and has sent a request for additional IE funding to address some of these issues. A continuing discussion between the department and the dean's office regarding resources is appropriate.

The consultants' report also identifies increasing the number of internships available to economics majors as an important goal. The department's intention to add an internship is an appropriate first step. However, the department faculty should also meet with GSBE's career services staff to develop a plan for increasing firms' appreciation for economics majors as interns. This particularly recommendation also appeared in the consultants' report. Department faculty could also take leadership roles by working with firms to identify internships.

The consultants recommend that the department consider creating an external advisory committee. Such committees, if organized well, can be instrumental in ensuring program relevance, arranging internships and jobs for students, and soliciting resources. I strongly encourage the department to create such a committee or board.

A final recommendation from the committee is for the department to create a formal five-year strategic plan. Strategic planning is a useful tool and the department is encouraged to create a plan during the coming academic year.

Looking forward, the Department of Economics faces some particular challenges related to the International Economics program and to its capstone course, in addition to challenges that face the entire GSBE. Continued departmental discussion, planning and action are required to address them, as are new resources. As noted above, the department has already determined action items for each suggestion. I am impressed and encouraged by the thoughtful, timely response by the faculty. Moreover, the reappointment of the outstanding current chair to another three-year term provides significant optimism that these challenges will be met in the near future.

The Dean's Office remains committed to allocating resources fairly across the college and to generating additional resources to supplement all program budgets. Continued, open conversations between the Dean's Office and the Department of Economics will

be instrumental in achieving that goal. I would be quite happy to attend one or more department meetings to listen and/or discuss issues with the faculty.

Jeff Steagall, PhD
Dean, Goddard School of Business and Economics

Institutional Program Review Committee Response:

Date: September 5, 2013

Present: Patricia Cost, John Armstrong, James Turner, Alicia Giralt, Kathleen Herndon, Kirk Hagen, Ed Hahn, Carol Naylor, Provost Michael Vaughan, President Chuck Wight, Heather Chapman, Gail Niklason

Guests: Dr. Doris Geide-Stevenson, Chair, Department of Economics; Dr. Jeff Steagall, Dean, Goddard School of Business and Economics

Commendations:

The Program Review Committee was appreciative of both the time invested and the extensive and thorough program review process that was completed in addition to the AACSB accreditation visit of October, 2012.

Recommendations:

1 – The committee recommends that the program closely monitor domestic majors, so that they aren't overlooked with the focus on international students.

2 – The committee also recommends that the department consider ways to partner with other campus groups to better support new international students – during the recruitment process and upon arrival at Weber State University.

The program review committee recommended that the department complete its next program review as scheduled, beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
Geoscience Department
April 26, 2013**

Reviewers:

External Reviewer

- Dr. Danny Horns, Utah Valley University - Orem, Utah
- Dr. Scott Linneman, Western Washington University – Bellingham, Washington
- Mr. Keith Weber, Idaho State University – Pocatello, Idaho
- Mr. Grant Willis, Geologic Manager, Utah Geological Survey

Internal Reviewers

- none

Program Description:

The mission of the Department of Geosciences is to provide quality undergraduate education in the sciences concerned with the Earth. The Department offers programs in geology, applied environmental geosciences, Earth science teaching, and geospatial analysis that provide students with the essential knowledge and skills needed to qualify them for employment or graduate education. We are a small (6 full-time faculty), collegial department that values field studies, substantive faculty-student collaborations, and undergraduate research. The Department is currently planning for new teaching and laboratory facilities within a new College of Science building, tentatively planned for completion in 2016.

As a department, we take pride in the fact that we consistently offer our students a number of high-impact-learning opportunities, including undergraduate research, capstone courses and projects, study abroad, and internships. Foremost among these high-impact practices is undergraduate research. The Department of Geosciences has a long history of supporting undergraduate research, even before it received the institutional support and recognition that it now enjoys on our campus. Twenty (20) major presentations were given by our undergraduate researchers at professional meetings during the past five years (2007-2012), including presentations at Geological Society of America national and regional meetings. Twenty-six (26) undergraduate students were involved in these projects, with five (5) different faculty members being involved as mentors or co-authors. Our students often report that participation in an undergraduate project, and attendance at a national conference, was the highlight of their undergraduate experience.

The Geoscience faculty also encourages and supports our majors as they engage in a wide variety of science-outreach projects and service to the geoscience profession, typically under the auspices of the department's chapter of Sigma Gamma Epsilon

(geoscience honor society) and Geology Club. Most notable were two projects completed in 2012: Spring 2012 geoscience students organized and held WSU's first-ever earthquake preparedness fair for the campus and local community; and Fall 2012 geoscience students assembled 100 sets of local rock specimens that they donated to every 4th-grade classroom in the Weber School District. Both of these student projects were huge successes and reported on by the local media; the "Rock Box" project was also highlighted in WSU's April 2013 commencement program.

The major program strengths identified by the external review team are the dedicated, energetic, and collaborative faculty/staff and the various curricula that have been crafted to meet the needs of an "unusually large percentage of nontraditional students, while maintaining a quality education for traditional students". The reviewers also identified several challenges that should be addressed by the Department, including a limited budget, lack of a laboratory manager, and anticipated faculty turnover due to retirements. Each of these challenges is exacerbated by the fact that the number of geoscience majors has increased significantly during the past few years, going from 54 in 2007-2008 to 110+ as of Fall Semester 2013. We will work over the coming weeks and months to address these challenges and continue to improve the educational experiences of our students.

Data Form:

R411 Data Table					
Geoscience Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	5	6	6
Full-time Non-Tenured	1	1	1	0	0
Part-time	1	0	0	1	1
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	4	5	4	3	3
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-tenured	0	0	0	0	0
Part-time	0	0	0	0	1
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty	11	11	10	10	11
Full-time Tenured	5	5	5	6	6
Full-time Non-tenured	1	1	1	0	0
Part-time	5	5	4	4	5
FTE (A-1/S-1/Cost Study Definition)	8.34	7.81	8.17	8.56	8.93

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates	1	1	4	1	1
Associate Degrees					
Bachelor's Degrees	11	12	2	10	4
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	63	57	54	74	78
Total Department FTE*	155.07	146.20	155.87	177.93	167.80
Total Department SCH*	4,652	4,386	4,676	5,338	5,034
*Per department designator prefix					
Student FTE per Total Faculty FTE	18.59	18.72	19.08	20.79	18.79
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	619,931	654,917	691,530	663,926	655,071
Cost Per Student FTE	3,998	4,480	4,437	3,731	3,904
Funding					
Appropriated Fund	613,638	649,816	689,212	659,299	650,434
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	6,293	5,101	2,318	4,627	4,638
Total	619,931	654,917	691,530	663,926	655,071

Program Assessment:

Strengths:

Standard A - Mission:

- Department is meeting its stated mission; providing quality undergraduate education for both traditional and non-traditional students.

Standard B - Curriculum

- Strong geospatial instruction.
- Spectacular local geologic setting is used well in the curriculum.

Standard D - Academic Advising:

- Students are provided good advice on strategies for acceptance to graduate programs.

Standard E - Faculty

- Both tenure-track and non-tenure-track faculty are dedicated teachers; most are active, respected researchers.
- Faculty have some flexibility with the option of using summer courses as part of teaching load.

Standard F - Program Support

- Excellent administrative staff (of one)
- New instrumentation (SEM)

Standard G - Relationships with External Communities

- Good ties with industry, including bring industry reps onto campus.
- Interact well with neighboring universities.

Weaknesses:

Standard B – Curriculum

- Lack of curricular prerequisites allows students to put off support science and math coursework until after much of their major coursework is complete.
- GIS not integrated across or within the geoscience curriculum.
- Students' inability to access required courses because of infrequent offerings extends time-to-degree.

Standard D – Advising

- Advising inconsistencies between College of Science and department advisors.
- No requirement that students meet with department advisor each year – has caused delays in graduation.

Standard E – Faculty

- There is only one person to review performance of student teachers, creating too heavy a workload for this individual (from Physics).

Standard F – Program Support

- Lack of instructional lab manager.
- Insufficient rock storage.
- Poorly mediated teaching classrooms.
- Inconsistent use of campus course management system.
- Few or no resources for developing faculty pedagogy.

Recommendations from the reviewers (and associated department response):

- 1) GIS should be introduced to WSU's Geoscience students during their freshman or sophomore year of study. This could be accomplished by cancelling the Remote Sensing II course and creating a new course focusing on "An Introduction to Digital Mapping".

GIS should be better integrated into other courses so the students can learn the use of these technologies in their chosen field of study.

Department response: The department concurs. The recommendation will be considered as part of a broader on-going effort to revise the geospatial program with an NSF-funded initiative to develop a new associate's degree in geospatial technology.

Update the geospatial lab; dual monitors at all workstations, gigabit ethernet connectivity to each workstation, and acquisition of a dedicated geospatial server.

Department response: The department concurs. The issue is actively being addressed as part of the programming process for the new laboratory building for the College of Science.

- 2) Faculty should request funding for portions of their own salaries as part of their grant proposals.

Department response: The department concurs. When appropriate, faculty salary will be included as part of the budget for future external-grant proposals.

- 3) Consider creating a new "Laboratory Assistant" or "Laboratory Technician" position. This person could reduce the teaching burden on the department faculty by teaching many of the lower-level lab classes and helping to prepare upper-level labs.

When hiring replacements for retiring faculty, include skills in GIS as a criterion in the hiring process. At the same time, consider the benefits of a more diverse faculty that better matches current student demographics.

Department response: The department's first priority is the timely replacement of retiring faculty. Once that is complete – over the next 1-3 years – the department will focus on the creation of a new lab manager/instructor position.

- 4) Facilities – computer and projection systems are needed in all classrooms, and better storage facilities for rock and mineral samples is needed.

Robust data network (minimum 100Mbps with geospatial/research networks using 1 Gbps) with dedicated server resources should be considered. Department should also explore leveraging cloud resources as a solution.

Department response: The department concurs. As part of the programming and design of the new College of Science building, classroom media (computer and projection systems), dedicated-server resources (e.g., geospatial data server), and archival storage for rock and mineral specimens will be evaluated and upgraded.

- 5) Course descriptions should be carefully reviewed to ensure there is no overlap between required courses.

Consider offering an associate's degree or additional certificate to improve the proportion of students matriculating through the programs.

Department response: as indicated previously, the department is working toward the development of an associate's degree. Review of courses is occurring through this planning process.

- 6) Streamline and consolidate selected course offerings. It is recommended that the department eliminate the Remote Sensing II course and offer a freshman or sophomore level geospatial course to introduce GIS fundamentals and spatial thinking.

Department response: The department will be evaluating their entire geospatial program in the near future and will consider the team's recommendation.

Consider combining "Intro to Meteorology" and "Oceanography and Earth Systems" into one class.

Department response: Considering the expertise of the current faculty and current teaching loads, the department feels this recommendation has merit, and will be

considered and likely acted upon during the next academic year.

- 7) Establish some course prerequisites. It is recommended that chemistry and math classes be completed earlier in the program of study. This can be controlled through the establishment of course prerequisites. Also consider adding a statistics course as an elective; this would be especially beneficial to students interested in GIS and specifically geostatistics.

Department response: This is an issue that had been recognized by the department through their interactions with students. The department has scheduled a meeting in January 2014 to address this issue and make appropriate changes to course prerequisites and advising protocols.

- 8) Increase student TA opportunities. Upper-level students would benefit from the opportunity to assist with lower level classes and labs; this could also help to reduce faculty workload.

Department response: While this recommendation has merit, the use of teaching assistants is not part of the current culture within the College of Science. There is no clear funding source presently. The chair will, however, discuss this recommendation with the dean and other department chairs.

- 9) Increase frequency of key courses. Any course required for the B.S. in Geology should be taught yearly. Currently the GEO 3060 – Structural Geology and GEO 4300 – Igneous and Metamorphic Petrology are taught only every other year.

Department response: This is another problem that had been identified prior to the site visit and efforts to address the issue were put in place. Beginning in the spring, 2014 semester the department will offer Historical Geology (a core course previously taught only once a year) both fall and spring semesters, Structural Geology once a year (another core course previously offered only every other year), and is considering offering Igneous and Metamorphic Geology every year as well. These changes will be monitored for their impact on graduation rates and time to degree.

- 10) The addition of a director for the WSU Center for Science and Mathematics Education would enhance professional development efforts for both the K-12 teaching corps and the WSU science and math faculty.

Department response: The department concurs with this recommendation.

Institutional Response

Department Response:

For ease of review, department responses to the review team recommendations are embedded above.

Dean Response:

May 29, 2013

I greatly appreciate the thought and effort that went into the report from the Program Review Team, as well as the self-study and report response by the Geosciences Department. During this review cycle, I requested that departments select external reviewers without any ties to the department in order to ensure the most objective review possible. The Geosciences Department is to be commended for selecting reviewers who met these criteria and also comprised an outstanding cross section of disciplinary professionals. During their visit, I provided the reviewers with a list of specific questions that I felt would help guide the evaluation, and assured each review team that their honest and objective observations, responses, opinions and suggestions were expected. They were asked to consider the questions in developing a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), which would comprise the core of their report. Consequently, the corresponding report reflects solely the views and opinions of the reviewers, and appears to be both thoughtful and comprehensive in its assessment of the Geosciences program at Weber State University.

In their report, the reviewers identified a number of strengths, including the strong student focus and dedication of the active faculty, the curriculum and its strong field basis that effectively utilizes the local geology, the large amount of undergraduate research, student satisfaction, strong advising within the department, and a dedicated staff support person. The department and I agree with these conclusions.

In developing their SWOT analysis, the reviewers made a number of suggestions that are included in the department response. I also address these, below:

1) Mission Statement: As noted by the reviewers, the department is largely succeeding in fulfilling its stated mission, which I perceive to be consistent with the College and University missions. Although not specifically recommended by the reviewers, I recommend that the department should begin as soon as possible to develop a 3-5 year strategic plan to help define future hires (as noted above) and to re-evaluate their curricula relative to the reviewers suggestions (see (2), below). I have learned that the Chair – Dr. Ford – will participate in a national disciplinary workshop - “Geosciences and the 21st Century Workforce”- at Penn State in June, 2013, which should help frame strategic planning discussions within the department. I recommend completion of the strategic plan by not later than the end of the 2014 spring semester, at which time it should be submitted to the Dean for review.

2) Curriculum: The review team made several key recommendations regarding the curriculum, which could also help to improve student learning, and should be addressed as part of the strategic planning process recommended above. In general, the department responses indicate agreement with these recommendations, and in some cases (for example: recent decisions to offer Historical Geology and Structural Geology on a yearly basis), they are already moving ahead. The department response nonetheless appears to focus largely on potential curricular changes related to the reviewers GIS recommendations. However, given that the reviewers also noted that “course offerings seem unreasonably large considering number of available faculty,” their suggestions to reduce overlap, to streamline and consolidate, to re-evaluate prerequisites, and to increase the frequency of required courses could, and should be embraced by the department in an effort to develop a leaner yet possibly more flexible curricula that could better

meet the needs of students and reduce faculty workload. As a geoscientist who has been involved in such activities in the past, I would be happy to consult with the faculty in this regard.

3) Student Learning Outcomes and Assessment: *The reviewers did not specifically address Student Learning Outcomes and Assessment within the Geoscience programs under review. However, I note in reading the department self-study and in reviewing the checklist provided by the Office of Institutional Effectiveness that the department currently has a reasonably strong Assessment Plan in place. I also urge the department to investigate using the ASBOG test as another indicator of student success, per the suggestions of the reviewers.*

4) Academic Advising: *The reviewers noted that academic advising could be improved by 1) providing better advice to students who wish to enter the program, 2) ensuring that consistent advice is given by university and department advisors, and 3) requiring students to meet with department advisors each year. These observations were not translated into recommendations and so there was no response from the department. However, the department is improving their advising, and they should continue to do so. The self-study indicates that most students meet with an advisor yearly, but the department should consider requiring such meetings to ensure that majors stay on track towards graduation.*

5) Faculty: *In their report, the reviewers commented on several occasions that faculty were being more and more "stretched" as department enrollments and majors increased. However, they also noted that faculty workloads could be reduced by moving to larger introductory sections of courses such as Earthquakes and Volcanoes, and by expanding the use of Canvas, and computer aided-instruction. Moreover, streamlining the curriculum may also lead to workload reductions (see (2)). I support these recommendations and am willing to discuss with the department ways in which I can help them to facilitate such changes. The reviewers also noted that the expected upcoming retirement of essentially one-third of the current faculty should be viewed as an opportunity to recast the department and its programs, enhance geospatial expertise within the department, and increase diversity among the faculty. Moreover, the reviewers also caution the department to plan carefully in this regard, which is a recommendation with which I fully agree and urge the department to embrace. Finally, the reviewers recommended that faculty salary be included as part of external grant funding. Here I assume that the reviewers are recommending that funding for academic year buyouts for faculty involved in research is requested along with summer pay. While this is not the norm, NSF, for example will provide such funding to PIs in institutions with heavy teaching loads such as Weber State. Consequently, I agree with their recommendation.*

6) Program support: *The reviewers recommended that classroom mediation, storage, and the geospatial lab facilities (GLF) all should be improved. The new Science Lab Building currently in programming and design should help to address each issue. A recently announced NSF award may also help the GLF, and Perkins grant funding may also be an opportunity for future GLF improvements. The reviewers and the department agree that some type of laboratory manager is needed and has been recommended in many past Program Reviews. I have offered the department funding to hire a ¼ time lab manager for the upcoming academic year as a proof of concept investment to demonstrate how such a person can improve department programs. Finally, the reviewers suggested that the department establish student teaching assistants via course fees. This is common throughout the college, and I fully support such an incentive in the geosciences.*

7) Relationships with external constituencies: *The reviewers noted that the department already has strong ties with regional universities and industry. They saw the development of an advisory committee consisting of alumni, industry, and governmental representatives to be an opportunity, and I am aware that the department is already moving in this direction. The reviewers also suggested that the department should encourage its students to develop student chapters of professional organizations such as AEG, SEG, and AAPG (I also suggest AIPG), and that the department should improve communication via social media such as Facebook, etc. I agree with*

these recommendations and also urge the department to begin to reconnect with its alumni, and to develop a strong alumni network that can serve as a resource for the department and its students. As noted by the reviewers, the very competent and talented Administrative Specialist should be able to help with many of these activities.

Finally, In support of efforts to stagger program reviews within the College, I recommend that the Geoscience Department undergo a full program review again during the 2018-2019 academic year.

David J. Matty
Dean, College of Science

Institutional Program Review Committee Response:

Date: September 26, 2013

Present: Michael Vaughan, Kathleen Herndon, John Armstrong, Eric Amsel, Ed Hahn, Jim Turner, Alicia Giralt, Carol Naylor, Kirk Hagen, Gail Niklason

Guests: Dr. Richard Ford, Chair, Geoscience Department; Dr. Barbara Trask, Associate Dean, College of Science; Dr. David Matty, Dean, College of Science

Commendations:

Both the department's thoughtful review and deep response, and their embracement of the strategic planning process are to be commended.

Recommendations:

The department depends fully on one person's outside research funding to support the entire department's GIS needs as well as the GIS needs of other departments in the college. The committee encourages college-level support of GIS, both to fund the ongoing expense as well as inclusion in long-term planning.

The committee supports the Dean's request to stagger the next round of program reviews for the College of Science and recommends that the Geoscience Department undergo their next program review beginning in the fall semester of 2018.

**Five Year Program Review
Weber State University
Mathematics Department
March 1, 2013**

Reviewers:

External Reviewer

- Dr. Richard Aló, Dean, College of Science, Engineering, and Technology, Jackson State University, Jackson MS
- Dr. Elizabeth Yanik, Professor, Department of Mathematics, Computer Science, and Economics, Emporia State University, Emporia KS
- Dr. Peter E. Trapa, Professor and Chair, Department of Mathematics, University of Utah, Salt Lake City UT
- Dr. David Wright, Professor, Department of Mathematics, Brigham Young University, Provo UT

Internal Reviewers

- none

Program Description:

The WSU Math Department provides outstanding education for Math and other STEM majors headed for math, computer programming, engineering, and statistics positions in industry and government, for K-12 math teaching positions and for STEM majors intending to pursue advanced degrees. In addition the faculty provide a high quality experience for all majors via the General Education Quantitative Literacy (QL) requirement. The fourteen regular faculty and approximately 30 part time faculty (supported by a single administrative assistant) are responsible for over 5000 annual enrollments. The fourteen faculty teach extensively, provide personalized advising to all math majors, offer extensive undergraduate research opportunities, oversee pre-service teacher training activities, work with the local school districts to provide professional development for in-service teachers, engage in outreach activities for middle and high-school students interested in STEM careers, and maintain active research careers. According to the external review team in the recent program review the department is “exceeding expectations” in each of these functions. The team thought the department’s greatest strength was the expertise and dedication of the faculty.

Math Majors pursue one of three Bachelor degrees, Applied Mathematics, Mathematics, or Mathematics Teaching. An Applied Math Major designs a course of study with an advisor according to their interests and intended future employment. The Math option is

for those wanting a solid foundation in Mathematics. The Math Teaching Degree comes with a license to teach in Utah secondary schools. Students from all three of these areas have taken advantage of undergraduate research opportunities. They have written papers and given presentations locally and nationally. Several have joint publications with faculty. Math graduates are succeeding. A few are employed before graduation and most of those seeking employment soon find it. Students wanting to attend graduate schools are completing advanced programs. Majors often comment that they like the accessibility of faculty and that they appreciate the personal interest and extra help they receive from regular faculty.

The department pays considerable attention to service courses. Service courses at the intermediate level such as calculus, linear algebra, differential equations, and statistics provide the mathematical training needed not only by math majors but also by other STEM majors. The department has also designed and adjusted courses that have helped other departments meet accreditation. The pass rates (C or better) in QL courses range from 70 to 90%. These compare favorably to other higher level institutions in the state. The recent review team thought the rates were impressive and definitively not the product of grade inflation.

There are also service courses solely for Elementary Education Majors. The instructors for these courses are dedicated to providing a strong conceptual understanding as well as training in math teaching methods designed for elementary students. Elementary Education Majors have the unique opportunity, at WSU to extend their license to K-8 by completing additional upper division Math Ed courses expressly designed for that purpose.

Data Form:

R411 Data Table					
Mathematics Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	14	15	17	16	15
Full-time Tenured	6	6	6	6	5
Full-time Non-Tenured	5	5	5	7	6
Part-time	3	4	6	3	4
With Master's Degrees	12	14	11	11	11
Full-time Tenured	2	2	1	1	1
Full-time Non-Tenured	0	0	0	0	0
Part-time	10	12	10	10	10
With Bachelor's Degrees	18	16	15	18	18
Full-time Tenured					
Full-time Non-tenured					
Part-time	18	16	15	18	18
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty	43	45	43	45	44
Full-time Tenured	8	8	7	7	6
Full-time Non-tenured	5	5	5	7	6
Part-time	31	32	31	31	32
FTE (A-1/S-1/Cost Study Definition)	29.56	37.09	33.93	30.97	30.97

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates	-	-	-	-	-
Associate Degrees	-	-	-	-	-
Bachelor's Degrees	12	7	9	11	15
Master's Degrees	-	-	-	-	-
Doctoral Degrees (n/a)	-	-	-	-	-
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	86	100	106	131	121
Total Department FTE*	1418.87	1219.07	1351.1	1466.93	1532.37
Total Department SCH*	42,566	36,572	40,533	44,008	45,971
*Per department designator prefix; includes developmental math					
Student FTE per Total Faculty FTE	48.00	32.87	39.82	47.37	49.48
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,211,351	1,277,100	1,217,306	1,338,834	1,380,961
Cost Per Student FTE	854	1,048	901	913	901
Funding					
Appropriated Fund	1,211,351	1,277,100	1,217,306	1,338,834	1,380,961
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total	1,211,351	1,277,100	1,217,306	1,338,834	1,380,961

Program Assessment:

Strengths:

Standard A – Mission

- The department is meeting its mission, in fact exceeds expectations in meeting the needs of STEM majors, mathematics majors, and maintaining an active research environment. Outreach, focused on providing in-service to K-12 teachers, is also a strength of the program.

Standard C – Student Learning Outcomes and Assessment

- Outcomes in services courses, particularly Math 1050 (College Algebra) and Math 1210 (Calculus I), compare favorably to other higher educational institutions in the state. Students are successful in subsequent courses.
- Many current majors began their math studies in relatively low-level courses like Math 1050; the faculty are to be commended for nurturing these students to completion of their major requirements.

Standard E – Faculty

- The expertise and dedication of the faculty is one of the department's greatest strengths.

Standard F – Program Support

- Administrative support in the department is excellent, despite being overburdened.

Standard G – Relationships with External Communities

- The department has strong connections with the K-12 educational community, both at the local and state level.

Weaknesses:

Standard A – Mission

- It will be difficult to continue to maintain or exceed the department expectations. The current situation is not sustainable.

Standard B – Curriculum

- A particular area of concern is that the short-handed faculty can only offer some of the core courses for majors once a year, or, in some cases, once

every other year. This has extended time-to-graduation by a year for some students.

Standard D – Academic Advising

- There is some concern about the advising students are receiving. Until recently, the department chair had been the sole departmental advisor for majors. That responsibility has recently been spread among all faculty, but more still needs to be done.

Standard E – Faculty

- Faculty are overwhelmed by recent surges in enrollment. This forces difficult decisions about how best to invest their limited resources.
- A challenge of maintaining uniformity of standards is presented by the large number of adjunct faculty employed.

Recommendations from the reviewers (and associated department response):

- 1) Extra faculty resources are needed. More faculty are needed to offer required courses more routinely and to lessen the dependence on adjunct faculty.

Department response: The department agrees and makes yearly appeals for extra faculty to teach courses at all levels and foster cross-disciplinary programs. Two faculty were lost at the end of the 2011-12 academic year; one has been replaced and permission has been given to initiate a search for an additional faculty member during the fall, 2013 semester. While contract faculty could be hired to alleviate some of the burden, the department feels that the optimal way to cover courses, strengthen the current programs including undergraduate research, increase the number of and support for STEM majors, foster cross-disciplinary programs, and increase connections with the public schools is to hire additional regular, high-quality faculty with the ability and aspirations to pursue these objectives.

- 2) The department is encouraged to pursue external funding opportunities, like the NSF's Noyce Grants, in order to build capacity. Because of the time needed to write such a large grant, the committee recommends a small invest in the form of faculty release time to catalyze this process.

Department response: Department faculty are interested in applying for capacity building grants and has discussed this in department meetings. However, limited resources – in both the academic and administrative areas –

prevent much effort towards this. However, several faculty are working with the Dean's Office on this.

- 3) While faculty involvement in advising is necessary for advanced students, many advising questions for beginning students are relatively standard and could be handled by a successful advance undergraduate student. It may also make sense to consider hiring work-study students for other day-to-day administrative tasks.

Department response: The department has instituted a new program which assigns each math major a faculty advisor/mentor. Plans are underway to have advisors contact and check the progress of their charges. The department is considering ways to increase recruitment. During department meetings, the Chair led discussions about the programs and the numbers of majors that were being attracted.

The team also recommended hiring advanced undergrads to advise majors just starting in the program. This is under consideration but would require increases in the hourly wage budgets. This type of peer advising may already be taking place via the very active math club.

The team also recommended hiring hourly wage students for some of the routine administrative tasks. The department office has begun doing this. For example, students have been hired as office helpers to answer the phone and help with the prerequisite checks after the grades are recorded. Note that they do not make any decisions; they apply a set of rules.

- 4) Faculty should be encouraged, possibly through release time, to pursue alternative approaches to the gateway courses (Math 1050, Math 1210). Though success rates are currently high, alternative approaches should be studied for effectiveness and then modified, discarded, or expanded as appropriate.

Department response: Many faculty are trying new things such as group work, writing projects, bridge courses, methods to encourage students to prepare for prior to classroom discussions (flipped classes) and other approaches.

Discussions will continue to take place about the effectiveness. In the past, faculty have traveled to conferences and workshops on new approaches.

Activities increased this past year. Faculty traveled in groups and individually to conferences about teaching approaches. More are planned for the upcoming year. Faculty are being encouraged to attend in groups and to plan their course calendars accordingly. This may require increased funding for travel, perhaps through the Dean's office. It should be noted though, that to implement successful approaches across all the lower level offerings will require additional

administrative efforts to train the large number of adjunct faculty in successful approaches.

- 5) The department should consider implementing uniform final exams and, possibly, uniform midterm exams in course up to and including Calculus I. This is a simple, yet high-impact strategy with multiple benefits. Uniform examinations with common grading help ensure uniform standards, uniform exams promote cooperation among faculty and free up resources to address the needs of students, and instructors with common exams are perceived more as a coach and mentor instead of a gatekeeper.

Department response: The department is considering the implementation of common exams. Such exams have advantages and disadvantages. The team listed some advantages; disadvantages include the need for a course coordinator, scheduling of times and rooms for the common exams, and coordination of grading by the instructors. While multiple choice questions on some portion of the exams would be useful to reduce the work of grading, the faculty mostly use work out problem to more clearly emphasize that math is a language for description and problem solving.

- 6) The department should consider instituting appropriate procedures for the orientation of new contract/adjunct faculty.

Department response: The department authored, discussed and approved a new policy to orient and mentor new regular faculty during the Spring 2013. The mentoring is to be done by the more senior regular faculty.

- 7) It is recommended that the department develop a better strategic plan with clear priorities.

Department response: The strategic plan was revised this last year. We devoted more time in department meeting to discuss priorities. We discussed the department's strengths, the number of majors, ways to recruit and retain majors, possible changes to the programs, and ways to increase effectiveness. We will continue those discussions so that a consensus can be found and a clearer ranking of priorities can emerge. This may be a difficult process due to the strong needs in several different areas and strongly held opinions.

Institutional Response

Department Response:

For ease of review, department responses to the review team recommendations are embedded above.

Dean Response:

I greatly appreciate the thought and effort that went into the report from the Program Review Team, as well as the self-study and report response by the Mathematics Department.

During this review cycle, I requested that departments select external reviewers without any ties to the department in order to ensure the most objective review possible. The Mathematics Department is to be commended for selecting reviewers who met these criteria and also comprised a strong representative cross section of disciplinary professionals. The Mathematics Review Team was the first to visit Weber State during this particular review cycle. During their visit, I discussed some specific questions that I felt would help guide the evaluation, and assured each Review Team that their honest and objective observations, responses, opinions and suggestions were expected. Consequently, the corresponding report reflects solely the views and opinions of the reviewers, and it appears to be thoughtful and comprehensive in its assessment of the Mathematics program at Weber State University. Having said this, I note that because this review was the first of this cycle, the Review Team report lacks details—including a SWOT analysis – that are typically contained within later COS Review Team reports. Nonetheless, the Review Team report does identify a number of programmatic strengths, weaknesses, and areas for suggested attention or improvement.

In their report, the reviewers identified a number of strengths, including

- the expertise, strong student focus, accessibility and dedication of the Mathematics faculty and staff
- attention to service courses and success in achieving relatively high pass rates of C or better in Math 1050 and Math 1210
- success in attracting and retaining majors who started in Math 1050
- strong connections to the K-12 educational community

The department response acknowledged these strengths as well. For the most part, I too agree with the strengths noted by the reviewers.

The review team also identified three areas of concern, which may be categorized as “resources,” “advising,” and “adjunct management.” The review team also made a series of seven distinct recommendations, to which the department responded, and that I address, below:

1. Resources: The Review Team noted that “The most pressing challenge facing the Department is the need for extra faculty resources. We urge the central administration to take this seriously.” The department agreed with this statement and noted that it makes yearly appeals for extra faculty to teach courses at all levels and foster cross-disciplinary programs. Furthermore, the department noted that they lost two faculty at the end of the 2011 - 2012 academic year. However, they have hired one replacement faculty member already, and have been given approval to begin an early search for an additional faculty member during the Fall, 2013, semester. As of this reply, the Dean’s office has not yet received a strong justification from the department to define an area of specialization for a new hire. This is a critical component that must be defined before the search can move ahead, and should be based on the university mission, our student demographics, and the needs of our regional service area.

The department response discusses two ways in which the need for additional faculty could be

addressed. The first is to hire contract faculty to teach 15 hours of lower level courses. The department response discusses five separate disadvantages that might arise from such a path. The second avenue is to simply hire additional tenure-track faculty. To address the latter first: there simply do not seem to be adequate resources within the university to hire more tenure-track faculty for Mathematics at this time. As to contract faculty: I do not agree with the department's assessment that only negatives can be associated with such a path forward and am willing to discuss this option in more detail with them. Regardless, given a strong rationale from the department, I am willing to discuss either path with them and with the Provost to determine if additional resources might be identified and targeted. Moreover, I think that other alternatives might also be possible and should be discussed. In any event, I strongly recommend that how the department chooses to move ahead should not be based on the past or present, but most importantly, should be based on a strong strategic plan that I discuss in more detail, below.

2. Pursue External Grants: The review team recommended that the department should pursue external grant support (e.g. NSF Noyce, etc.) and that release time, and appropriate training should be provided to facilitate this. The department response indicates some agreement with this recommendation, but also identifies some perceived issues related to moving more in this direction. I agree with the review team that by moving to secure external funding, the department can help itself, and more importantly, help its students tremendously, and I recommend that the department faculty should begin to expend more effort in seeking external support. External grant programs like NSF's Noyce, S-STEM, Math-Science Partnership, and Research Experiences for Undergraduates should be considered, and have the potential to positively impact the program significantly more than research grants to individual faculty members, although these are encouraged as well. I have and will continue to offer release time to faculty who wish to develop and submit competitive grant proposals, and note that writing and submitting competitive proposals for external funding has been an expectation of recent hires across the COS as noted in their contract letters. I am also willing to discuss with the department how my office can, within our own workload and financial constraints, help to facilitate additional grant writing activity among the members of the mathematics faculty.

3. Increase Advising: The review team recommended that personalized advising to students should be increased for purposes of recruitment and retention, and recommended that undergraduate majors be enlisted to help with such efforts. The department response indicates that they have instituted a program which assigns each math major to a particular faculty advisor/mentor. This is highly commendable, and the challenge to the department will be to ensure that all faculty take this charge and responsibility seriously. I do not agree with the suggestion that undergraduate majors be involved in any type of formal advising, given potential issues (including legal ones) that may arise from misadvisement. Nonetheless, I do see some value in using majors as "ambassadors" to spread the good word about math throughout Weber State and local K-12 districts, and recommend this to the department for their consideration. Moreover, I strongly recommend that Mathematics, like all COS departments, should make the improvement of student advising and student retention a strong priority. To this end, I am willing to work with the department to identify ways in which advising that leads to improved recruitment and retention can be better facilitated. In saying this, I note that many of the NSF programs mentioned above in (2) can provide funding to help support such endeavors.

4. Alternative Approaches in Gateway Courses: The review team recommended that "...faculty should be encouraged....to pursue alternative approaches to these courses..." The department response notes that "many faculty are trying new things..." and that "discussions will continue to take place about the effectiveness [of different pedagogical approaches]" The department's actions and response are commendable, and I urge the department to continue to build on their efforts, given that our mission as a

dual enrollment institution provides faculty, such as those in math, with a unique demographic for pursuing research related to developing, implementing, and evaluating the efficacy of new pedagogies.

This could prove to be a valuable research focus for the department. I am willing to discuss how my office can help to facilitate additional efforts in this area and, again, urge the department to consider adopting pedagogical research and innovation as a department priority. Furthermore, I agree that extending pedagogical training, research and evaluation to adjuncts must also be a priority, and I am willing to work with the department and the upper administration to identify and secure funding to support such efforts.

5. Exams: The reviewers recommended that the department consider implementing uniform final exams and possibly uniform midterm exams in courses through Calculus I. They also recommended that the department should consider using multiple-choice questions for some portion of the exams. I agree with these recommendations. The department response notes that a course coordinator might be needed to facilitate the implementation of uniform exams, and points out a number of additional perceived problems. At the same time, the response notes that “multiple choice questions on some portion of the exams would ...reduce the work of grading.” In this vein, I challenge the department to take the reviewer’s recommendations seriously and attempt to devise innovative solutions that will maintain the appropriate level of student learning, provide better consistency across all sections of a given course, utilize technology effectively, reduce faculty workload, and accomplish all of this without requiring additional resources. Common evaluation instruments can be devised rather painlessly and I am aware that the educational literature contains numerous examples and best practices that could be adopted or adapted to address the challenge made above. I am willing to discuss these topics with the department should they wish to do so.

6. Mentoring New Faculty: The review team recommended that the department should consider instituting appropriate procedures for the orientation of new contract/adjunct faculty. I consider such a recommendation to be critical for new tenure-track faculty members as well. In their response, the department noted that new procedures for mentoring new regular (T-T) faculty were instituted last year, and that mentors were to be assigned from among the senior faculty. I find it commendable that the department has instituted these policies, but suggest that the department should consider assigning faculty – who have most recently navigated the tenure process successfully – to serve as mentors for pre-tenured faculty. Moreover, I strongly recommend that the department chair should consider assigning a consistent set of courses to regular faculty during their pre-tenure period in order to allow them to adjust to our students and to demonstrate their ability to improve student learning through time as a result of ongoing formative evaluation. With respect to the review team recommendation, I have already informed the Mathematics Chairperson that I am willing to provide release time for an Assistant Chairperson to assist with training and providing oversight of the adjunct faculty in the Math department. I consider the mentoring of new, early - career faculty to be a high priority for all departments within the COS, and I remain willing to work with the department and the administration to identify mechanisms to help ensure that our investments in early - career tenure-track faculty are successful.

7. Strategic Planning: The review team recommended that the “department would benefit from a better strategic plan with clear priorities.” The department response indicated that the strategic plan was revised during the last year, and that discussions to improve many aspects of the program are ongoing. I strongly recommend that the department should continue to develop a unified and robust strategic plan that addresses the dual mission of Weber State University, our student demographics, the broader needs of other university programs, and the needs of regional government, business, industry, and other stakeholders. To this end, I also strongly recommend that the department establish an external advisory board composed of representatives of various stakeholder groups who can inform and advise the department as it develops its strategic plan. I stand ready to help the department in this regard, and

recommend completion of the strategic plan not later than the end of the 2014 Spring semester, at which time it should be submitted to the Dean for review.

Finally, I recommend that the Mathematics Department undergo a full program review again during the 2016 - 2017 academic year. Beyond that, a return to the five-year cycle is anticipated.

David J. Matty
Dean, College of Science

Institutional Program Review Committee Response:

Date: September 26, 2013

Present: Michael Vaughan, Kathleen Herndon, John Armstrong, Eric Amsel, Ed Hahn, Jim Turner, Alicia Giralt, Carol Naylor, Kirk Hagen, Gail Niklason

Guests: Dr. Paul Talaga, Chair, Mathematics Department; Dr. Barbara Trask, Associate Dean, College of Science; Dr. David Matty, Dean, College of Science

Commendations:

Both the department's thoughtful review and deep response, and their embracement of the strategic planning process are to be commended.

Recommendations:

It is important that the department retain autonomy in their curriculum decision-making. Recommendations from the dean or external committees should be considered through department discussion and the departmental decision-making process.

The committee supports the Dean's request to stagger the next round of program reviews for the College of Science and recommends that the Mathematics Department undergo their next program review beginning in the fall semester of 2016.

**Five Year Program Review
Weber State University
Medical Laboratory Sciences Department
February 8, 2013**

Reviewers:

External Reviewer

- Professor JoAnn Fenn, University of Utah, MLS

Internal Reviewers

- Dr. Laine Berghout, Chair, Department of Chemistry, Weber State University
- Professor Kraig Chugg, Chair, Department of Health Science, Weber State University

Program Description:

Medical laboratory sciences (MLS) is a health care profession with special expertise in laboratory medicine.

Medical laboratory scientists, sometimes referred to as medical technologists (MT) or medical laboratory technicians (MLT), are vital members of the health care team who play a central role in the detection, diagnosis and treatment of disease. To accomplish this, medical laboratory scientists must have a thorough understanding of a wide range of subjects including hematology, clinical chemistry, immunohematology (transfusion medicine), clinical microbiology, and immunology. Laboratory scientists appreciate investigative work and problem solving and are counted on to provide physicians with information critical to the successful diagnosis and treatment of patients. Medical laboratory scientists and technicians are employed by hospitals, clinics, research facilities, universities, and in lab-related commercial industry.

The mission of the Weber State University Medical Laboratory Sciences (MLS) program is to educate individuals to become ethical, customer service oriented, and high quality medical laboratory practitioners. These graduates will improve the health, quality of life, and well-being of those individuals being served. The MLS program will serve all its communities by providing medical laboratory education through the continual development of a cost-effective, contemporary curriculum with learning experiences using both traditional delivery methods as well as outreach distance learning programs.

Data Form:

R411 Data Table					
Medical Lab Science Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount	6	6	6	6	6
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	1	1	0	0	0
Full-time Non-Tenured					1
Part-time					
With Master's Degrees	3	4	4	5	3
Full-time Tenured	2	2	2	3	1
Full-time Non-Tenured	1	2	2	2	2
Part-time					
With Bachelor's Degrees	2	1	2	1	2
Full-time Tenured					
Full-time Non-tenured	2	1	2	1	2
Part-time					
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty	6	6	6	6	6
Full-time Tenured	3	3	2	3	1
Full-time Non-tenured	3	3	4	3	5
Part-time					
FTE (A-1/S-1/Cost Study Definition)	7.6	7.36	6.68	6.95	6.83

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees	36	49	64	56	66
Bachelor's Degrees	45	44	61	65	56
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	290	331	437	447	507
Total Department FTE*	134.10	155.63	178.03	190.47	207.67
Total Department SCH*	4,023	4,669	5,341	5,714	6,230
*Per department designator prefix					
Student FTE per Total Faculty FTE	17.64	21.15	26.65	27.41	30.41
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	675,141	757,802	662,125	676,884	779,263
Cost Per Student FTE	5,035	4,869	3,719	3,554	3,752
Funding					
Appropriated Fund	629,715	684,312	602,002	617,245	705,043
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	45,427	73,489	60,124	59,639	74,220
Total	675,141	757,802	662,125	676,884	779,263

Program Assessment:

Strengths:

Standard A – Mission

- The mission is clearly defined and includes well-articulated program outcomes.
- The mission aligns well with the university and college mission statements.

Standard B – Curriculum

- Each level of the program; certificate, associate, and bachelor (two tracks) has a clearly defined curriculum. The curriculum pattern is strictly followed for all of the department's course offerings.

Standard C – Student Learning Outcomes and Assessment

- Each course in the MLS program has specific learning objectives which are aligned with student assignments, laboratory activities, exams, and clinical experiences.
- The department faculty make use of student assessment data for program improvement.

Standard D – Advising

- All full-time MLS faculty allocate time to advise students.
- The department maintains a number of community contacts to provide students with employment opportunities.

Standards E – Faculty

- A highly qualified faculty delivers a very diverse curriculum.
- The MLS program consists of faculty from diverse backgrounds and areas of laboratory science.
- New faculty are encouraged to participate in the university's new faculty orientation.
- Adjunct faculty are mentored by full-time faculty in their assigned discipline.
- The MLS program regularly evaluates the quality of the teaching and curriculum of their program.

Standard F – Program Support

- The department receives a great deal of support from the College of Health Profession's Dean's Office.
- Funding is continuously sought and obtained to update facilities and equipment.

Standard G – Relationships with External Communities

- The MLS department utilizes a number of health care facilities as academic enrichment sites.
- The program has affiliation agreements with each clinical site it utilizes for student clinical activities.

Concerns:

Standard G – Relationships with External Communities

- While not a major concern, it was noted that the MLS program met with their external advisory committee in 2012. With large-scale changes in the department

faculty in 2012-2013, a follow-up meeting wasn't held. The program is planning an advisory committee meeting as soon as time allows.

Recommendations from the reviewers:

- 1) Schedule regular meetings with the program's external advisory committee.
Department response: with the hiring of a new practicum coordinator, an important player in external advisory meetings, the department was able to schedule a meeting for April 19, 2013. Regularly scheduled meetings will continue.
- 2) Consideration should be given to increasing the staff that supports online courses. There is a growing need related to out-of-area students and current staff is at workload capacity.
Department response: The MLS department has replaced the three faculty positions, hired a practicum coordinator, and hired a part-time staff member for the online department.
- 3) The review team encourages the faculty to review the curriculum for redundancy and curricular overlap between courses.
Department response: Improved curriculum changes have been made and went into effect academic year 2013-2014.
- 4) Consider changing the availability of course evaluations from all personnel to just the faculty and department chair.
Department response: The department discussed these concerns and decided as a group to discontinue the practice of allowing evaluations to be available to all personnel on May 3, 2013. Evaluations will now only be available to the individual faculty and department chair.

Institutional Response

Department Response:

For ease of reading, department responses are embedded with the team's recommendations above.

Dean Response:

I would like to extend my gratitude to the review team Dr. Laine Berghout (Weber State University, Chemistry) Professor JoAnn Fenn (University of Utah, MLS), Professor

Kraig Chugg (Weber State University, Health Sciences) for their time and expert advice to improve our programs. I also would like to thank the advisory committee, the program faculty, administrative support staff and the University administration for their ongoing support.

I agree with the review team outcomes. I also agree with the strengths pointed out by the team. In addition, the willingness of the faculty to modify and update the curriculum to meet the needs of ever-changing medical field and our healthcare needs is noteworthy. I commend their strong participation and student involvement in the Undergraduate Research activities for the program and at WSU.

I agree with the findings of the review team regarding advisory meetings. Regularly scheduled Advisory Committee meetings are essential for the MLS programs and a requirement for NAACLS Accreditation. I praise the MLS department for their follow-through with the Advisory Committee meeting last April.

I also agree with the assessment and the MLS plan of action. However, in regard to the reduction of campus AAS students, I will ask that the department reconsider increasing the number of student admissions to closer to its previous. This request can be reassessed after the new faculty has had time to become familiar with their responsibilities, developed new teaching materials, curriculum changes and the college Admission and Advisement continues to assist the students. Since MLS graduates supply various arenas of the healthcare workforce, continue their studies in graduate schools, medical schools, PA schools and other pre-professional areas, we need to be cognizant of not only the immediate needs of the clinical laboratories but also anticipate the future needs of other areas we serve.

I agree that faculty evaluation by the department chair and regular faculty meeting with open and non-intimidating environment to discuss various areas either to improve or praise would be a better way to communicate and stay positive as a team.

I would like to thank and applaud the MLS chair, faculty and staff for their hard-work, enthusiasm, expertise, dedication and teamwork. I wish them all the best on their upcoming site visit by NAACLS.

I agree with the MLS department plans. I would like to request adding strong data collection and assessment of students to their future plans. This will include exit interviews/surveys, graduate and employer surveys, placement rates and areas of employment. This will also assist with the college and WSU assessment processes.

Respectfully,

Yasmen Simonian, Dean

Institutional Program Review Committee Response:

Date: November 14, 2013

Present: Kathy Herndon, Patti Cost, John Armstrong, Ed Hahn, Ryan Thomas, Michael Vaughan, Carol Naylor, Eric Amsel, Kirk Hagen, Alicia Giralt, Heather Chapman, Gail Niklason

Guests: Mr. Scott Wright, Chair, Medical Laboratory Sciences; Dr. Yas Simonian, Dean, Dumke College of Health Professions.

Commendations:

The program review committee is appreciative of a thorough program review and self-study.

Recommendations:

- 1) The program review committee suggested that the department evaluate its change in advising practices to confirm that the changes are working for students.
- 2) The committee suggests that the department go forward with their plans as outlined in the 'faculty response to program review' and conduct their next internal program review as scheduled, beginning in fall of 2017,

**Five Year Program Review
Weber State University
Microbiology Department
March 28, 2013**

Reviewers:

External Reviewer

- Dr. Mark Jutila, Chair, Department of Microbiology, Montana State University
- Dr. Deborah Newby, Idaho National Laboratories, Idaho Falls, ID
- Dr. Marc Collman, Clinic Faculty, University of Utah Dental School
- Dr. Stephen Nold, Department of Applied Science, University of Wisconsin - Stout

Internal Reviewers

- none

Program Description:

The Microbiology Department at Weber State University fills a unique role in Utah's higher education system because it is the only state institution that grants a bachelor's degree in microbiology. Microbiology is a growing field with a large demand for educated employees with advanced technical and laboratory skills. The Microbiology Department has a strong, comprehensive curriculum that balances teaching basic microbiological concepts with training in the most rapidly expanding areas of the discipline. The department's curriculum, including courses in medical microbiology, cell culture, microbial ecology, environmental microbiology, immunology, and industry microbiology, are assessed thoroughly to ensure courses prepare graduates for employment, graduate school, and professional programs.

The greatest strength of the department is the well-qualified faculty with expertise in a wide variety of microbiology sub-disciplines. This allows the department to offer courses that provide a strong background in general microbiology and specialized upper-division courses, rarely found in undergraduate curriculum. Faculty spend considerable time staying current in their specialties and are active in improving their courses and enhancing their teaching abilities. The Department offers diverse upper-division course work that covers the breadth of microbiology. The courses offer advanced laboratory exercises and experiments that train students in practical techniques as well as the nature of science. The department has articulated core

concepts and learning outcomes for the major courses that are covered through the content and laboratory exercises. Assessment of these outcomes is done within each course. The department faculty is currently developing tools to comprehensively assess these outcomes at the departmental level.

Placement of microbiology graduates in jobs has been a strength of the department. Students are recruited by local and regional industries. The need for qualified microbiologists in a wide variety of industries has been increasing and most graduates find employment immediately upon graduation. Graduates have also been very successful in obtaining acceptance to professional and graduate school programs. More students are choosing this career path and several courses have been tailored to assist them in preparing for professional or graduate studies. In addition, mentored student research has played a significant role in increasing the acceptance rates for our graduates. The high numbers of students majoring in microbiology over the past ten years illustrates the popularity of the program.

Data Form:

R411 Data Table					
Microbiology Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	4	4	6	6	6
Full-time Non-Tenured	3	2	0	0	1
Part-time	1	1	1	1	0
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	3	3	3	3	3
With Bachelor's Degrees	-	-	-	-	-
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	4	6	6	6	6
Full-time Non-tenured	3	2	0	0	1
Part-time	4	4	4	4	3
FTE (A-1/S-1/Cost Study Definition)	11.36	10.55	10.54	12.05	12.64

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	45	33	34	24	32
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	221	169	179	194	204
Total Department FTE*	199.83	211.23	242.43	264.80	261.97
Total Department SCH*	5,995	6,337	7,273	7,944	7,859
*Per department designator prefix					
Student FTE per Total Faculty FTE	17.59	20.02	23.00	21.98	20.73
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	763,680	689,765	703,475	669,385	700,115
Cost Per Student FTE	3,822	3,265	2,902	2,528	2,673
Funding					
Appropriated Fund	761,059	679,602	702,900	669,385	691,999
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	2,621	10,164	575	0	8,116
Total	763,680	689,765	703,475	669,385	700,115

Program Assessment:

Strengths:

Standard A – Mission

- Student success in acceptance into professional programs.
- Student demand/student interest in the program.
- Growth of the program in recent years, strong potential for continued growth.

Standard B – Curriculum

- The inclusion of research into some of the classroom learning experiences, such as in virology, enhances student learning and development.

Standard C – Student Learning Outcomes and Assessment

- Assessment criteria are well defined.

Standard E – Faculty

- Faculty dynamics and interactions with the department appear good.
- Faculty/Student dynamics appear strong.

Standard F – Program Support

- Efficiency of the faculty in face of minimal resources.

Weaknesses:

Standard A – Mission

- Lack of a strategic plan/vision for the department. Where does the faculty want the department to be in 5 years? Where is the field going, and how can the department best position itself to meet societal needs?

Standard B – Curriculum

- Restrictive course offerings for students early in their careers (must come in as a microbiology major in order to finish in 4 years) may contribute to attrition and/or additional expense for student who choose microbiology after a semester or two.

Standard C – Student Learning Outcomes and Assessment

- Internal assessment tools do not involve faculty peer-review to facilitate preparation for subsequent courses in the curriculum. A matrix should be constructed that identifies when topics and skills are mastered, as students move through the curriculum.

Standard D – Academic Advising

- Centralized advising and lack of structured/required advising.

Standard E – Faculty

- Silos relative to other departments and lack of departments working together.
- Workload model doesn't address increasing course size, lab sections, or research and service expectations.

Standard F – Program Support

- Physical facilities.
- Resources/funding for research, service, and teaching activities.
- Lack of incentives for grant writing and increasing enrollment.
- Lack of necessary human resources for laboratory preparation and course delivery.
- Insufficient institutional commitment to research.
- Lack of state-of-the-art research opportunities, due to lack of equipment, modern laboratories, funded research (grant funded), and significant institutional support.

Standard G – Relationships with external communities.

- Minimal involvement of the industry, alumni, and the community as a resource.

Recommendations from the reviewers:

- 1) Consolidation of some course offerings could add flexibility to the curriculum while still providing the background necessary for success in specific life science disciplines.

Department response: The department will review the courses and course sequence within the context of core skills and concepts to make sure that students are able to complete the degree in a reasonable amount of time. This is a complicated issue as most students need advising tailored to the individual situation and background.

- 2) Institute mandatory academic advising involving all tenure-track faculty. Recommendations 1 and 2 would help facilitate earlier completion of degree programs.

Department response: Because of the need for tailored advising, as indicated in the response to recommendation #1, more faculty will need to be involved in the advising process.

- 3) Leverage the new building to encourage faculty to work together, potentially breaking down some of the silos inhibiting true cross-disciplinary collaboration. The new building should also include an equipment budget to outfit laboratories with state-of-the-art equipment.

Department response: The department faculty is doing its best to lobby for space and facilities in the new building.

- 4) While faculty turnover and the creation of new FTE leading to the hiring of new faculty could address some of the weaknesses in the program, this must be done based upon a strategic plan which identifies future directions for the department and collaborations with other departments.

Department response: The department is supportive of a college-wide strategic planning effort and agrees that a strategic planning document could help the department make decisions that will impact the future. This could provide direction for new hires, equipment purchases, and new courses.

- 5) Establish and use an advisory committee. These relations can aid in gaining resources, equipment, and input on curriculum.

Department response: An alumni and industry advising board for the department is being assembled.

- 6) Consider the establishment of student assistantships (work study or state payroll) to provide support in the teaching and research laboratories.

Department response: not directly addressed (see department response to recommendation #8 below).

- 7) Investigate training programs available through the federal government and industry; these could complement department efforts. Student internship programs at other universities and national laboratories could be leveraged to allow students broader research experiences.

Department response: not directly addressed.

- 8) Consider developing a master's degree in microbiology. This effort could improve research and teaching opportunities for students and faculty alike. A master's program could also help grow department resources while continuing to meet societal demand for highly trained microbiologists.

Department response: There is industry demand for students with this level of training and graduate students would be helpful for facilitating more research and teaching opportunities.

- 9) The committee strongly recommends the department work with the other life science departments in development of a new common biology core.

Department response: While the department has no concerns with this recommendation, there is disagreement with the site visit team's evaluation that the department is "resistant to" interdepartmental collaboration and that the department has "poor interactions" with other departments, especially Botany, Zoology, and Chemistry. There is clear evidence of collaboration for curricular support including service courses and inter-disciplinary courses. There is also a consistent record of collaboration for research presentations and publications. The department is interested in exploring the development of a common core of biology courses with other departments.

- 10) Develop incentives to encourage acquisition of new grants. Also consider developing a workload model that incorporates such activities.

Department response: not directly addressed.

- 11) Consider adding some flexibility to the curriculum to facilitate completion of the degree in 4 years and to encourage/facilitate transfer of 2nd and 3rd year students from other programs.

Department response: not directly addressed.

Institutional Response

Department Response:

For ease of reading, department responses are embedded above with each recommendation.

Dean Response:

Dean's Response to the Program Review of the Microbiology Program August 11, 2013

I greatly appreciate the thought and effort that went into the report from the Program Review Team, as well as the self-study and report response by the Microbiology Department. During this review cycle, I requested that departments select external reviewers without any ties to the department in order to ensure the most objective review possible. I felt that the Microbiology Department could have been more selective in the reviewers they chose, as many of them did, in fact, have established associations (personal or professional) with members of the Microbiology faculty. That said, the review team did constitute an outstanding cross section of professionals within the discipline (e.g., from industry/government as well as from both Microbiology and integrated Biology departments). During their visit, I provided the reviewers with a list of specific questions that I felt would help guide the evaluation, and assured each review team that honest and objective observations, responses, opinions and

suggestions were expected. Teams were asked to consider the provided questions in developing a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, which would comprise the core of their report. Consequently, the corresponding report reflects solely the views and opinions of the reviewers on these issues. Although several unsupported assertions were made in their report (e.g., “weakness in the program,” “silos relative to other departments”), the Microbiology Departmental review team appears to have provided a thoughtful assessment of the program at Weber State University.

In their report, the reviewers identified a number of strengths, including dedicated faculty, diverse undergraduate research opportunities, and student success in gaining employment or acceptance to professional training programs. They also noted that the Microbiology Department has a unique niche in Utah, that societal demand for individuals trained in the discipline is increasing, and that the department had “strong potential for...growth.” The department and I agree on these points.

In developing their SWOT analysis, the reviewers made a number of suggestions that are discussed in the department response. I also address these, below:

1. Strategic Planning: *In their summary recommendations, the review team noted a “Lack of a strategic plan/vision for the department.” Such a plan was acknowledged by the department to potentially influence new hires, the development of new courses, and the purchase of new equipment. I agree fully with this recommendation and ask the department to immediately begin developing a 3- to 5- year strategic plan that will not only address the reviewers’ recommendation, but also will help the department to better define its path into the future. As the reviewers suggest, the strategic plan should be “consistent with the strategic plan of the college and university” and “based on feedback from the industry.” An external advisory board may provide great assistance in this latter regard; as was recommended by the review team, the department is currently assembling an alumni/industry advisory board that should prove to be a strong resource. I request that a strategic plan be completed no later than the end of the 2014 Spring semester, at which time it should be submitted to the Dean for review. I stand ready to help the department as they develop their long-term vision for the future.*
2. Curriculum: *The review team recommended that the strategic plan/vision for the future (discussed in #1) and a “matrix...that identifies when topics and skills are mastered, as students move through the curriculum.” be used to drive curricular changes. I agree that the curriculum should be cohesive such that each course provides a foundation on which subsequent coursework should be based. Within their self-study, the Microbiology Department presented what appeared to be a reasonably comprehensive concept/skills matrix tied to their assessment plan. In reviewing the matrix, I found the skills matrix to be reasonably robust, but I agreed with the reviewers that a stronger concept matrix would be beneficial. For example, three of the five conceptual learning outcomes focus on the 1) integral, 2) vital, and 3) indispensable roles that microorganisms fill in nature and industry. The others focus on 4) the ubiquitous presence of microorganisms and 5) how microorganisms can be used as model systems. Collectively, these are broadly defined and largely synonymous. Consequently, I agree with the reviewers and recommend that the department review and redefine more specifically its expected student learning outcomes. In turn, as suggested by the review team, the revised matrix should guide future curricular improvements. Such a matrix might function to address student concerns regarding course content redundancies (noted by the reviewers) as well, particularly if it is developed while considering similar matrices produced by other COS departments. I recommend that weaknesses in the assessment plan be addressed not later than the end of the Fall, 2013 semester. Noting “Restrictive course offerings” particularly for students early in their academic careers, the reviewers also recommended that the department consider increasing curricular flexibility. The team suggested that restrictive course offerings may contribute to “attrition and/or additional expense for students [who] choose microbiology after a semester or two.” The department responded by agreeing that it will review its course sequence to ensure that students are able to complete the Microbiology degree in a reasonable amount of time. I agree that this review is necessary, and recommend that this evaluation be initiated immediately so that appropriate adjustments in course offerings, if warranted, could be made as early as Spring semester, 2014. Finally, also addressing the restrictive curriculum, collaborative efforts with other departments were strongly recommended.*

The team suggested that two collaborative courses, including a team-taught introductory course and a common biology core course for life science majors, be developed. The reviewers remarked that concerns over merging the life science departments were repeatedly raised; this resulted in the review team's perception of resistance to collaborative work across departments. In their response, the department rebutted the perceived resistance, citing the numerous cross-disciplinary research opportunities that currently exist, and the few, albeit limited, examples of cross-listed courses that are available (e.g., Geomicrobiology, Cell Culture). Further, the department notes that their students are required to take courses from other COS departments and conversely that Microbiology offers "service courses for the other College of Science majors." The validity of the resistance notwithstanding, I do not feel that the department's arguments address the spirit of 'interdisciplinary work,' and agree with the reviewers that cross-disciplinary collaboration within the college could be stronger. Therefore, I recommend that the department work with others within the college to discuss the possibility of developing additional cross-disciplinary courses, and stand ready to support such efforts as time and resources allow. Regarding the team-taught introductory course that the review team suggested, the department does express interest in exploring the potential advantages of such a course and I encourage this investigation, recommending that a committee with representatives from each of the life science departments be formed immediately. Further, I strongly support the review team's recommendation of the development of a common biology core be investigated. Indeed, the students with whom the reviewers spoke commented upon 'redundancies,' suggesting that a common course in which these 'redundant' concepts are presented may be well-received by students. The same committee of life scientists can be charged with reviewing both possibilities. I am willing to discuss ways in which the college can support these efforts and recommend that the committee report its progress on a semester-by-semester basis for inclusion in the COS annual report to the Provost.

3. 3. New Faculty: The Review Team supported the department's goal of hiring additional faculty to meet increasing student demand, though noted that this hiring decisions should be "pursued in the context of a well-articulated strategic plan" (discussed in #1). The Department acknowledged that additional faculty are required to meet student demand, particularly for upper-level courses, and to decrease the "very large SCH/faculty FTE." I agree that the current workload in Microbiology appears to be high. However, I also note that many existing microbiology faculty voluntarily choose to take on relatively high levels of overload teaching, which to some extent, detracts from the argument of needing additional faculty members. Nonetheless, given a strong rationale from the department for a new faculty member with expertise in an area necessary to support the department's strategic plan, I am willing to discuss the acquisition of additional resources with the Provost.
4. Workload: The review team noted that the current workload model fails to recognize class size, or research and service expectations. Though not addressed in the departmental response, I acknowledge that a better workload model needs to be developed and receive consensus acceptance. The workload issue is one faced by the majority of departments within the COS and will be a priority for discussion within the college in the coming year.
5. Advising. In addition to the lack of curricular flexibility noted in #2, it was suggested by the review team that a lack of centralized, structured/required advising may contribute to decreased retention. I concur with the departmental response regarding the necessity of individualized advisement and the requisite involvement of more faculty members in the advising process such that this individualized advising can occur. Thus, I recommend the development of an advising rubric that can be used by all TT Microbiology faculty (so that consistency in advising can be maintained) in mandatory annual advising for all declared majors. Implementing such an advising schedule for all majors would likely help keep students "on track" toward successful completion of degree requirements in a more timely manner and, thus, should be a priority. I also recommend that the college advisor should be engaged to assist in developing both an advising rubric and stronger advising skills among the faculty.

6. *Resources: A limitation of resources—or in some cases failure to fully utilize available resources—was suggested to constrain course offerings and/or research opportunities. The review team noted several limitations, including the physical facilities, lack of state-of-the-art equipment, a paucity of institutional funding, and a lack of institutional commitment to research (as evidenced by a “lack of incentives for grant writing”) that were suggested to impede student opportunities. Further, it was suggested by the reviewers that several other resources were underutilized, including student assistantships to support the preparation of course-related laboratories and student participation in external training and internship programs. The departmental response did not address the review team’s recommendation regarding underutilized resources, but I support the use of supervised student workers to facilitate preparation of course-associated laboratory exercises. Further, I will support any departmental efforts to encourage student participation in external programs. Speaking to the limited resources, many of the limitations placed upon the department by the physical facilities will be addressed through construction of a new science building, as indicated in the department’s response. I acknowledge that modern instruments within the department would enhance student research experiences, yet these are quite often expensive to purchase, maintain, operate, and replace. I strongly urge faculty members to seek external funding for new instruments to support undergraduate research, and am willing to discuss ways in which this can be supported by the college. While I will continue to seek sources for additional funding, I acknowledge that there is limited funding for research available through the institution. Regarding the cited “lack of incentives for grant writing,” I reiterate my longstanding offer to provide support, in the form of course buyouts (or, as warranted, stipends in support of professional growth activities), to faculty who engage in external grant writing. At the same time, it seems necessary to point out that the reward of obtaining an external grant to help improve student learning and/or student faculty research should in itself be an incentive for submitting an appropriate external proposal. Here it may also be worth pointing out that letters to all new tenure-track faculty hires in COS contain an expectation that they will write and submit competitive proposals for external funding. Of course, I am willing to discuss with faculty additional ways in which grant writing can be better supported by the college.*
7. *Graduate Studies. Investigation of the feasibility of a Master’s level Microbiology program was recommended. It was suggested that such a program might “improve research and teaching opportunities” for both students and faculty, as well as to provide an avenue for growth. The department acknowledged that “there is industry need for students with this level of training,” and that such a program might facilitate expanded research and instructional opportunities. Yet, no plans for investigating this possibility were detailed in the departmental response. While both the University of Utah and Utah State University might offer sufficient access to Master’s level Microbiology training, if the department is inclined to investigate this possibility further, I will support (as time and resources allow) the department’s investigation of the feasibility of such a program at Weber State. If the department is interested in doing so, I recommend they begin by performing a ‘market analysis’ to investigate the local/regional need for master’s level microbiologists, and otherwise adhere to the Regents Policies discussed in R401 (specifically: R401-Appendix B).*
8. *Safety: Compliance with safety regulations was strongly recommended. The department and I agree that the safety of our students and faculty is paramount, and the department has committed to improving safety by adding signage and purchasing and installing safety equipment prior to Fall semester, 2013. Within the constraints of the college budget, I stand ready to facilitate these efforts in any way possible, as student safety is of utmost importance.*

Finally, I recommend that the Microbiology Department undergo a full program review again during the 2017-2018 Academic year. Beyond that, a return to the five-year cycle is anticipated.

David J. Matty
Dean, College of Science

Institutional Program Review Committee Response:

Date: November 14, 2013

Present: Michael Vaughan, Ryan Thomas, Patti Cost, Kathy Herndon, John Armstrong, Ed Hahn, Carol Naylor, Eric Amsel, Kirk Hagen, Alicia Giralt, Heather Chapman, Gail Niklason

Guests: Michele Culumber, Chair, Microbiology Department; David Matty, Dean, College of Science; Barbara Trask, Associate Dean, College of Science

Commendations:

The program review committee is appreciative of the time and effort placed by the microbiology department into the program self-study and visit.

Recommendations:

- 1) The department faculty and the Dean of the college need to work together to develop a specific plan for using new resources in the new science building. The committee recommends that the parties document how the new space will fix identified problems.
- 2) In support of the program's ongoing independent status, the committee recommends departmental autonomy in program and curricular decisions, in particular, around the terms of establishing a common core among the life sciences.
- 3) The committee supports the Dean's request to stagger the next round of program reviews for the College of Science and recommends that the Geoscience Department undergo their next program review beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
Physics Department
March 28, 2013**

Reviewers:

External Reviewer

- Dr. Nadine Barlow, Department of Physics and Astronomy, Northern Arizona University, Flagstaff, AZ
- Dr. Michael Jackson, Department of Physics, Central Washington University, Ellensburg, WA
- Dr. Randall Knight, Department of Physics, California Polytechnic State University, San Luis Obispo, CA
- Dr. Richard Sonnenfeld, Department of Physics, New Mexico Institute of Mining and Technology, Socorro, NM

Internal Reviewers

- none

Program Description:

The Physics Department at Weber State University is a dynamic department committed to meeting the needs of a growing student body and the regional community. Our strengths fit well with the mission of the university as a whole. We are active scholars in physics and physics education, textbook writers, and serve the profession by hosting and participating in regional and national meetings. One of our faculty serves as an editor of the American Journal of Physics and several serve as peer---reviewers. We have a commitment to teaching at the general education level and up, a strong history of undergraduate research, and impactful community outreach efforts.

Exemplary efforts in the latter two areas include the HARBOR (High Altitude Balloon for Outreach and Research) and “Science in the Parks” programs. We are right now organizing our seventh annual “Open House”, an outreach event that is a combined effort of the entire department. The Ott Planetarium reaches more than 20,000K---12 students and visitors annually, and is a national leader in the production of educational planetarium shows. Challenges for the department are similar to those for the university as a whole, including limited faculty time, limited funds, and the wide spectrum of preparedness of incoming students. Particular concerns recently include uncertainty in faculty positions. Several faculty members have been reassigned to administrative positions at the university and college levels. We have not replaced the faculty member (Larson) whole left just prior to the last review.

It's worth noting a couple of changes since this program review process began. First, one of our full-time faculty members, Farhang Amiri, has announced his retirement, effective June 2014. Another faculty member, Bradley Carroll, has begun his phased retirement and will be completely retired in June 2015. The department is currently in discussion with the Dean of the College about plans to replace these positions. These discussions include considerations raised by both the review team and the Dean in this report.

Planning for the new building continues; we are now in the design phase. The space has been cut significantly from what was being discussed during the review team visit. There are fewer offices allotted to physics faculty in the new building (1 Chair+10 faculty offices) than we currently occupy (1 Chair 12 faculty offices). The amount of dedicated faculty research space has been cut to substantially less than the minimum recommended by the review team (2360 compared to 3000 square feet). There are no classrooms in the new building dedicated to physics courses although several shared classrooms are planned.

Data Form:

R411 Data Table					
Physics Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount	19	18	17	20	19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	15	12	11	11	13
Full-time Tenured	8	8	8	9	10
Full-time Non-Tenured	2	1	1	0	1
Part-time	5	3	2	2	2
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	4	6	6	5	5
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time				4	1
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	8	8	8	9	10
Full-time Non-tenured	2	1	1	0	1
Part-time	9	9	8	11	8
FTE (A-1/S-1/Cost Study Definition)	13.13	13.48	12.26	12.54	13.33

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	11	10	11	12	11
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	77	66	77	90	97
Total Department FTE*	197.83	201.60	237.07	207.63	201.11
Total Department SCH*	5,935	6,048	7,112	6,229	6,053
*Per department designator prefix					
Student FTE per Total Faculty FTE	15.07	14.96	19.34	16.56	15.09
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,128,585	1,171,777	1,126,556	1,160,857	1,354,410
Cost Per Student FTE	5,705	5,812	4,752	5,591	6,735
Funding					
Appropriated Fund	1,120,865	1,164,942	1,111,600	1,144,663	1,134,516
Special Legislative Appropriation					
Grants of Contracts					198,622
Special Fees/Differential Tuition	7,720	6,835	14,956	16,194	21,272
Total	1,128,585	1,171,777	1,126,556	1,160,857	1,354,410

Program Assessment:

Strengths:

Standard A – Mission

- The department has had a solid and consistent degree production that is more than twice the national average for undergraduate physics degrees.

Standard B – Curriculum

- Students are very appreciative of the opportunity to conduct research with faculty members.
- Students (both majors and those in the service and general education classes) receive a solid foundation in physics.

Standard E – Faculty

- The department has a talented and committed faculty. They have created and sustained a productive and collaborative working environment.
- The sustained level of faculty accomplishments is noteworthy.
- Despite high teaching load, faculty are engaged in a wide variety of scholarly and professional activities.
- Faculty are very involved in university administration and governance.

Standard G – Relationships with External Communities

- The department has a very strong outreach program which reaches out to K-12 students and the public.

Weaknesses:

Standard A – Mission

- The department is challenged by unprepared, entering students. Many students who initially declare a major in physics are lost before their first physics course.
- There is no evidence of active recruitment of high school students.
- The department web page lacks the necessary information to attract qualified incoming students.
- Ethnic diversity, in the student population, is low.

Standard C – Student Learning Outcomes and Assessment

- The department does not seem to have a well-defined assessment plan or to be making much effort at assessment.

Standard E – Faculty

- There is a concern with faculty demographics; no tenure-track hires in ten years, half of the faculty have teaching for 20 years or more, and several are near retirement. There is little ethnic diversity.
- Six faculty members have reassignments ranging from 0.16 to 0.5 FTE – leaving the effective faculty size closer to 10 FTE than to 13.
- Few faculty members take a sabbatical due to concerns about who would teach their classes (faculty currently just barely able to cover necessary teaching assignments with 12 credit unit loads per semester).
- Most evening classes and labs taught by adjuncts.
- Limited range of (collective) faculty expertise; primarily theoretical physics and astrophysics. There is a need for faculty with expertise in experimental physics.
- There is little evidence of innovative pedagogy.

Standard F – Program Support

- The department is woefully short of space for carrying out even small research projects.
- New faculty receive little or no start-up funding to get any research underway. This puts the department at a serious disadvantage for hiring new faculty.
- Faculty receive little time or credit for carrying out research or supervising student projects.
- The department needs improved support from the University's Purchasing Department and Office of Sponsored Projects.
- Current facilities don't support innovative teaching methods.
- Current budget is only marginally adequate for current activities. There is little money for travel and no money to expand or improve what the department currently does.
- There is no technical support for upper-division labs.

Recommendations from the reviewers:

1. Insist that the plans for the new science building be revised to ensure that the department will have adequate space to meet its current and anticipated future needs. Being locked in to inadequate space will be the death knell of any hoped-for improvements. Consider whether some of the old science building can be saved.

Department response: Colin Inglefield, department chair, is a vocal member of the building steering committee. Though the new building increases the research space dedicated to the physics department, it is still below the recommended

minimum from the review team. As of this time, no dedicated classroom space has been allotted to the physics department.

2. Develop a 5–10 year strategic hiring plan to expand the depth, breadth, diversity, and expertise of the faculty in the Department of Physics and to ensure that supervision of student research is spread equitably among the faculty. This in turn will benefit the students by expanding the diversity of courses offered and the types of research opportunities available.

Department response: The department has identified several short-term needs for hiring: an instructor-level position to work with our introductory lab program, at least one more experimental physicist, and an astrophysicist who will help maintain the program’s strong reputation in this field – something critical for student recruitment. The department also agrees that it would be beneficial to establish and formalize long-term priorities.

3. Initiate a search next year, then replace retiring faculty immediately.

Department response: The department submitted requests for two positions next year; a tenure-track faculty line and an instructor-level position. Both requests were denied.

4. Develop an agreed-upon definition of the term “research” that the department and college can use for planning purposes and in tenure and promotion decisions. Focus on existing department strengths, which are mentoring students in undergraduate research and research in the area of science teaching and learning. Although PUIs are generally not competitive with R1 institutions regarding the generation of external research funding, the University’s support offices, such as Purchasing and the Office of Sponsored Research, need to become more proficient at supporting the research needs of the science faculty.

Department response: This would be a very useful discussion to have at the college level. The development of meaningful criteria to distinguish when supervision of undergraduate projects constitutes “research” and when it is considered “teaching” would be helpful.

5. Develop and implement a long-term assessment plan for program-level assessment to ascertain how well the department is meeting its overarching goals and objectives. Document how the results of assessment are used to improve the program.

Department response: The department agrees with this recommendation and is looking initially at leveraging the PHYS 4990 (senior seminar) course for improved assessment. Dr. Adam Johnston will be taking the lead on developing a more strategic approach to assessment.

6. Increase the number of faculty attending meetings and workshops to remain current in their field and to learn about new pedagogy.

Department response: The department currently does an excellent job, relative to the university, of attending meetings for research and professional development at the national level. Additionally, the department has a strong recent history of participation in, including hosting, regional meetings for both teaching and research. Given additional funds directed to this purpose, faculty in the department would attend more meetings.

7. Expand the department's recruiting effort to improve diversity and the number of calculus-ready students who come to the program.

Department response: Two members of the department (Johnston and Ostlie) were heavily involved in writing the recent college proposal to the NSF's STEP program. This is a major college-wide effort and the next steps will be determined by the response to that proposal. Whatever is done, it must be kept in mind that attracting only calculus-ready students would not serve the entire "dual-mission" of WSU. The issue of diversity among students is an institutional one, but one that is improving.

8. Increase recognition of faculty who supervise undergraduates within a research setting. Possible solutions to consider include reducing teaching loads for faculty active in research or increasing the amount of credit hours faculty receive for supervised student research.

Department response: A different workload model for faculty supervising student projects would be of particular benefit. Such a model was recently proposed at the college level but was not supported outside of a small number of departments, including physics. The department also wants to improve visibility of their non-laboratory-based student research projects, perhaps through the department seminar series.

9. Encourage students to apply for summer research programs such as NSF's Research Experiences for Undergraduates or NASA's Undergraduate Student

Research Internships.

Department response: The department will consider expanding the list of topics presented during seminars to include summer REU opportunities and possibly less traditional, summer opportunities, such as community service.

10. Form an advisory committee composed of representatives from local industries who have interests in a physics-educated workforce. Use this advisory committee to help design coursework useful to students who plan to pursue industry careers, provide career advice, identify off-campus internship opportunities, etc.

Department response: The department feels this is a good idea and will have one faculty member take the lead to provide some initial momentum.

Institutional Response

Department Response:

For ease of reference, department responses are embedded within the recommendations above.

Dean Response:

I greatly appreciate the thought and effort that went into the report from the Program Review Team, as well as the self-study and report response by the Physics Department.

During this review cycle, I requested that departments select external reviewers without any ties to the department in order to ensure the most objective review possible. The Physics Department is to be commended for selecting excellent reviewers who met these criteria and also comprised an outstanding cross section of disciplinary professionals. During their visit, I provided the reviewers with a list of specific questions that I felt would help guide the evaluation, and assured each Review Team that their honest and objective observations, responses, opinions and suggestions were expected. They were asked to consider the questions in developing a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), which would comprise the core of their report. Consequently, the corresponding report reflects solely the views and opinions of the reviewers, and it appears to be extremely thoughtful and comprehensive in its assessment of the Physics program at Weber State University.

In their report, the reviewers identified a number of strengths, including the talented, collegial faculty team who together, demonstrate strong commitment to teaching, scholarly activity and meeting the needs of their students. Moreover, the reviewers strongly commended the department's strong student focus, as well as the involvement of faculty in university governance, and various types of community outreach. Here, the department and I fully agree with the review team's assessment, and I commend the department for its exemplary work in so many of these areas. In developing their SWOT analysis, the reviewers made a number of suggestions that are included in the department response. The most significant of these appear to be addressed within the review team's ten recommendations to which the department also responded. I address my response to the recommendations:

1. **New Science Building:** The reviewers recommended that the department insist that the plans for the new science building be revised to ensure that the department will have adequate space to meet its current and anticipated future needs. The department response notes that chairperson Inglefield serves as the Physics representative to the COS building committee, and has been a vocal advocate for the department. The department response also indicates that the entire department has been involved in the planning process, and that department space will indeed be increased. I agree with these components of the department response. However, my perception is that some of the department spaces proposed for the new building seem to be based more on past and present use rather than on anticipated future needs. Consequently, I recommend that the department think even more critically about how it can design its spaces for maximum adaptability and incorporate technology more effectively as we move into the design phase.
2. **Strategic Planning:** The reviewers recommended that the department develop a 5-10 year hiring plan to expand the depth, breadth, diversity, and expertise of the faculty. The department response indicates broad agreement with this recommendation. I appreciate the work that the department has done to define future faculty needs. However, I strongly recommend that the department should embark on the development of a robust, comprehensive strategic plan that addresses the dual mission of Weber State University, our student demographics, the broader needs of other university programs, and the needs of regional government, business, industry, and other stakeholders. As part of the development of the strategic plan, the department is strongly advised to consider the recommendations of the reviewers to consider partnerships with other departments, and consider the development of stronger ties with regional entities such as Hill AFB, Northrop Grumman, etc. To this end, and also suggested by the review team (as (10), below), I also

- strongly recommend that the department establish an external advisory board composed of representatives of various stakeholder groups who can inform and advise the department as it develops its strategic plan. I stand ready to help the department in this regard, and recommend completion of the strategic plan not later than the end of the 2014 Spring semester, at which time it should be submitted to the Dean for review.
3. Increase the number of faculty: The review team recommended that the department initiate a search next year, then replace retiring faculty immediately. The department response noted that they have not been successful in attracting support for new positions. Given the current federal, state, and local economies, and given other needs within the state, the institution, and also within the College of Science, it is unlikely that we will be able to provide any new positions unless openings somehow arise.
 4. Define "Research:" The reviewers recommended that a consensus should be reached within the department and college on the definition of the term "research." The department agreed with this recommendation. It is not immediately clear to me why exactly this is a recommendation of the reviewers, but, from reading the more detailed discussion of research in the review team's report, I perceive that there are three areas of concern: roles and rewards, resources support (Facilities and Start-up), and institutional support (OSP and Purchasing). First, as noted by the department response, a college committee currently is reviewing and revising our COS tenure document, and they have been charged with defining more clearly what is appropriately considered "scholarship" (of which "research" and/or "undergraduate research" may be components). This is an ongoing process within the COS that may address the reviewers' recommendation of a consensus definition. Second, the new building should provide better facilities to support a wide variety of scholarship among faculty, if they plan adequately for the future. However, although I recognize the relatively high level of external grant activity to date by the Physics department, I strongly recommend that faculty consider developing proposals to secure external support for their research and research spaces in the new building. Here it may be worth pointing out that letters to all new tenure-track faculty hires in COS contain an expectation that they will write and submit competitive proposals for external funding. Regarding new faculty hires, I agree that start-up funds remain woefully inadequate, and I will continue to attempt to locate additional sources of funding to address this need, which I agree is critical if we wish to attract qualified applicants. Finally, I consider OSP's faculty assistance efforts to have improved greatly in the past two years, and I am confident that the leadership in that office will allow it to improve even more

- with time. I am willing to discuss Purchasing issues with the department and help the department bring those issues to the relevant administrators.
5. Assessment: The review team recommended that the department develop and implement a long-term assessment plan for program-level assessment, given that such an effort has the potential to “help the department better plan how to make improvements in the face of limited resources.” The department agreed with this recommendation. I also most strongly agree with this recommendation. While I commend the department for what they have done recently to revise their curriculum, their response indicates that they may misunderstand program-level assessment, which involves much more than assessment via a single capstone course, or by tracking graduates. During the program review process, WSUs Office of Institutional Effectiveness also noted that the current Physics Assessment Plan has deficiencies that should be addressed. Consequently, I reiterate my agreement with the reviewers and strongly recommend the development of a robust, program-level assessment plan by the Physics Department, with an expected completion and implementation date of not later than the end of the Spring, 2014 semester. I am willing to help the department in this regard as time and resources permit.
 6. Increase professional development: The reviewers recommended an increase in the number of faculty attending meetings and workshops to remain current in their field and learn about new pedagogy. I agree with the department response, which indicates that their faculty members attend meetings for research and professional development at the national level. However, I believe the intent of the recommendation stems from the reviewer’s perception that “nearly all teach using very traditional lecture-based classes.” While the department response takes issue with this statement, and while I acknowledge that there are a number of individuals within Physics who, commendably, are exploring new pedagogies, I believe that at a certain level, almost everyone can benefit from professional development. Consequently, as resources permit, I am willing to help support participation of Physics faculty in professional meetings given the expectation that participants will return to share what they learn at conferences with others and also strive to generate tangible, sustained, efforts intended to improve student learning and/or scholarly activity.
 7. Recruiting: The review team recommended the expansion of the department’s recruiting efforts to improve diversity and the number of calculus-ready students who come to the program. The department response notes that recruitment is a college effort. I was very happy to see the department response also acknowledge Weber’s dual mission, which challenges our recruitment efforts in COS, but must be nonetheless addressed. In their

- report, the reviewers made some very reasonable suggestions that could help the department improve their recruitment efforts (for example, two new courses that could be developed), and I encourage the department to consider these possibilities. I agree that the COS may be able to work with admissions to recruit more students, and investigating this will be a priority for the college in the coming year. At the same time, I recommend that the Physics Department integrate recruitment into its developing strategic plan, and use its Advisory Board to help identify ways in which it can attract more “Physics-ready” students to its programs. I am willing to discuss recruitment strategies with the department as they move forward in this regard.
8. Undergraduate Research Supervision/Workload: The review team recommended that recognition of faculty who supervise undergraduates within a research setting should be increased. The department agreed, wisely, that this should be done as resources allow. This is a workload issue, which as the department response pointed out, has been discussed previously within the COS. However, I am willing to bring this issue up within the Dean’s Council, given that it exists beyond the Physics Department and COS.
 9. Encourage Student Participation in Summer Research Programs: The reviewers, the department, and I agree that we should be encouraging students to participate in external summer research programs such as those associated with NSF’s REU program. Physics has done a good job of providing information on such programs to their students in the past, which is commendable. I encourage them to continue to encourage their students to take advantage of such programs and recommend that they consider developing and submitting their own proposal to the NSF REU program. Such an award would bring national recognition to an already strong program.
 10. Advisory board: The review team recommended that the department form an industry advisory board. I was happy to see that the department found this idea intriguing. I agree with the recommendation and strongly recommend that the department make this a priority, given that such an advisory board can be extremely valuable in constructing a strong departmental strategic plan, as noted in (2). As noted in (2), should the department request my assistance in identifying or engaging appropriate members of the advisory board, I stand ready to help.

Finally, I recommend that the Physics Department undergo a full program review again during the 2017-2018 Academic year.

David J. Matty
Dean, College of Science

Institutional Program Review Committee Response:

Date: October 3, 2013

Present: Michael Vaughan, Kirk Hagen, Jim Turner, Ed Hahn, Alicia Giralt, Eric Amsel, Kathy Herndon, Carol Naylor, Patti Cost, Heather Chapman, Gail Niklason

Recused: John Armstrong

Guests: Dr. Colin Inglefield, Physics Department Chair; Dr. David Matty, Dean, College of Science; Dr. Barbara Trask, Associate Dean, College of Science

Commendations:

- 1) The Program Review Committee was appreciative of both the time involved in developing an extensive self-study, and the extensive and thorough program review that was completed.

Recommendations:

- 1) Use the strategic planning process to determine and set departmental priorities. One specific example; use the process to consider the alignment between faculty expertise and student needs.
- 2) The department is encouraged to investigate internal (to WSU) opportunities for funding of travel and professional development.

The committee supports the Dean's request to stagger the next round of program reviews for the College of Science and recommends that the Physics Department undergo their next program review beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
Radiologic Sciences Department
April 8-9, 2013**

Reviewers:

External Reviewer

- Donna Thaler-Long MSM RT (R) (M) (QM) FASRT Radiography Program
Director, Ball State University, Indianapolis, IN
- Ginger Griffin RT, Baptist Health Care, Consultant for Compliance and
Accreditation, Jacksonville, FL
- Natalee Braun RT, ARDMS, BS, Sonography, Ogden Regional Medical Center,
Ogden, UT
- Darin Day, RT, Administrative Director of Medical Imaging, Primary Children's
Medical Center, Salt Lake City, UT

Internal Reviewers

- Stephanie Bossenberger MS, Professor and Department Chair, Dental Hygiene,
Weber State University

Program Description:

The Weber State University Radiologic Sciences Program evolved from two hospital-based radiography programs that were conducted by St. Benedict's Hospital and Dee Memorial Hospital. From 1967 to 1970, the hospital-based programs arranged to have students complete general education courses at Weber State College, while the professional courses were still being taught at the hospitals. In 1969, the Utah Board of Regents assigned the primary role for radiologic sciences to Weber State College. Beginning autumn quarter in 1970, the hospitals gave up sponsorship of the programs and Weber State College assumed responsibility of the radiography programs with all classes taught on campus. The first class of Weber State College graduates completed the program in the spring of 1973.

The Nuclear Medicine and Radiation Therapy programs were approved by the Utah Board of Regents in 1976 and the Diagnostic Medical Sonography Program was approved in 1980. As innovative technological imaging modalities were developed during the 1980s, additional programs in Computed Tomography, Magnetic Resonance Imaging, Cardiovascular-Interventional Technology and Advanced Radiography were added to the program cluster. An emphasis in Mammography was added in the early 1990s. More recently the Radiologist assistant program was developed. Mammography was changed to Women's Imaging and in 2009 the Masters of Sciences in Radiologic Sciences was approved.

During the early 1980s, the Utah Board of Regents approved the baccalaureate degree level in allied health sciences, which allowed the advanced radiography and the medical imaging specialty areas and radiation therapy to become an educational career ladder for technologists. Adding these advanced imaging areas to the program has proven to be beneficial to the medical

community by producing highly-skilled health care workers throughout the state and allows graduates to pursue upward career mobility.

Due to campus-wide budget reductions in the mid-80s, the faculty was confronted with the possibility of discontinuing the advanced specialty modalities. Rather than discontinuing the programs and leaving the medical community without a manpower source, the faculty, with the permission of the dean and WSU administration, elected to move the programs to the Division of Continuing Education. The programs have been self-sustaining programs since that time.

Data Form:

R411 Data Table					
Radiologic Science Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount	8	8	8	8	8
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	2	2	2	2	2
Full-time Non-Tenured					
Part-time					
With Master's Degrees					
Full-time Tenured	1	1	1	1	1
Full-time Non-Tenured	5	5	5	5	5
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	3	3	3	3	3
Full-time Non-tenured	5	5	5	5	5
Part-time					
FTE (A-1/S-1/Cost Study Definition)					
	9.53	8.08	9.25	10.49	8.11

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees	98	151	101	87	97
Bachelor's Degrees	117	121	123	163	176
Master's Degrees (sep. rpt.)				15	31
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	778	722	755	779	784
Total Department FTE*	670.70	636.67	604.30	568.03	534.83
Total Department SCH*	20,121	19,100	18,129	17,041	16,045
*Per department designator prefix					
Student FTE per Total Faculty FTE	70.38	78.80	65.33	54.15	65.95
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	700,613	765,142	716,107	746,393	711,825
Cost Per Student FTE	1,045	1,202	1,185	1,314	1,331
Funding					
Appropriated Fund	691,833	745,532	707,583	736,929	695,392
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	8,780	19,610	8,524	9,464	16,433
Total	700,613	765,142	716,107	746,393	711,825

Program Assessment:

Strengths:

Standard A – Mission

- The program mission is clearly defined and supports and is appropriate to the mission of the university and college.

Standard B – Curriculum

- The curriculum is consistent with the program mission. The curriculum is well planned and thoroughly reviewed at every level of each degree and specialty.

- The unique specialty of Women's Imaging is to be lauded.

Standard C – Student Learning Outcomes and Assessment

- Assessment measures are being systematically applied on a regular basis.
- Assessment processes are evolving with measurable outcomes gathered in laboratory, clinic, and classroom settings.

Standard D – Academic Advising

- Strategies for advising students are defined, followed, and continually assessed for effectiveness.
- All faculty participate as advisors for students with their major.

Standard E – Faculty

- A stable faculty provides a high quality education for all programs offered.
- The compilation of faculty members mimics the national settings in its diversity in gender of faculty members and their respective imaging specialty areas.
- There is evidence of ongoing assessment of teaching effectiveness and evaluation of faculty members, including contract, tenure-track, adjunct, and clinical instructors. A formal, ongoing, annual review of faculty is in place.

Standard F – Program Support

- The program's facilities and equipment are to be commended.
- Laboratory and classrooms are technologically advanced.

Standard G – Relationships with External Communities

- Relationships that are external to the university have formal affiliation agreements that clearly define their role.

Standard H – Program Summary

- The program has implemented changes to the recommendations since the last site visit/program review. These include implementation of computer-based technologies, offering hybrid courses, and the implementation of systematic review of courses for assurance of relevancy.

Weaknesses:

Standard B – Curriculum

- The program needs to consider additional rotations to equalize the clinical educational experiences for all students.

Standard F – Program Support

- Large classroom space is very limited.

Recommendations from the reviewers:

- 1) Ensure that each student with a variety of clinical experiences in varying settings.

Department response: All students in the Department of Radiologic Sciences are required to meet core clinical competencies for certification eligibility. Students complete original competencies in the first semester. At the onset of the second semester students are required to re-comp examinations completed initially during the previous semester. This pattern continues for the duration of the program. In adherence to certification standards, all mandatory competencies must be completed by the end of the program with both comp and a re-comp. In a situation where a student is placed in a clinical setting that does not offer the required or elective competencies (i.e. Primary Children's Medical Center or Clinics) these students are rotated to facilities that assist them in obtaining the required clinical competencies for certification. This method of clinical experience and rotation has been considered a strength of the program by our clinical advisory committees when compared to other medical imaging programs in the state.

- 2) Because technology is moving so quickly, it is recommended that technologies in the workplace have a prominent presence in the curriculum.

Department response: Over the past several years the Department of Radiologic Sciences has obtained state of the art digital radiographic equipment, and updated ultrasound equipment. This equipment has been linked to our PAC's and RIS system to assist the students with a clinical understanding of current standards of practices. The program also has three courses that address new technologies and practice standards, RADT 2942 Career Planning and New Technologies, RADT 2833 Directed Readings and RADT 4942 Current Trends and Issues. A variety of guest lecturers and adjunct faculty are used in all programs to assure that current clinical practices and standards are covered.

In any healthcare field there will always be a slight disconnect between industry, education, and certification. This is why the clinical internships play such an important role in introducing students the news equipment, procedures and current stand of care issues. Additionally, this why all clinicians in medical imaging have mandatory continuing education requirements to maintain certification and some have time limited certificates to practice, which will require retesting every 10 years.

- 3) With the growth of the Radiologic Sciences program there is an ongoing need to acquire more space.

Department response: The Department would agree that we as well as every other Department in the Dumke College of Health Professions have limited space for current teaching and growth. However, maybe as new buildings are finished on the Davis and Ogden campuses more space may become available.

Institutional Response

Department Response:

For ease of reading, departmental responses are embedded within the recommendations above.

Dean Response:

I would like to extend my gratitude to the review team for their time and expert advice to improve our programs. I also would like to thank the advisory committee, the program faculty, administrative support staff and the University administration for their ongoing support.

I agree with the site visit team's stated strengths of the program. Regarding curriculum, given the challenges that the department was faced in midyear (2011/12) with staffing, they are to be commended for turning the challenges into advancement and enhancements of their offerings. Regarding the addition of new specialties, as we assess curricular needs and funding becomes available, other specialties may be added and possibilities of inter-professional avenues will be considered.

The department faculty is evaluated annually and maintains high standards of current practice. They attend and present at professional conferences. In addition the new faculty who are on tenure track are enrolled in doctoral programs and are in line to advance their educational concentrations.

As Radiologic Sciences programs grow along with all other programs in the college, the need for additional classroom and laboratory space becomes vital. The administration is well aware of this situation and is consistently focused on fundraising and securing state and other funds as they see appropriate. The department is to be praised for being able to secure funds for advancing their equipment and technology. Going forward, all efforts will be utilized to keep this issue in the purview of the proper decision making entities.

The recommendation that students be given a variety of clinical experiences in varying settings is a sound one. Although obtaining clinical rotation sites have been more challenging, this will be a focus. Finally, the recommendation made around currency of technology, I am certain that the program's Advisory Committee will assist with this process.

Thank you again to all the contributors of these reports. The department has my full support and admiration.

Respectfully,

Yasmen Simonian
Dean, Dumke College of Health Professions

Institutional Program Review Committee Response:

Date: November 14, 2013

Present: Kathy Herndon, Patti Cost, John Armstrong, Ed Hahn, Ryan Thomas, Michael Vaughan, Carol Naylor, Eric Amsel, Kirk Hagen, Alicia Giralt, Heather Chapman, Gail Niklason

Guests: Dr. Diane Kawamura, Department of Radiologic Sciences; Mr. Rex Christensen, Department of Radiologic Sciences; Yasmen Simonian, Dean, Dumke College of Health Professions

Commendations:

The program review committee is appreciative of a thorough program review and self-study.

Recommendations:

- 1) The department should work closely with the Dean and other department chairs to address space issues in the college, in particular to address the need for large classroom space.
- 2) The program review committee recommends that the department complete its next program review as scheduled, beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
Zoology Department
February 28, 2013**

Reviewers:

External Reviewer

- Dr. David Stokes, University of Washington Bothell
- Dr. James Price, Utah Valley University
- Dr. John Cigliano, Cedar Crest College
- Dr. Luis A. Ruedas, Portland State University

Internal Reviewers

- none

Program Description:

The Department of Zoology serves diverse roles at WSU. This self-study document summarizes those roles in the context of curriculum and undergraduate education. Courses in the Department include those that meet the life-science general-education requirement, those that are service courses for students pursuing careers in medicine, and courses for science majors, with emphasis (of course) on zoology majors. All courses are designed and delivered in a manner consistent with the Zoology mission statement and measurable learning outcomes. Thus, courses are diverse and emphasize both important zoological content and practical skills relevant to biological fields. Coursework serves as the formal venue for zoological study, but many students also engage in independent study. These students typically work with faculty members in research projects. Many such projects produce professional-quality results and give students substantial education and experience. Faculty members are well qualified and students overall indicate teaching in the department is better or much better than average. Advising in the Department is organized by potential career path, so very specialized and relevant career advice is available to the large majority of zoology majors and pre-professional students. Faculty members are active in research and community service, which enriches their teaching and, especially, independent work with students. Support for the Department in general is good, with old or inadequate laboratory facilities being the most significant limitation. Over the last five years, the Department has experienced consistent success and faculty members are working hard to ensure this success will continue and, hopefully, expand.

Data Form:

R411 Data Table					
Zoology Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	6	7	8	10	12
Full-time Non-Tenured	6	5	4	2	0
Part-time	1	1	1	1	2
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	1	1	1	1	1
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time	1	1	1	1	1
Other – Naturopathic Physician					
Full-time Tenured					
Full-time Non-tenured					
Part-time	1				
Total Headcount Faculty	16	15	15	15	16
Full-time Tenured	6	7	8	10	10
Full-time Non-tenured	6	5	4	2	0
Part-time	4	3	3	3	4
FTE (A-1/S-1/Cost Study Definition)	14.77	14.93	15.61	16.81	17.49

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	37	36	26	23	17
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	296	276	264	277	285
Total Department FTE*	324.83	297.67	310.10	350.47	397.90
Total Department SCH*	9,745	8,930	9,303	10,514	11,397
*Per department designator prefix					
Student FTE per Total Faculty FTE	21.99	19.94	19.87	20.85	21.72
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,145,018	1,222,511	1,169,794	1,180,517	1,194,680
Cost Per Student FTE	3,525	4,107	3,772	3,368	3,002
Funding					
Appropriated Fund	1,111,895	1,178,078	1,135,761	1,150,070	1,149,377
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	33,122	44,434	34,033	30,447	45,302
Total	1,145,018	1,222,511	1,169,794	1,180,517	1,194,680

Program Assessment:

Strengths:

Standard B – Curriculum

- Disciplinary excellence and curricular rigor. The department is operating at a high level of academic excellence.
- Undergraduate research and faculty mentorships of undergraduate research. There is a high standard of excellence for undergraduate research, the faculty are committed to providing excellent opportunities and mentorship, and there is excellent monetary support for undergraduate researchers. The product of undergraduate research is superior in both quantity and quality to undergraduate research at many major research universities.
- Service courses seem to be effective, are popular, and have large enrollments.

Standard E – Faculty

- Collegiality and the state of interpersonal relations within Zoology and across departments are commended. This is a valuable quality that contributes to program performance and excellence. This is a fundamental strength that is vitally important to preserve.
- Faculty commitment to teaching and teaching excellence.
- Diversity of faculty expertise, interest, and teaching areas.
- Promotion and tenure requirements seem reasonable in the context of the institution.

Standard F – Program Support

- Small upper division classes enhance student experience and teaching effectiveness.
- Animal care facilities are adequate and in very good condition.

Weaknesses:

Standard B – Curriculum

- The major is highly disciplinary. In an age when students are going to need a wide range of knowledge and skills to be flexible in the face of a changing world, a narrow disciplinary education may be limiting.
- Only a small proportion (allegedly 15%) of students is engaged in faculty mentored independent research.
- Some key curricular areas are not sufficiently addressed. These include: absence of a molecular/cell biology track, not enough upper-level electives in

molecular/cell biology, lack of a major requirement in statistics, and lack of a biostatistics course.

Standard C – Student Learning Outcomes and Assessment

- Lack of knowledge about program performance and student needs. It appeared that the program lacked information about student needs and education outcomes.

Standard D – Academic Advising

- Inadequate advising of students following some of the career tracks. Lack of a formally supported advisor leaves students subject to uneven and, in some cases, inadequate advising. Also, there appears to be an inequitable allocation of advising resources across the student population.

Standard E – Faculty

- High teaching loads come at the expense of other activities that could enhance student learning and faculty development. Activities that are impaired include mentoring of undergraduate research, pursuit of external grants, faculty research, additional upper division offerings, and instructional development.
- Insufficient emphasis given to faculty-mentored undergraduate research as faculty scholarship. This activity is not accorded sufficient importance for promotion and tenure assessment, nor in decisions about faculty release time.
- Needs of new faculty are not sufficiently addressed. New faculty need more protection from teaching loads to allow them to pursue their own and student research.

Standard F – Program Support

- Lack of time for faculty to pursue research.
- Poor support of new faculty: startup funds are far too low and lab space is too limited. This is likely to impair the ability to attract new faculty in the future.
- Departmental support of course replacements during sabbaticals seemed lacking.
- Inadequate field transportation facilities for instruction and research. Given that providing field experiences for students is part of the department's mission, it is essential to have a practical means for getting students into the field.
- Inadequate teaching lab facilities. The teaching labs are inadequate, mainly due to outdated equipment.
- Inadequate lab facilities for faculty research. Lab facilities are clearly too small and too crowded.

- Insufficient resources devoted to equipment, equipment maintenance, and replacement of equipment.
- Inadequate equipment storage facilities.
- Over-commitment of, and over-reliance on, staff. Staff work assignments appeared to be unsustainable both in terms of amount of work assigned and difficulty of replacement.

Recommendations from the reviewers:

- 1) The review team recommends that an interdepartmental committee (faculty from Zoology, Botany, and Microbiology) be formed to investigate the possible development of a “Common Core” for courses in those majors that have substantial overlap and commonalities. Such a common core has the advantages of giving students wider exposure to the breadth of biology, more flexibility for students changing majors and career paths, more cross-disciplinary interaction for students and faculty, more faculty and administrative flexibility for course offerings, and more efficient use of faculty resources.

Department response: Depending on interest from other departments, the Department of Zoology would participate in efforts to investigate the possible development of a “common core” for courses that might have “substantial overlap and commonalities”. If such a team were assembled, the department faculty believes it should include representatives from all Science departments and from across campus because these changes would affect life-science minors as well as majors.

This same committee should also investigate the opportunities to regularly offer conceptual and theoretically-based upper-division courses that transcend life-science majors and taxonomic boundaries.

Department response: the department faculty disagrees with this recommendation; most current courses do transcend taxonomic boundaries. Additionally, the development of additional upper division courses would come at the expense of offering fewer general education and service courses that support the institution’s dual-mission and the need to meet regional community college needs. This mission helps to explain the high demand for general education, service, and low-level zoology courses.

Consider the exploration of opportunities for more interdisciplinary upper level courses among the life sciences and between Zoology and departments outside of life sciences. Lack of interdisciplinarity and narrowness of scope could be addressed through courses offered in collaboration with other departments.

Department response: the Honors Program provides opportunities for inter-

disciplinary collaborations. The department faculty has taken advantage of this opportunity. At least six members of the Zoology faculty have created and taught interdisciplinary courses through the Honors Program. Team-teaching has also occurred in collaborative Botany-Zoology courses.

- 2) Expand undergraduate research opportunities. With potential efficiency gains through course consolidation, faculty could have more time to devote to undergraduate research. The expansion could occur through the current undergraduate research opportunities or through a new, senior-level undergraduate course.

Department response: department faculty does not see that there is unmet demand for undergraduate research. The department faculty does agree that undergraduate research is extremely valuable, and they make every effort to extend these opportunities to interested students. However, forcing students to engage in research is not a viable strategy.

- 3) Strive to improve the balance of faculty responsibilities to better serve faculty and student needs and interests. Consider:
 - a. A point system that provides significant teaching credit for faculty supervising undergraduate researchers.
Department response: faculty members currently accrue 0.25 credit hours for each student credit hour supervised; this is supported by the Institutional Policy and Procedures Manual.
 - b. Develop a scholarly activities fund that could provide a class buyout for faculty research.
 - c. Increase teaching credit for lab supervision.
 - d. Increase teaching credit for large-format classes. Precedent exists at other Utah institutions of higher education.
Allow faculty to choose to have summer courses count as part of annual teaching load.

- 4) It is recommended that the department undertake a strategic planning effort to refine its curriculum and to determine what courses should be offered, how often, and how large they should be. Information to support this effort could be gleaned from a survey of students. Additionally, surveying of program graduates would help to get a clearer picture of overall education outcomes of students who follow the Zoology major.

Department response: this is a current practice of the department and will continue to be. Graduating students are included in the institution's 'graduating student survey' each semester.

- 5) As part of the strategic planning process, consider specific curricular changes:
 - a. Evaluate low-enrollment courses for offering at lower frequency, e.g., every other year.
Department response: this is a current practice of the department and will continue to be.
 - b. Add statistics as an option for one of the courses satisfying the math requirement for the Zoology major. Also consider adding a more advanced biostatistics elective.
Department response: courses in statistics are available in the Mathematics and Psychology departments.
 - c. Investigate the feasibility of adding a molecular/cell biology track within Zoology, or as an interdepartmental major. Another consideration is to design an advising stream that draws on the existing Bachelors of Integrated Studies degree.

- 6) Expand outreach efforts.
 - a. Expand outreach and cultivate relationships with local high school students through concurrent enrollment courses. This can promote awareness and interest of prospective students and prepare them to continue with Zoology at WSU if they choose.
 - b. Facilitate more transfers from source institutions by conducting more outreach to feeder two-year colleges.
 - c. Improve articulation of curriculum with source institutions. Improved coordination of course requirements is likely to increase the number of majors, and may improve retention.

- 7) Explore the option of offering more evening or online courses. This will open the degree to many potential students who have day jobs. The team does recommend, however, a cautious and skeptical approach to online classes.
Department response: the department continually explores the feasibility of offering more evening and online courses. These offerings are limited primarily by funding, but faculty-member interest and student demand help determine which courses are offered and when. At least five Zoology courses are offered in the online format at different times during the year.

- 8) Increase outreach in support of advertising the program. Outreach should be directed to the community and to the people who can make a difference for department and institution support. Outreach could increase the number of zoology majors and the number of non-major students in Zoology classes.

Department response: some of the faculty does currently include a community outreach and service in the upper-division courses.

- 9) Expand transportation resources for field research and teaching of field classes. This may be best done at the College of Science level.

Department response: Vehicles are available through the WSU Vehicle Fleet. While department-owned vehicles would be convenient, the extra cost and additional responsibilities to support vehicles are something to be considered. If funds became available to purchase vehicles, a careful assessment of the trade-offs between collaborating with the WSU Vehicle Fleet versus maintaining a separate fleet of field-science or field-trip vehicles would have to be made.

- 10) Improve the condition and size of lab facilities for research. Include enough space for each faculty member to be able to carry out his or her research.

Department response: The department has requested space for improved lab facilities in the new building, but has also been told that the new building may not offer much additional research space. The department will continue efforts to maintain research within the facilities they have.

- 11) Improve the condition of teaching lab facilities. Basic laboratory equipment in the new building should be updated and maintained. This is critical not only for effective learning of concepts and principles but also for practical skill acquisition, and for recruitment and retention of students.

Department response: The department expects that laboratory teaching facilities in the proposed new Science Laboratory Building will provide substantial improvements.

- 12) Sabbaticals of faculty who teach required courses should include teaching replacement that does not over-burden faculty. Limited-term faculty should be hired as sabbatical replacements.

Department response: The department agrees with this recommendation and intends to make full use of any sabbatical-support funding that becomes available.

- 13) More attention should be devoted to ensuring the success of new and early-career faculty in order to improve their prospects of developing a research program that can establish them in their field and improve their chances for tenure. This will enhance the ability of the program to attract talented applicants for faculty positions.

Department response: By practice, new faculty are given a reduced teaching load in their inaugural semester. The present workload model, set by WSU and the College of Science at teaching 24 credit hours per academic year, is the primary responsibility of all faculty. Given that all Zoology faculty members have been granted tenure and are fully promoted given their time served within the department, it seems that new faculty are able to succeed under the existing system. So while the department agrees with the spirit of the recommendation, this is an issue that goes beyond the immediate department.

- 14) Faculty development around instruction should be supported with funding, supported time, and with credit in the promotion and tenure process.

Department response: Faculty development opportunities exist on campus through the Center for Science and Math Education, the Teaching and Learning Forum, and the Faculty Senate Research, Scholarship, and Professional Growth Committee. The department was not clear whether these opportunities meet the recommendations of the site visit team.

- 15) Develop mechanisms for fostering more community among Zoology and life science students to address the limited sense of community resulting from the non-residential nature of the campus.

Department response: Again, the department supports this recommendation in spirit, but the realities of current workloads and faculty lines render this recommendation unrealistic.

- 16) Expand advising of students in all career tracks. Identify ways to develop more equitable advising of students. This would require an additional time-supported advisor.

Department response: The department concurs that more active advising could help reduce cases of misadvisement, however many students choose to self-advise. This is not necessarily a bad thing because it supports independent decision-making. The department is not aware of any basis for which assumptions of inadequate advising were made.

- 17) Add an additional staff person to address the over-commitment of existing staff.

Department response: The basis of this recommendation is unclear. Staff members are not overloaded with work and there are no critical staff responsibilities that are left undone. The department continuously seeks opportunities to employ students to assist department staff.

Institutional Response

Department Response:

For ease of reading, department responses are embedded with each corresponding recommendation above.

Dean Response:

August 12, 2013

I greatly appreciate the thought and effort that went into the report from the Program Review Team, as well as the self-study and report response by the Zoology Department.

During this review cycle, I requested that departments select external reviewers without any ties to the department in order to ensure the most objective review possible. The Zoology Department is to be commended for selecting reviewers who met these criteria, and who also comprised an outstanding cross section of disciplinary professionals from interdisciplinary science programs, as well as those integrated within Biology departments. During their visit, I provided the reviewers with a list of specific questions that I felt would help guide the evaluation, and assured each review team that honest and objective observations, responses, opinions and suggestions were expected. Teams were asked to consider the questions in developing a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, which would comprise the core of their report. Consequently, the corresponding report reflects solely the views and opinions of the reviewers on these issues. While the report provided by the Zoology Departmental review team appears to be a thoughtful assessment of the program at Weber State University, some of the team's recommendations seem to be based upon limited knowledge of the department (e.g., The team suggested that some course offerings—Vertebrate Embryology as an example—should be limited to only once every other year; this is the precisely the current format), suggesting that at least in some respects, the actual review may not have been as comprehensive as desired.

Nonetheless, in their report, the reviewers identified a number of strengths, including a “palpably high level of collegiality among faculty,” the expectation of excellence in academics, superior research quality and quantity, and a diverse faculty with respect to areas of expertise. The review team also recommended against consolidation of the life science departments. I agree with these points.

The review team also identified some action areas after completion of their SWOT analysis, and made a number of recommendations (17), each of which is addressed to

a variable degree in a lengthy departmental response, as well as in a brief 'Executive Summary' of the longer response. I also address these below:

1. Curriculum: The review team recommended that an interdepartmental committee comprised of representatives from each of the life science departments be formed to evaluate the possible development of "common core" of life science courses. The review team proposed this suggestion for a number of reasons, most of which are rebutted in the Department's response. The core of these rebuttals appears to be that such a 'common core' of life science courses is unnecessary. This is because: 1.) "the basic principles of Zoology...generally apply to all living things," and 2.) students and faculty have existing avenues through which breadth and interdisciplinary interactions (for students) and cross-disciplinary collaborations (for faculty) occur. Regarding the first point, I agree that this is true. Thus, it is unclear to me how the use of all living things as examples when teaching these basic principles would not be beneficial to someone learning them for the first time. The Department admits that "non-animal topics are not necessarily avoided" in their core courses; indeed, while in foundational courses, would it be valuable for students first learning these basic principles to purposefully be exposed to them in the context of a variety of living things so as to convey the pervasiveness of the principles? Regarding the second point, while I agree that there are avenues at the university (e.g., Honors Program, Integrated Studies degree) through which students can be exposed to interdisciplinary concepts, the suggestion that interdisciplinary education is accomplished through student enrollment and/or earning minors in other departments within the college fills this role is inaccurate. With a few exceptions (e.g., Neuroscience, Women's Studies), the vast majority of classes that are taken and minors that are earned are within a single department/discipline and thus are not by their nature interdisciplinary. In fact, based upon student comments made to the review team during lunch, it appears that students in the department recognized their lack of exposure to interdisciplinary topics in upper-level courses. The department notes that it is willing "participate in efforts to investigate the possible development of a 'common core' for courses that might have 'substantial overlap and commonalities,'" and further suggests a number of questions that should be addressed by such a committee. Thus, I concur with the review team and recommend the immediate formation of a life science committee to evaluate the possible development of "common core" courses. I am willing to discuss ways in which the college can support these efforts and recommend that the committee report its progress on a semester-by-semester basis for inclusion in the COS annual report to the Provost.

The review team suggested that additional curricular improvements be considered by the department. Among these: 1.) adding Statistics as an option to satisfy the Departmental mathematics requirement, 2.) investigating the feasibility of developing a "Molecular/Cell biology" track within the major, and 3.) offering select upper-division

courses less frequently. The department responded to the first suggestion by noting that several statistics courses are already offered elsewhere on campus, yet the possibility of including one of these options as a suitable alternative math requirement as a requirement for the Zoology major was not addressed in their response. I recommend that the department thoughtfully consider this as a possibility. Similarly, the department response did not address the possibility of developing alternative tracks within the major for students interested in varying career options. It is possible that the department has considered these in the past and has discounted them for valid reasons. However, if these options have not yet been contemplated by the department, I would encourage their consideration. Regarding the third specific recommendation, the review team apparently did not fully appreciate the frequency with which some upper-level elective courses are offered. Given the department's desire to align their mission with that of the University – namely to focus considerable effort on General Education, Introductory-level, and service courses – I support the department's inaction on this recommendation.

Finally, although not noted specifically in the reviewers report, the WSU Office of Institutional Effectiveness has indicated that the Zoology assessment plan needs attention in a variety of areas. Having reviewed this plan as presented in the self-study, I agree that significant improvements to the department assessment plan are warranted and recommend that weaknesses in the assessment plan be addressed not later than the end of the Fall, 2013 semester.

2. Strategic Planning: The review team recommended that “the department undertake a strategic planning effort to refine its curriculum and to determine what courses should be offered, how often, and how large they should be.” The team further suggested that this effort “should be informed by community need and student demand.” To the suggestion that a strategic planning effort be undertaken, the department responded that it currently has a strategic plan in place and, in fact, already employs the plan when making curricular decisions. I am pleased that the Department currently employs a strategic plan when making decisions about its curriculum I have asked other departments within the college to develop strategic plans during the 2013-2014 AY, and thus encourage the department of Zoology to share their plan with other departments within the college so that it might be used as a model. However, it should be noted that, while the review team focused their recommendation for strategic planning on curricular issues, I see the process of strategic planning to include more than simply “what courses should be offered, how often, and how large they should be.” Rather, I believe that a strong strategic plan considers what the department currently is, and what it hopes to be in the distant future. This includes the types of programs it hopes to develop, the areas of expertise of future faculty members, and future employment opportunities for students/graduates, among other things. If the department does,

indeed, have such a plan, I request that it be submitted to the dean for immediate review. Given what I see as the broader definition of a strategic plan, however, if it is necessary for the department to revise its current plan, I recommend that such a revision begin immediately, and be completed by the end of the 2013-2014 AY, at which time it should be submitted to the dean for review.

3. Resources: Limited resources were suggested by the review team to constrain course offerings and/or research opportunities by both current and future new faculty. The review team noted several limitations, including those for field work, teaching, and research (e.g., the teaching and research labs, transportation resources), as well as a paucity of institutional financial support of new and early-career faculty. Many of the limitations placed upon the department by the physical facilities will be addressed through construction of a new science building, as indicated in the department's response. The department argues that each of its recently-hired faculty have been granted tenure and thus asserts that the status quo is sufficient. I acknowledge that there is limited funding for new and early-career faculty, and will continue seeking sources to increase this funding. In the meantime, to counterbalance the financial limitation, I recommend that new faculty encourage their research students to submit funding proposals to the Office of Undergraduate Research, and that faculty seek funding through the Research, Scholarship, and Professional Growth Committee. Further, I reiterate my offer to provide support, in the form of course buyouts (or, as warranted, stipends in support of professional growth activities), to any faculty (including early-career) who engage in external grant writing.

The review team recommended institutional support for pedagogical development of all faculty as well. I agree with this recommendation and, as the department noted in its response, have consistently offered support to the University's Teaching and Learning forum, as well as financial support to faculty wishing to attend short courses and/or workshops to develop or improve teaching. I remain willing to discuss additional means of supporting faculty in their efforts to improve student learning or research.

4. Workloads: Faculty workloads were suggested by the review team to be too heavy to allow for provision of sufficient research opportunities, and course reductions, alterations to teaching credit, and/or the development of a research class ("Investigative Biology") were recommended. Similarly, it was suggested that additional staff could alleviate some of the burden currently assumed by the department's laboratory manager. The departmental response states that "not all students have adequate interest, dedication, or time to participate" in research, and asserts that the vast majority of students with interest in engaging in research are provided with sufficient opportunities. "There is substantial research activity within the department and we are unaware of any demand for research opportunities that is unmet." Therefore, the department contends that no change in their current research program is required. I

agree with the review team that one of the strengths of the Zoology Department is its “thriving program of undergraduate research [that] provides high quality contact with faculty for those students who participate, and produces tangible outcomes: published papers, participation in conferences, etc. by students.” I also agree with the department that it is not economically feasible at this time to alter teaching credit and/or reduce course loads. However, I think that it is reasonable to suggest that by adopting best practices and pedagogies utilized successfully elsewhere, the department may be able to extend research opportunities to a greater number of students. Moreover, while the department has collected adequate data on its student researchers, e.g., numbers of students who have acquired funding, numbers who have presented and/or published, I would encourage them to collect additional data (on interest among students to pursue research) to determine whether their understanding of interest relative to available opportunities is accurate. Regarding the recommendation that additional staff is necessary, I agree with the department that there is no indication that the current staffing situation, namely a full-time lab manager supervising three student workers, is unsatisfactory.

5. Advising: Academic advising was suggested to be made more equitable so that student retention might be increased. The department noted no knowledge of inadequate or inequitable advising, yet admitted to having limited information on student retention, particularly relative to non-premedical students. Because pre-professional students generally receive advising elsewhere, it is imperative that those students not in pre-professional programs enjoy similar access to advisement. My recommendation is that the department should develop an advising rubric for non-pre-professional students in the major. Using this, the advising load should be spread out among the faculty, beginning in AY 2013-14. Implementing a required annual or even semester-by-semester advising visit of all majors can help keep students “on-track” toward successful graduation in a timelier manner and should also be made a priority. This system would also enable better monitoring of students through the program and thus data on retention could be more easily collected. The college advisor can be engaged to assist in developing stronger advising skills among the department faculty.

6. Outreach: The review team recommended that the department adopt a more active role in community outreach by cultivating relationships with local high schools and the community college, by developing more online courses, and by engaging in more strategic marketing so as to enhance both recruitment and Development efforts. I agree fully with these suggestions, and recommend that the department consider increasing its activities in these areas. Moreover, I recommend that the department reach out to local businesses and agencies to assemble an advisory board whose members might help disseminate information about the strengths of the Zoology program to the greater community, and also help the department to identify opportunities related to its strategic

plan. The review team specifically suggested that the department consider working with local high schools to develop concurrent enrollment courses to enhance articulation between the department and feeder high schools. Although this was not addressed directly in the departmental response, it is implied that this would increase faculty workload or require additional faculty. While it is true that offering courses at local high schools would require, minimally, time to train high school teachers in this content, it is not necessarily true that additional faculty would be required. In fact, I agree with the review team that offering these courses as Concurrent Enrollment (CE) options at local high schools could yield significant positive outcomes such as introducing students to the life sciences at an earlier age and engaging them to consider the life sciences as future career options. I consider this to be another opportunity for interdisciplinary cooperation among the life science departments at Weber State. Consequently, I most strongly recommend that the life science committee (noted above) also be charged with establishing an interdisciplinary BIO 1010 course that could be offered 1) through CE for concurrent enrollment, and 2) as a General Education course on WSU's campuses. In working towards this goal, I highly recommend that the life sciences committee also investigate the possibility of developing this course as a hybrid, or blended course to take advantage of existing technologies and to increase its usefulness and appeal to a broader student audience. As noted above, I am willing to discuss ways in which the college can support these efforts and recommend that the committee report its progress on a semester-by-semester basis for inclusion in the COS annual report to the Provost.

7. Foster Community: While the review team acknowledged difficulty in doing so given university demographics, they recommended that the department take steps to foster a sense of community among its students. The department does not address this recommendation specifically in its response, but implies that additional faculty and/or resources would be necessary to achieve this goal. It is certainly true that resources would likely be necessary, but they do not necessarily need to be large. The reviewers suggested a seminar series (although their suggestion was for credit, which I do not think, is required) – this might be coupled with a lunch for Zoology students to enable interactions between students in a non-classroom setting. Or perhaps a Zoology day-planner (or academic year calendar) with suggestions or information specific to Zoology could be given to those who declare Zoology as a major. Has the department considered developing a Zoology 'Ap', making a Zoology Group on Facebook, or opening a Zoology Twitter account on which Zoology concepts or thoughts could be shared? I agree that the maintenance of these require resources, but they may be worthwhile if students develop a sense of 'home' in the department. Therefore, I recommend that these options be considered, and am willing to discuss ways through which these efforts might be supported.

Finally, I recommend that the Zoology Department undergo a full program review again during the 2016-2017 Academic year. Beyond that, a return to the five-year cycle is anticipated.

David J. Matty
Dean, College of Science

Institutional Program Review Committee Response:

Date: November 14, 2013

Present: Michael Vaughan, Ryan Thomas, Patti Cost, Kathy Herndon, John Armstrong, Ed Hahn, Carol Naylor, Eric Amsel, Kirk Hagen, Alicia Giralt, Heather Chapman, Gail Niklason

Guests: John Mull, Acting Chair, Zoology Department; David Matty, Dean, College of Science; Barbara Trask, Associate Dean, College of Science

Commendations:

The program review committee is appreciative of the time and effort placed by the microbiology department into the program self-study and visit.

Recommendations:

- 1) The department is recommended to pursue their plans-of-action as indicated in the department's "faculty response to program review". Specifically, the committee supports the department's ongoing efforts to strategically shift course offerings to meet student demand, to maintain a diversity of upper-division offerings, and continue to support faculty interest in upper-division courses, interdisciplinary efforts, and undergraduate research.
- 2) Additionally, the program review committee encourages the department faculty and the Dean to work together, along with the rest of the College of Science in support of a long-term strategic plan.
- 3) Finally, the committee supports the Dean's request to stagger the next round of program reviews for the College of Science and recommends that the Zoology Department undergo their next program review beginning in the fall semester of 2016.



PROGRAM REVIEWS

February 14, 2014

Dear WSU Board of Trustees:

Following are the graduate program reviews. These, along with the undergraduate program reviews that were sent last month, will be reviewed at the March 18th meeting.

**Five Year Program Review
Weber State University
School of Accounting – Master of Accounting
October 21 – 23, 2012**

Reviewers:

External Reviewers

- Dr. Marc Rubin, Professor and Chair, Accounting, Miami University, Oxford, OH
- Dr. Robert R. Picard, Chair, Department of Accounting, Idaho State University, Pocatello, ID

Internal Reviewers

- None (note – this review was conducted through AACSB protocol)

Program Description:

Weber State University's Master of Accounting (MAcc) program empowers students with the skills to succeed at any level. MAcc graduates will have the accounting, analytical and communication skills sought by public and private accounting firms and government entities. Faculty members bring real-world teaching scenarios to the classroom and teach you how to adapt to a continuously changing world that requires flexibility, creativity and discipline.

Data Form:

R411 Data Table					
Master of Accounting Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	9	9	9	8	6
Full-time Non-Tenured	0	0	0	0	0
Part-time					
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured	0	0	0	0	0
Part-time	1	1	1	1	2
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time	0	0	0	0	0
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	9	9	9	8	6
Full-time Non-tenured	0	0	0	0	0
Part-time	1	1	1	1	2
FTE (A-1/S-1/Cost Study Definition)	3.98	3.23	5.70	6.26	6.50

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees (n/a)					
Bachelor's Degrees (n/a)					
Master's Degrees (n/a)	34	46	49	49	64
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	41	72	65	82	39* (76)
Total Department FTE*	98.55	73.80	72.20	81.15	81.20
Total Department SCH*	1,971	1,476	1,444	1,623	1,624
*Per department designator prefix					
Student FTE per Total Faculty FTE	24.76	22.85	12.67	12.96	12.49
Cost** (Cost Study Definitions)					
Direct Instructional Expenditures	360,255	451,574	482,956	455,344	504,745
Cost Per Student FTE	3,656	6,119	6,689	5,611	6,216
Funding					
Appropriated Fund	239,301	299,960	254,324	234,502	258,122
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	120,954	151,614	228,632	220,842	246,622
Total	360,255	451,574	482,956	455,344	504,745

*This is the first year that separate Master of Taxation degrees were awarded.

** Costs shown support both the Master of Accounting and the Master of Taxation programs

Program Assessment:

Strengths:

Standard A – Mission

- Students appreciated the opportunities provided by the flexible class scheduling that includes late afternoon and evening classes. Several commented that this scheduling is what allowed them to pursue their graduate degrees.

Standard C - Student Learning Outcomes and Assessment

- Well-defined 'assurance of learning' program with demonstrated instances where assessment has motivated change in classes and curriculum.

Standard D - Advising

- The GSBE has a particularly effective career services office that coaches students through all steps in the job search and placement process.

Standard E – Faculty

- The School of Accountancy exceeds the (AACSB) expectation that 90% of the faculty be academically or professionally qualified.
- Students voiced strong praise for the mentoring style and commitment of SAT faculty. Specifically they were impressed with the availability, personal attention, and professional mentoring provided by a majority of accounting faculty members.

Weaknesses:

Standard E – Faculty

- In light of its two graduate programs, the current level of scholarship for the School of Accountancy does not meet AACSB standards.

Recommendations from the reviewers:

- During the sixth year review by AACSB, the SAT needs to provide evidence of the adequacy of action in the form of additional peer-reviewed journal acceptances and two academically qualified (AQ) faculty members.

Differentiate the learning goals of the Master of Taxation and Master of Accounting programs; currently those programs share the same learning goals.

- More frequent purposeful communication regarding the operations of the school would likely enhance faculty members' sense of inclusion.
- Clarify the role of the "safe harbor" list of acceptable publication outlets.
- To enhance collaboration on intellectual activities consider sponsoring "brown bag" lunch sessions where SAT faculty can discuss/trade ideas and identify potential collaborators.

Institutional Response

Department Response:

In the five months since receipt of the letter from the AACSB, the SAT faculty has produced two additional peer reviewed journal articles, encompassing three total authors. One other faculty member currently has a paper in second review and is optimistic about the acceptance. In each case, the additional publication did or would restore that faculty member's AQ status.

The program has recruited and hired two new AQ faculty members with active research agendas. There is the potential of hiring a third faculty as well.

Dean Response:

The School of Accounting & Taxation (SAT) underwent an in-depth program review as part of the Goddard School's Maintenance of Accreditation review cycle during Fall 2012. SAT provided a detailed report to AACSB, after which two accounting chairpersons from AACSB-accredited institutions visited the WSU campus for three days in October 2012. The review team recommended to AACSB that reaccreditation be delayed for a year (this is termed "6-year review), conditional on SAT meeting two criteria. The SAT chair's response provides the specific language and summarizes the department's responses to date.

As required, two tenure-track faculty and one instructor have already been hired for Fall 2013. Another tenure-track offer is being made today. The two tenure-track hires meet one of the two conditions stipulated by AACSB.

The second requirement was to generate additional peer-reviewed journal (PRJ) articles from the non-tax faculty in SAT. Two additional publications have already occurred, and several accounting faculty have papers under review at present. It is likely that two or more of those manuscripts will be accepted before Fall 2013, when the progress report to AACSB is due.

Looking forward, the SAT should continue periodic curriculum review, ensure that faculty research pipelines remain full, and work to mentor the four new hires so that they become the outstanding teachers, successful researchers, and solid university citizens for which SAT is known.

Respectfully submitted,

Dr. Jeffrey Steagall
Dean, Goddard School of Business and Economics

Institutional Program Review Committee Response:

Date: November 1, 2013

Present: Mark Stevenson, Carla Wiggins, Hal Crimmel, Kathy Edwards, Melissa Neville, Ryan Pace, Valerie Herzog, Peggy Saunders, Heather Chapman, Gail Niklason

Guests: Dr. David Malone, Chair, School of Accounting; Dr. Seokwoo Song, Associate Dean, Goddard School of Business & Economics

Commendations:

- 1) Admissions/recruitment. In his presentation, Dr. Pace presented data concerning the increased admissions selectivity of the MACC Program, as measured by increasing average GMAT scores and undergraduate GPA at time of admission. In spite of this, overall enrollment in the MACC (and MTAX) programs seems to have increased rather than diminished. The ability of the MACC program to attract increasing numbers of high-quality applicants, in a period when overall graduate enrollment at WSU is in slight decline, is highly commendable and speaks well for the future position of the program in the state relative to other graduate accounting programs.
- 2) Faculty hiring. The AACSB International 5th Year Review Team noted the difficulties which the School of Accounting & Taxation (SAT) faced in meeting expectations regarding the number of faculty who are considered 'Academically Qualified' (AQ) – generally, faculty with terminal degrees in their field of teaching who have the capacity to perform research – and the amount of peer-reviewed publications produced in the SAT by undergraduate and graduate teaching faculty.
- 3) In his presentation, Dr. Pace presented data on CPA pass rates (broken down by different sections of the exam) for MACC graduates as a means of tracking student performance relative to peer, aspirant, and competitor (i.e. Utah) schools. The Committee commends the use of this metric for graduate success, and the strong performance of MACC graduates on the CPA exam.

Recommendations:

- 1) The Committee noted that both the MACC and MTAX programs were reviewed at the same time, in the context of a department-level external 5th year accreditation review (AACSB International) which included all graduate and undergraduate accounting programs in the School of Accounting & Taxation. Consequently, apart from the self-study reports, the rest of the program review documents were the same for both graduate and undergraduate programs (review team report, faculty and dean's responses). While this approach was necessitated by the AACSB International review framework which reviews the

School of Accountancy as a whole, the Committee suggests that the MACC program would benefit from a separate review process in the future which focuses on specific program needs and challenges.

- 2) The Committee suggests the continued use of data on CPA pass rates among MACC graduates, particularly data on variance in graduates' performance on the different exam sections, as an input for ongoing efforts at continuous improvement in curriculum.
- 3) In light of the upcoming 2014 accreditation visit by the Northwest Commission on Colleges and Universities (NWCCU) we would like to encourage the ongoing collection and analysis of assessment data with a focus on evidence-based planning by your department.

The Program Review Committee designated the Master of Accounting program as "a strong program with a few issues that need to be addressed."

It is the Graduate Program Review Committee's recommendation that the program move forward with the plans of action that have been proposed in the department's "faculty response to program review" document. The Committee sees no need for additional efforts in terms of this program review process and recommends that the program complete its next program review scheduled, beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
Master of Business Administration Department
October 21 - 23, 2012**

Reviewers:

External Reviewers

- Dr. Faye S. McIntyre, Dean and Sewell Chair of Private Enterprise, University of West Georgia, Carrollton, GA
- Dr. Marc Rubin, Professor and Chair, Accounting, Miami University, Oxford, OH
- Dr. Louis Pol, John Becker Dean of CBA and Professor of Marketing, University of Nebraska at Omaha, Omaha, NE
- Dr. Robert R. Picard, Chair, Department of Accounting, Idaho State University, Pocatello, ID

Internal Reviewers

- None (note – this review was conducted through AACSB protocol)

Program Description:

Mission Statement

The mission of the MBA Program in the John B. Goddard School of Business & Economics is to prepare working professionals and full-time students for leadership positions and decision-making roles in a wide variety of organizational settings.

Vision Statement

The Weber State University MBA Program in the John B. Goddard School of Business & Economics will be recognized for its superior educational investment and quality learning. The MBA Program will distinguish itself through market-driven curriculum using a “core plus choice” model of required courses and diverse electives and certificates; flexible and accessible curriculum delivery; the infusion of intra/entrepreneurship throughout the program; exceptional service to students; and international learning opportunities.

To fulfill the mission of the WSU MBA Program, the following ongoing initiatives are in place:

- Admit high quality students into the MBA Program
- Offer courses and certificates that are responsive to market need
- Ensure effective teaching and learning
- Provide service excellence to students, alumni, faculty, and staff

Data Form:

R411 Data Table					
Master of Business Admin Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured					
Full-time Non-Tenured					
Part-time*	34	41	38	40	37
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	0	3	3	4	8
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time	0	0	0	0	2
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured					
Full-time Non-tenured					
Part-time	34	44	41	44	47
*There are no full-time faculty in the MBA Program					
FTE (A-1/S-1/Cost Study Definition)	6.26	6.22	6.68	10.37	7.13

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees	-	-	-	-	-
Bachelor's Degrees	-	-	-	-	-
Master's Degrees	71	68	77	73	59
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	180	171	169	175	183
Total Department FTE*	108.45	155.10	167.55	164.85	168.75
Total Department SCH*	2,169	3,102	3,351	3,297	3,375
*Per department designator prefix					
Student FTE per Total Faculty FTE	17.32	24.94	25.08	15.90	23.67
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	459,642	438,474	388,162	465,561	447,332
Cost Per Student FTE	4,238	2,827	2,317	2,824	2,699
Funding					
Appropriated Fund	305,319	291,258	204,405	239,764	302,828
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	154,323	147,216	183,756	225,797	144,504
Total	459,642	438,474	388,162	465,561	447,332

Program Assessment:

Strengths:

Standard A – Mission

- The program's mission is well-aligned to both the School's and the University's missions.

Standard B – Curriculum

- Strategic decisions in internationalizing the curriculum and student body are commendable.

Standard F – Program Support

- The addition of a new development director and the institution of differential tuition for graduate programs provide potential for increased funding.

Weaknesses:

Standard C - Student Learning Outcomes and Assessment

- The review team noted that overall the School is making progress in the area of 'assurance of learning', but relative to MBA learning goals, there is work needed to clarify actions taken to close the assessment loop. Actions that are taken as a result of assessment measures are not clear.

Standard E – Faculty

- By AACSB standards, the Goddard School continues to fall below standards regarding the qualification of faculty. It should be noted, however, that the MBA program – which has no permanent faculty, but instead shares faculty with other programs – in and of itself exceeds the standard.

Recommendations from the reviewers:

- 1) Create a clearly defined and articulated strategic plan at the level of the School.
- 2) Though the MBA program faculty exceed the college standard of faculty qualification (60% academically qualified (AQ) and 90% academically and professionally qualified (AQ+PQ)) the ability of the program to deploy these faculty in the MBA program is constrained by their concurrent deployment in undergraduate programs.
- 3) A more measured approach to periodic (not continual) data gathering is strongly recommended.

Institutional Response

Department Response:

- The MBA Program Strategic Planning Process is ongoing, and has in fact served in part as a model for the revision of the college-level strategic planning process. Ongoing strategic planning initiatives include the ongoing revision of the Graduate Certificate in Aerospace Management curriculum in consultation with faculty, students and aerospace industry representatives, and the creation of a standing external advisory board. The AQ faculty who teach the required MBA curriculum (9 courses) are drawn from the three departments of the Goddard School. As noted in the 'Strengths' section above, the Goddard School has put in place several initiatives to obtain the financial resources necessary to address faculty sufficiency issues across the board, and which will indirectly have a positive effect on the issue of faculty qualifications by the hiring of new faculty, all of whom will be considered AQ.
- The MBA Program continues to exceed the college standard of 60% AQ and 90% AQ+PQ faculty in its deployment of faculty. New hiring during the 2012-13 year to replace retired faculty should alleviate some of the constraints on the deployment of AQ faculty on an overload basis. In 2012-13, three newly hired AQ faculty will be teaching in the MBA Program. Departments are well aware of the need to support the instructional requirements of the MBA Program and make AQ faculty consistently available for teaching.
- In the context of the 6th Year Review, the MBA Program has undertaken to identify closing the loop activities which have previously taken place during the 2011-12 academic year but which were inadequately highlighted in the AACSB Maintenance of Accreditation Report, and to conduct one more cycle of data collection and analysis to assess the success of previous curricular changes (i.e. closing the loop assessment activities). In addition to ongoing data collection, closing the loop activities are ongoing during the 2012-13 year, including the piloting of a new pre-course 'primer' module for non-business students in MBA 6140 Marketing Management in response to lower MBA Major Field Test institutional mean scores in marketing for the 2011 data collection cycle. Beginning in 2013-14, this module will be mandatory for all students in MBA 6140, enabling the introduction of more advanced topics at the end of the course. A similar module will also be introduced for the required MBA 6130 Financial Management course.

Dean Response:

The John B. Goddard School of Business & Economics (GSBE) underwent an in-depth program review as part of its Maintenance of Accreditation review cycle during fall 2012. GSBE provided a detailed report to AACSB, after which two deans and two accounting chairpersons from AACSB-accredited institutions visited the WSU campus for three days in October 2012. The review team recommended to AACSB that reaccreditation be delayed for a year (this is termed “6-year review”), conditional on GSBE meeting four criteria. Two criteria are specific to the School of Accounting & Taxation and are therefore not directly relevant to the MBA program review.

The MBA program is arguably GSBE’s highest-profile program in the community. It enjoys a superior reputation, in part due to the excellent strategic planning efforts led by the program administrators and supported by a committed group of faculty.

The AACSB condition require that (1) the four GSBE faculty who are not publishing at an appropriate rate increase their productivity to meet GSBE standards, and (2) all programs in GSBE improve their loop-closing activities based on the Assurance of Learning (AoL) assessment program.

Although the less-productive researchers identified in condition (1) may not teach in the MBA program, the small number of faculty in GSBE implies that department chairs are constrained in trying to staff MBA courses. The MBA program cannot deal with this problem directly, but the departments and the dean’s office are working with these faculty members to ensure that their publication records meet expectations by Fall 2013.

With regard to AoL, the MBA program is among GSBE’s best in terms of measuring student learning and making appropriate curriculum change based on such metrics. Moreover, the MBA continues to enhance its AoL program. It should be in good shape for the AACSB review.

The program faculty response to the program review identifies faculty sufficiency as a weakness. This observation is accurate, both for the MBA and for GSBE at large. GSBE has taken steps to address this problem by instituting differential undergraduate tuition for upper-division business courses beginning in fall 2013. The resulting funds will allow GSBE to hire approximately six additional faculty members, moving the college much closer to having a sufficient number of faculty to teach its students.

Looking forward, the improving Utah economy is likely to decrease the number of applicants to MBA programs, including GSBE’s. The program administrators and faculty advisory committee should be prepared to respond to any changes in demand.

Jeffrey Steagall
Dean, Goddard School of Business and Economics

Institutional Program Review Committee Response:

Date: November 22, 2013

Present: Carla Wiggins, Hal Crimmel, Kathy Edwards, Melissa Neville, Ryan Pace, Valerie Herzog, Peggy Saunders, Heather Chapman, Gail Niklason

Recused: Dr. Mark Stevenson, MBA Enrollment Director

Guests: Dr. Matthew Mouritsen, MBA Program Director, Dr. Jeff Steagall, Dean, Goddard School of Business and Economics

Commendations:

The graduate council, serving in the capacity of the Program Review Committee, commends the program for the following:

- Hiring of new academically qualified faculty (have made significant progress in this area)
- Continued success of students on ETS Major Field Test for the MBA
- Renewal of AACSB accreditation
- Continued efforts to work with Hill Air Force Base
- Aggressive marketing program
- International and local partnerships
- The Princeton Review's annual guidebook, named Weber State University's John B. Goddard School of Business & Economics one of the best schools in the 2013 edition of "The Best 296 Business Schools."

Recommendations:

The council recommends the program consider the following:

- Continue to monitor the viability of the graduate certificate programs. We recommend a continued effort to build enrollment to these programs, potentially by targeting some of the marketing directly towards the graduate certificates.
- The faculty are encouraged to explore additional strategies to make the program more attractive to potential students such as alternative course delivery methods and timeframes, waiving the GMAT requirement for qualified candidates, etc.
- Consider a discussion about the proximity of Utah State University's MBA Program, especially their recent move to Kaysville, close to the WSU Davis campus.

Finally, it is recommended that the program complete its next program review as scheduled, beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
Health Administration Department – Master of Health Administration
October 3 – 5, 2012**

Reviewers:

External Reviewer

- Dr. Claudia Campbell
- Dr. Glenn A. Yap
- Ms. Stephanie S. McCutcheon
- Dr. Christopher E. Johnson

Internal Reviewers

- none

Program Description:

The decisions made by healthcare managers improve the lives of thousands of people every day. Healthcare executives have a sense of purpose and mission: we care deeply about the people with whom we work and we care deeply about the people we serve. Healthcare management is truly a field in which you can “do well by doing good.”

The CAHME accredited MHA program at Weber State primarily recruits early careerists; many students in the program work in healthcare settings and organizations. The program is structured to meet the needs of working adults and prepares them for executive leadership in the health care industry. The MHA enhances management, interpersonal, technical, and organizational skills and abilities. The program fosters self-development, critical thinking and life-long learning.

Full-time students can complete the program in four consecutive semesters over two academic years. All courses are offered in a hybrid, face-to-face/online, 8 week format on Tuesday and Thursday evenings at our convenient Davis campus. Courses are taught by an optimum blend of academic professors and working healthcare executives and culminate in a final project resulting in a deliverable of importance and measureable value to a local healthcare organization.

Data Form:

R411 Data Table					
Master of Health Administration Department					
	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount	9	11	11	11	12
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	2	2	2	2	2
Full-time Non-Tenured	1	2	2	2	2
Part-time	4	5	5	5	5
With Master's Degrees					
Full-time Tenured	1	1	1	1	1
Full-time Non-Tenured					
Part-time	1	1	1	1	2
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty	9	11	11	11	12
Full-time Tenured	3	3	3	3	3
Full-time Non-tenured	1	2	2	2	2
Part-time	5	6	6	6	7
FTE (A-1/S-1/Cost Study Definition)	-	15.30	16.54	16.28	16.80

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees					
Master's Degrees	19	8	20	24	29
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	42	39	59	56	53
Total Department FTE*	38.25	37.65	54.90	62.85	53.10
Total Department SCH*	765	753	1,098	1,257	1,062
*Per department designator prefix					
Student FTE per Total Faculty FTE		15.30	16.54	16.28	16.80
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	144,225	190,263	281,403	254,353	278,089
Cost Per Student FTE	3,771	5,053	5,126	4,047	5,237
Funding					
Appropriated Fund	95,802	126,383	148,186	130,992	192,316
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	48,423	63,880	133,217	123,361	85,773
Total	144,225	190,263	281,403	254,353	278,089

Program Assessment:

Strengths:

Standard A – Mission

- The Program mission, vision, and values statement are aligned and strongly supported by the University, College, Department, students, and alumni.

Standard B – Curriculum

- The Program delivers the curriculum in a hybrid online/in-class teaching format that provides full time working professionals higher level student engagement with their peers online and in class, as well as the ability to apply what they are learning on a regular basis in their daily work environment.

Standard E – Faculty

- The Program Director and Associate Dean, who have been instrumental in developing this new Program, are both clinically and academically trained and have recruited faculty with similar qualifications that alumni and students deem a program strength.

Weaknesses:

Standard A – Mission

- The Program has no formal strategic plan or planning process to enable it to adjust its mission, vision, objectives and competency model.

Standard B – Curriculum

- The curriculum does not show the depth and breadth of knowledge in the area of quality and process improvement.

Standard C – Student learning outcomes and assessment

- The Program has not obtained adequate input regarding graduates' career preparedness from alumni and employers. The Program has conducted an alumni survey, but the response rate was very low so that the Program was not able to adequately monitor or document its graduates' career preparedness and use this information for continuous improvement. In addition, an employer survey has been developed but has not been administered.
- None of the Program's syllabi link competency level attainment with learning objectives and assessments for the courses in the curriculum.
- Because the Program has received a low level of response to a voluntary online student course evaluation, it has not been able to evaluate the quality of the teaching and learning environment.
- The program has not fully implemented its plan to evaluate the extent to which students attain the competencies.

Standard G – Relations with external communities

- According to the advisory committee minutes, only two or fewer alumni are formally or actively involved in Program decision making and evaluation.

Recommendations from the reviewers:

- 1) The Program must develop a formal strategic plan or planning process and show how it has used this input to adjust its mission, vision, objectives and competency model.

Department response: We will hold an annual strategic planning meeting to create and continuously update our 5 year strategic plan, inviting MHA faculty (including adjuncts), alumni from recent graduating classes, and local professionals.

Action plan: We held a strategic planning meeting on May 7, 2013, with Dr. Bruce Davis leading the process. We have already started the process of creating our strategic plan.

- 2) The Program must increase the level of alumni involvement in Program decision making and evaluation.

Department response: We will survey the two most recent classes of MHA alumni and their employers, bi-annually, asking questions regarding their careers, career preparedness upon graduation, and suggestions for improvement.

Action plan: at the strategic planning meeting on May 7, 2013, in addition to discussing the alumni and employer surveys, we explored the idea of creating an alumni association. Two of our MHA Alumni Advisory Board members have agreed to lead the creation of the alumni association. This item is in process.

- 3) The Program must increase its input from alumni and employers to better monitor and document its graduate's career preparedness through effective administration of surveys and show evidence that the information obtained is used in continuous improvement.

Department response: We will survey the two most recent classes of MHA alumni and their employers, bi-annually, asking questions regarding our graduates' careers, career preparedness upon graduation, and suggestions for improvement

Action plan: the alumni and employer surveys were discussed at the MHA Advisory Board meeting on May 7, 2013. We tentatively plan to create the survey instruments in Fall 2013- Spring 2014 and to implement our first survey in late spring-early summer 2014. This item is in process.

- 4) The Program must ensure that all of their course syllabi show levels of competency attainment that are linked to learning objectives and assessment methods.

Department response: We have an MHA course syllabus template with an area that links learning objectives to the course competency goals/objectives. Its use by all MHA faculty will be reviewed annually.

Action plan: Starting this fall, The MHA Program Director will contact all MHA faculty (full-time and adjunct) and communicate the required syllabus format for including learning objectives and competency goals. We will then create an MHA syllabus data bank which will facilitate the follow up of MHA syllabi structure and content. This item is in process.

- 5) The Program must ensure the curriculum provides adequate coverage of concepts of control charts, six-sigma, LEAN, and other process improvement tools.

Department response: MHA 6300, and any other courses that address these topics, will list them clearly in the course objectives and agenda areas.

Action plan: The MHA syllabus data bank discussed above will ensure that these topics are taught and documented in the course syllabus. This item is in process.

- 6) The Program must increase course evaluation response rate and use the results to improve the quality of the teaching and learning environment.

Department response: We will create a process to ensure that each student in each MHA course completes a course evaluation. The actual course evaluation will not be available to the professor until after grades are posted.

Action plan: This was discussed at the May 7, 2013 MHA Advisory Board meeting and it was suggested that students be asked to bring their laptops or tablets to class on a specific day and then asked to complete the course evaluation on that day, after the professor has left the classroom. We will monitor the success of this process. This item is in process.

- 7) The Program must fully implement its plan to evaluate the extent to which students attain the Program competencies and show how this information is used for continuous improvement.

Department response:

1) GPA/Overall Student Academic Achievement

-Benchmark: 95% of MHA students will maintain a GPA of 3.0 or higher

-Measurement Method: MHA Program Director will conduct a student grade audit at the end of each academic semester.

This is on-going: review of spring 2013 grades is scheduled for July, 2013.

2) Student Self-Assessment

-Benchmark: Self-assessment competency scores of no lower than 3 on a 5 point scale will be achieved by 95% of all MHA students at approximately program mid-point and program completion.

-Measurement Method: all MHA students will complete a competency self-assessment while enrolled in MHA 6400 and MHA 6500 (the baseline self-assessment will be completed during program orientation each Fall for incoming MHA students).

This is on-going: MHA 6400 students completed self-assessments in spring 2013

This is on-going: MHA 6500 students completed self-assessments in spring 2013

3) Assessment of integrated knowledge, skills, and competencies

-Benchmark: Average preceptor student evaluation scores of 4 on a 5 point scale will be achieved by 95% of all MHA students at the completion of MHA 6500:

Field Work

-Measurement Method: Each MHA Preceptor will complete an evaluation of her/his student protégé's integrated knowledge and skills, and demonstrated competencies.

This is on-going: MHA preceptors completed evaluations of students in spring 2013.

-Benchmark: 95% of students will earn a grade of B or higher in MHA 6500: Field Work

-Measurement Method: MHA 6500 Professor will evaluate each student's performance and ability to integrate Program knowledge and skills, and demonstrate competencies outside of the academic setting, and assign a letter grade.

This is on-going: Benchmark was met in spring 2013

4) Assessment of preparedness for work/careers in healthcare administration

- Benchmark: 80% of program alumni will report adequate to excellent preparation for their work and/or careers in HCA

-Measurement Method: Alumni will be surveyed 2 years post-graduation

-Benchmark: 80% of MHA graduates' employers will report adequate to excellent preparation of their Weber State MHA employees for work/careers in HCA

-Measurement Method: At time of Alumni survey, direct supervisors will be administered a short assessment survey of their Weber MHA employee

Surveys instruments will be created in fall 2013-spring 2014 and we tentatively plan to implement our first survey in late spring-early summer 2014.

Institutional Response

Department Response:

For ease of reading, department responses are embedded with the recommendations above.

Dean Response:

The Dean is in concurrence with all of the strengths, concerns, and recommendations indicated by the site visit team. Specifically, the Dean indicated that strategic planning by the program faculty will take into account both university and college goals, vision, and mission. She sees the input of alumni as essential to the process and, in particular, regarding student outcomes assessment. The Dean is supportive of the inclusion of learning objectives and competency goals on course syllabi. In her words, "*DCHP programs are infamous for their objective writing and their use for teaching, evaluation and communication of student learning needs.*" The Dean is supportive of documenting the inclusion of process improvement topics in the curriculum. Again in her words, "*these topics are also essential for other graduates from DCHP. Since many of our BS degree graduates enroll in the MHA program, this will assist with their future employment needs in the healthcare industry.*" Finally, the Dean expressed support in the program faculties plans for student achievement measurements. She has asked the faculty to share their results of those efforts.

I would like to thank the department chair, the MHA program director and the faculty for their dedication, future plans for improving the MHA program and graduate outcomes. I would like to congratulate them for the positive accreditation report.

*Respectfully,
Yasmen Simonian
Dean, Dumke College of Health Professions*

Institutional Program Review Committee Response:

Date: December 5, 2013

Present: Matt Mouritsen, Hal Crimmel, Peggy Saunders, Mark Stevenson, Ryan Pace, Valerie Herzog, Kathy Edwards, Melissa Neville, Robert Walker, Michael Vaughan, Heather Chapman, Gail Niklason

Guests: Dr. Yas Simonian, Dean, Dumke College of Health Professions; Ms. Carla Wiggins, Director, Masters of Health Administration

Commendations:

- 1) The Program Review Committee commends the MHA Program for its successful site visit that resulted in CAHME accreditation. The program review from the CAHME accreditation team was very positive, noting that of 35 accreditation criteria, 28 were 'fully met' and only 7 were 'partially met,' while none were classified as 'unmet.' This reflects extremely well on the quality of the program and its development.
- 2) The committee commends the strong practitioner orientation of the MHA Program, which is reflected in the program curriculum and format, and by its strong ties with the health care industry along the Wasatch Front. As the only CAHME accredited program in the region, the program is well-situated to further expand its reputation and reach

Recommendations:

- 1) The Program Review committee recommends that the MHA Program follow up with the plans outlined in their First Year Report to address the deficiencies identified by the CAHME review team, particularly in the area of strategic planning.
- 2) The Committee suggests that the program may wish to establish specific admissions goals in terms of shaping the desired characteristics and quality of entering cohorts of students, e.g. in terms the mix of career experience, undergraduate GPA and/or performance on standardized tests.
- 3) With the transition of the MHA Enrollment Director into a faculty role, the program should monitor whether the past level and quality of staff support for the program continues to remain consistent going forward.

The Program Review Committee designated the Master of Health Administration as "a strong program with a few issues that need to be addressed." It is the Graduate Program Review Committee's recommendation that the program move forward with the plans of action that have been proposed in the program review document. The Committee would like to see any follow-up report to CAHME which reports on progress in these areas, but otherwise sees no need for additional efforts in terms of this program review process and recommends that the program complete its next program review scheduled, beginning in the fall semester of 2017.

**Year Three (new) Program Review
Weber State University
Radiologic Sciences Department – Master of Radiologic Science
April 8 – 9, 2013**

Reviewers:

External Reviewer

- Ms. Donna Thaler Long, MSM RT (R)(M)(QM) FASRT, Ball State University Radiography Program Director, Indianapolis, IN
- Ms. Ginger Griffin RT(R), FASRT, HACP, CSHA, Baptist Health Care, Consultant for Compliance and Accreditation, Jacksonville, FL
- Mr. Darin Day RT (R) BS, Administrative Director of Medical Imaging, Primary Children's Medical Center, Salt Lake City, UT
- Ms. Natalee Braun RT, ARDMS, BS, Sonography, Ogden Regional Medical Center, Ogden, UT

Internal Reviewers

- Ms. Stephanie Bossenberger, RDH, MS, Chair, Radiologic Sciences Program Review Committee, Professor and Department Chair, Dental Hygiene Department, Weber State University, Ogden, UT

Program Description:

The Master of Science in Radiologic Sciences (MSRS) program offered in the Dr. Ezekiel R. Dumke College of Health Professions allows technologists the opportunity to shift into the educational and research arena, while providing information on advanced clinical practice. The MSRS program prepares individuals with increased clinical research and education skills. Candidates completing the program will be allowed to function as a radiologic sciences educator, administrator, or researcher.

Designed to enhance the advanced radiologic sciences professional through self-development and critical-thinking skills, the program is intended to increase productivity, and improve patient communication and radiologic care. Weber State University's MSRS program is currently the only one in the state of Utah and one of few in the nation.

In 2012, the Department of Radiologic Sciences was named the "Best Radiologic Sciences Training Program" by the Minnies, a prestigious award bestowed by professional peers in the field of medical imaging.

Data Form:

R411 Data Table					
Radiologic Science Department					
Master's program	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount	8	8	8	8	8
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	2	2	2	2	2
Full-time Non-Tenured					
Part-time					
With Master's Degrees					
Full-time Tenured	1	1	1	1	1
Full-time Non-Tenured	5	5	5	5	5
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	3	3	3	3	3
Full-time Non-tenured	5	5	5	5	5
Part-time					
FTE (A-1/S-1/Cost Study Definition)					
	-	-	-	-	19.80

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees					

Bachelor's Degrees					
Master's Degrees	-	-	-	-	15
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	-	-	-	15	31
Total Department FTE*	-	-	-	12.60	30.30
Total Department SCH*	-	-	-	252	606
*Per department designator prefix					
Student FTE per Total Faculty FTE	-	-	-	-	1.53
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	0	0	0	0	111,646
Cost Per Student FTE	0	0	0	0	8,861
Funding					
Appropriated Fund	0	0	0	0	148,489
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					36,843
Total	0	0	0	0	111,646

Program Assessment:

Strengths:

Standard C – Student Learning Outcomes and Assessment

- The goal of professional publication of the Master's thesis projects is laudable. The subject matter in the thesis projects demonstrates a high level of scholarly work. The MSRS Degree has graduated one class, no outcomes available with the exception of the Master's Thesis of the first graduating class. Although the focus is limited to cardiology-related research at this time, future plans include expansion of the research agenda.

Standard E – Faculty

- The varieties of faculty who teach in the MSRS program are appropriate in their level of education for teaching and possess a variety of experiences that bring the 'real world' to the classroom.

Concerns:

Standard D – Academic Advising

- In an effort to assist prospective students to the Department of Radiologic Sciences, a link from the Radiologic Sciences Homepage is recommended.

Standard F – Program Support

- Space resources for MS program; to grow the program: equipment, classroom and additional faculty.

Recommendations from the reviewers:

- 1) Provide a link from the Radiologic Sciences homepage to information relevant to prospective students of the master's program.
- 2) The committee recommends the acquisition of space and resources to grow the program; equipment, classroom, and additional faculty.

Institutional Response

Department Response:

- 1) There currently is a link on the Department of Radiologic Science home page leading to the Masters of Sciences in Radiologic Science's home page.
- 2) The Department would agree that over time that we will need additional space for faculty and staff to enable program growth. However, at this time we believe that we are functioning fine with the current resources. In the 2013-14 the program will be asking for some elective courses in orthopedics and skeletal injuries. The Department currently has the resources and space to facilitate this growth.

Dean Response:

The Dean is in concurrence with all of the strengths and concerns indicated by the site visit team. Specifically the Dean is supportive of national presentation of student research and additional publications from the research projects conducted. Finally, the Dean indicated that the administration is aware of the growth issues for the program

and the lack of space. All efforts will be directed to remedy the increasing needs for future enrollment.

The Dean commended the program faculty for their innovation and forward thinking.

Dr. Yasmen Simonian
Dean, Dumke College of Health Professions

Institutional Program Review Committee Response:

Date: December 5, 2013

Present: Matt Mouritsen, Hal Crimmel, Peggy Saunders, Mark Stevenson, Ryan Pace, Valerie Herzog, Kathy Edwards, Melissa Neville, Carla Wiggins, Michael Vaughan, Heather Chapman, Gail Niklason

Guests: Dr. Yas Simonian, Dean, Dumke College of Health Professions; Dr. Robert Walker, Chair, Radiologic Sciences; Lonnie Lujan, MSRS Graduate Enrollment Director

Commendations:

- 1) The Program Review Committee commends the MSRS Program for its positive external review, which indicates a strong and, for the area, unique graduate program (for example, being the only program in the area which offers training in 3-D reconstruction). The program is also to be commended for its plans to develop and expand its curriculum beyond cardiac imaging into new areas such as pediatric imaging.
- 2) The MSRS Program is to be commended for its strong support from community partners in the health care industry, which both enhances student learning and provides a strong record of career placement for students who have graduated from the program. The program further benefits from this support in terms of clinical placement of students, donations of equipment, and the input of an external advisory board.
- 3) The Program Review Committee commends the program for its strong record of fostering collaborative work among students and between students and faculty, both within the program and through collaboration with other programs such as the Master of Athletic Training.

Recommendations:

- 1) The Program Review Committee identifies one primary area of concern: adequate space resources for the planned growth of the program in terms of

classrooms, equipment, and the addition of new faculty members. This concern has been noted in the program self-study, the review team report, and in the Dean's response, however no specific plans to address this long-term need are mentioned. The Program Review Committee suggests that this need be incorporated into the strategic plan and development goals for the college.

- 2) The Program Review Committee notes that in the long-term, adequate faculty resources may be a concern for the program, insofar as the undergraduate program is already very large and the MSRS program does have plans to expand its offerings in the future, leaving it vulnerable to a potential shortage of qualified faculty in light of potential attrition.

The Program Review Committee designated the Master of Science in Radiologic Sciences as "a strong program with a few issues that need to be addressed." It is the Graduate Program Review Committee's recommendation that the program move forward with the plans of action that have been proposed in the program review document. The Committee sees no need for additional efforts in terms of this program review process and recommends that the program complete its next program review scheduled, beginning in the fall semester of 2017.

**Five Year Program Review
Weber State University
School of Accounting – Master of Taxation
October 21 – 23, 2012**

Reviewers:

External Reviewers

- Dr. Marc Rubin, Professor and Chair, Accounting, Miami University, Oxford, OH
- Dr. Robert R. Picard, Chair, Department of Accounting, Idaho State University, Pocatello, ID

Internal Reviewers

- None (note – this review was conducted through AACSB protocol)

Program Description:

The Master of Taxation is a new degree that was authorized by the Board of Regents in 2011. This new degree emerges from what was formerly known as the “Tax Track” in the MACC program. Initial response to the new Master of Taxation has been overwhelmingly positive with steadily increasing numbers of applications, average GMAT scores, average GPAs, and an increasing diversity among students. Graduates of that program are enjoying a nearly perfect placement rate. In a recent college retreat, the MTAX program was identified as one of two programs in the Goddard School to focus on building a national reputation and center of excellence. We have very high hopes for the ultimate disposition of this new program.

Data Form:

R411 Data Table					
Master of Taxation Department (in conjunction with the MAcc program)	Year	Year	Year	Year	Year
	2008	2009	2010	2011	2012
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	9	9	9	8	6
Full-time Non-Tenured	0	0	0	0	0
Part-time					
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured	0	0	0	0	0
Part-time	1	1	1	1	2
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time	0	0	0	0	0
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	9	9	9	8	6
Full-time Non-tenured	0	0	0	0	0
Part-time	1	1	1	1	2
FTE (A-1/S-1/Cost Study Definition)	3.98	3.23	5.70	6.26	6.50

	2008	2009	2010	2011	2012
Number of Graduates					
Certificates					
Associate Degrees (n/a)					
Bachelor's Degrees (n/a)					
Master's Degrees (n/a)	34	46	49	49	64
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2012					
Total # of Declared Majors	41	72	65	82	39 –acct 37 – tax*
Total Department FTE*	98.55	73.80	72.20	81.15	81.20
Total Department SCH*	1,971	1,476	1,444	1,623	1,624
*Per department designator prefix					
Student FTE per Total Faculty FTE	24.76	22.85	12.67	12.96	12.49
Cost** (Cost Study Definitions)					
Direct Instructional Expenditures	360,255	451,574	482,956	455,344	504,745
Cost Per Student FTE	3,656	6,119	6,689	5,611	6,216
Funding					
Appropriated Fund	239,301	299,960	254,324	234,502	258,122
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	120,954	151,614	228,632	220,842	246,622
Total	360,255	451,574	482,956	455,344	504,745

*This is the first year that separate Master of Taxation and Accounting programs were recognized

** Costs shown support both the Master of Accounting and the Master of Taxation programs

Program Assessment:

Strengths:

Standard A – Mission

- The School of Accounting and Taxation's new Master of Tax program is proving very popular with the regional market and provides a nice revenue stream to the GSBE.

- Students appreciated the opportunities provided by the flexible class scheduling that includes late afternoon and evening classes. Several commented that this scheduling is what allowed them to pursue their graduate degrees.

Standard C - Student Learning Outcomes and Assessment

- Well-defined 'assurance of learning' program with demonstrated instances where assessment has motivated change in classes and curriculum.

Standard D - Advising

- The GSBE has a particularly effective career services office that coaches students through all steps in the job search and placement process.

Standard E – Faculty

- The School of Accountancy exceeds the (AACSB) expectation that 90% of the faculty be academically or professionally qualified.
- Students voiced strong praise for the mentoring style and commitment of SAT faculty. Specifically they were impressed with the availability, personal attention, and professional mentoring provided by a majority of accounting faculty members.

Weaknesses:

Standard E – Faculty

- In light of its two graduate programs, the current level of scholarship for the School of Accountancy does not meet AACSB standards.

Recommendations from the reviewers:

- During the sixth year review by AACSB, the SAT needs to provide evidence of the adequacy of action in the form of additional peer-reviewed journal acceptances and two academically qualified (AQ) faculty members.

Differentiate the learning goals of the Master of Taxation and Master of Accounting programs; currently those programs share the same learning goals.

- More frequent purposeful communication regarding the operations of the school would likely enhance faculty members' sense of inclusion.

- Clarify the role of the “safe harbor” list of acceptable publication outlets.
- To enhance collaboration on intellectual activities consider sponsoring “brown bag” lunch sessions where SAT faculty can discuss/trade ideas and identify potential collaborators.

Institutional Response

Department Response:

In the five months since receipt of the letter from the AACSB, the SAT faculty has produced two additional peer reviewed journal articles, encompassing three total authors. One other faculty member currently has a paper in second review and is optimistic about the acceptance. In each case, the additional publication did or would restore that faculty member’s AQ status.

The program has recruited and hired two new AQ faculty members with active research agendas. There is the potential of hiring a third faculty as well.

Dean Response:

The School of Accounting & Taxation (SAT) underwent an in-depth program review as part of the Goddard School’s Maintenance of Accreditation review cycle during Fall 2012. SAT provided a detailed report to AACSB, after which two accounting chairpersons from AACSB-accredited institutions visited the WSU campus for three days in October 2012. The review team recommended to AACSB that reaccreditation be delayed for a year (this is termed “6-year review), conditional on SAT meeting two criteria. The SAT chair’s response provides the specific language and summarizes the department’s responses to date.

As required, two tenure-track faculty and one instructor have already been hired for Fall 2013. Another tenure-track offer is being made today. The two tenure-track hires meet one of the two conditions stipulated by AACSB.

The second requirement was to generate additional peer-reviewed journal (PRJ) articles from the non-tax faculty in SAT. Two additional publications have already occurred, and several accounting faculty have papers under review at present. It is likely that two or more of those manuscripts will be accepted before Fall 2013, when the progress report to AACSB is due.

Looking forward, the SAT should continue periodic curriculum review, ensure that faculty research pipelines remain full, and work to mentor the four new hires so that they become the outstanding teachers, successful researchers, and solid university citizens for which SAT is known.

Respectfully submitted,

Dr. Jeffrey Steagall
Dean, Goddard School of Business and Economics

Institutional Program Review Committee Response:

Date: November 1, 2013

Present: Mark Stevenson, Carla Wiggins, Hal Crimmel, Kathy Edwards, Melissa Neville, Ryan Pace, Valerie Herzog, Peggy Saunders, Heather Chapman, Gail Niklason

Guests: Dr. Ryan Pace, Director, Masters of Accounting and Taxation; Dr. Seokwoo Song, Associate Dean, Goddard School of Business & Economics

Commendations:

- 1) Scholarship. In the School of Accounting & Taxation (SAT) 'Progress in Response to AACSB WSU 6th Year Decision Letter, it was noted that the majority of the intellectual contributions in the department (peer-reviewed publications) had come from tax faculty members. In keeping with the department's and graduate programs' overall goal of creating "a more intellectually focused program," the MTAX Program is to be commended for maintaining a high standard for intellectual contributions among its faculty members.
- 2) Mentoring of new faculty. The SAT and the MTAX Program are to be commended for their efforts to mentor new faculty, and to provide support for their scholarship activities in terms of financial resources and priority consideration in terms of teaching schedules and course load.
- 3) Career placement. The MTAX Program is to be commended for the nearly perfect job placement rate for its graduates. The program has strategically positioned itself to fulfill a unique niche in the region, and this bodes well both for continued student recruitment and for the success of its graduates.

Recommendations:

- 1) The Committee noted that both the MACC and MTAX programs were reviewed at the same time, in the context of a department-level external 5th year

accreditation review (AACSB International) which included all graduate and undergraduate accounting programs in the School of Accounting & Taxation. Consequently, apart from the self-study reports, the rest of the program review documents were the same for both graduate and undergraduate programs (review team report, faculty and dean's responses). While this approach was necessitated by the AACSB International review framework which reviews the School of Accountancy as a whole, the Committee suggests that the MTAX program would benefit from a separate review process in the future which focuses on specific program needs and challenges.

- 2) In his presentation, Dr. Pace presented data on CPA pass rates (broken down by different sections of the exam) for MTAX graduates as a means of tracking student performance relative to peer, aspirant, and competitor (i.e. Utah) schools. The Committee suggests the continued use of data on CPA pass rates among MTAX graduates, particularly data on variance in graduates' performance on the different exam sections, as an input for ongoing efforts at continuous improvement in curriculum.
- 3) In light of the upcoming 2014 accreditation visit by the Northwest Commission on Colleges and Universities (NWCCU) we would like to encourage the ongoing collection and analysis of assessment data with a focus on evidence-based planning by your department.

The Program Review Committee designated the Master of Accounting program as "a strong program with a few issues that need to be addressed."

It is the Graduate Program Review Committee's recommendation that the program move forward with the plans of action that have been proposed in the department's "faculty response to program review" document. The Committee sees no need for additional efforts in terms of this program review process and recommends that the program complete its next program review scheduled, beginning in the fall semester of 2017.

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Weber State University
Proposed Title: Women & Gender Studies
Currently Approved Title: Women's Studies
School or Division or Location: College of Social and Behavioral Sciences
Department(s) or Area(s) Location: Social Sciences
Current Classification of Instructional Programs (CIP) Code (for existing programs): 05.0207
Proposed Beginning Date (for new programs): N/A
Institutional Board of Trustees' Approval Date: 03/18/2014

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	X	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

*Requires "Section V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: February 12, 2014

Printed Name: **Michael Vaughan**

Program Request - Abbreviated Template
Weber State University
College of Social and Behavioral Sciences
February 7, 2014

Section I: Request

Weber State University requests a name change of the Women's Studies Minor program to Women & Gender Studies. This is a stand-alone, interdisciplinary minor. Instructional activities will not change.

Section II: Need

Some students think that Women's Studies is a content area that should be of interest only to female students. The executive committee for this program expects that by adding the word "gender" more students, including male students, will feel it is open to everyone. It is expected male students will feel more welcome in the program.

In Utah and the nation's universities there is also a tendency to move from Women's Studies to Women & Gender Studies. This is reflected in Utah State University's Women & Gender Studies Minor, and Southern Utah University's Women and Gender Studies Program.

Section III: Institutional Impact

An increase in minors is expected, and they can be accommodated with existing resources. This will not impact other programs. The administrative structure will not change.

Section IV: Finances

No new costs are anticipated.

PPM 6-2 Admissions

GENERAL POLICIES:

Requirements for admission to Weber State University and retention in the University or any program of the University shall be formulated by the appropriate committee of the Weber State University Faculty Senate and approved by the Board of Trustees.

All admission policies shall apply without regard to race, color, ethnic background, national origin, religion, creed, age, lack of United States citizenship, disability, veteran status, sexual orientation or preference, or gender.

All prospective students must apply through the Admissions Office, the International Student and Scholars Office or Graduate Departments. Admission to regular Weber State University programs of study shall be open to those who meet all criteria to become fully matriculated students.

II. DEFINITIONS:

A. Matriculated Student -- Students seeking a diploma, certificate, or degree who have completed all admission application procedural steps (see section IV) and have been accepted for admission based on the current admissions policy as printed in the annual course catalog.

B. Non-Matriculated Students -- Students not seeking a diploma, certificate, or degree; students who have not completed the admissions application process; or students who do not qualify for admission on the basis of current admissions policy.

C. Graduate Admission -- Graduate admission is the admission level for master's degree programs which allows students to register within course and program guidelines for graduate and undergraduate level courses within course and program guidelines.

D. New Freshmen -- Students who have never attended any college or university will be classified as new freshmen. Included are students enrolled full-time in the fall term who attended college for the first time in the prior summer term, and full-time or part-time students who entered with advanced standing (college credits earned before graduation from high school). Credit earned before graduation from high school includes Advanced Placement credit, CLEP credit, Early College credit and Concurrent credit.

E. Transfer Students -- Applicants who have attended another college or university, including former Weber State students who have since attended another college or university.

F. Readmission Students -- Applicants who have previously attended Weber State University, or were admitted to Weber State University but did not enroll, and who have not attended another college or university in the interim.

G. International Students -- Applicants who are not U.S. citizens and have not received immigrant status from the U.S. Immigration and Naturalization Service.

III. ADMISSION REQUIREMENTS:

A. The University will establish admission application deadlines for each academic term. Applicants must submit all required credentials and forms by the established deadlines as published annually in the University catalog.

B. Admission to the University does not ensure acceptance into a specific program, department, or college of the University. Academic units may require additional information and separate applications for admission into specific programs.

C. General Application Criteria:

1. Applications will be reviewed when all required information is on file.

~~2. Documents submitted by applicants who do not enroll will be discarded after a period of one semester.~~

~~3-2.~~ If admission is granted prior to graduation from an accredited high school or while work is in progress at another college or university, the admission decision is contingent upon satisfactory completion of high school graduation requirements, or the work in progress, and ~~will~~ may be revoked if the student fails to graduate or if the transfer work is not acceptable.

3. Acceptance notices are valid **beginning only** for the semester indicated.

a. Applicants who do not register during the semester for which they were accepted and who wish to be admitted for a subsequent semester must notify the Admissions Office.

~~5~~ 4. In the absence of a final cumulative GPA from an accredited high school, non-high school graduates will be considered for admission only if their ACT/SAT composite score meets or exceeds an annually established benchmark.

5. Applicants will be evaluated based on prior academic performance and test results and may register in classes for which they meet course prerequisites. Registration options for initial math and English courses are determined by the *Weber State University Math & English Placement Standards* document. Fees may be charged for assessment tests and/or tutoring.

D. Application Requirements by Application Status

1. New Freshmen - New freshmen applicants will be admitted based on the following:

~~Verification of graduation from an accredited high school or General Education Development Test (GED) with scores established by the University. (applicants from Utah must submit Basic or Alternative completion Diplomas and transcripts), and minimum scores on the ACT (or SAT equivalent), or ACCUPLACER tests according to the *WSU Assessment & Placement Standards* document.~~

~~Application Requirements by Application Status Based on test results students will be placed in specific English, math or reading courses according to the *WSU Assessment & Placement Standards* document. A fee will be charged for each assessment test. Students are not allowed to register for any course(s) before taking all applicable tests. All students requiring developmental coursework must enroll in and not withdraw from their initial developmental course(s) within the first two semesters. Upon enrolling in a developmental course, these students are then required to make progress (defined as the minimum course grade of C) each subsequent semester (excluding summer) until all relevant minimum developmental requirements (including Math 1010 if applicable) have been met for the students' declared degree program of study (A.A.S., A.S., A.A., or bachelor's degree). Otherwise, a hold will be placed on their registration which can be removed only by the Student Success Center. Students who are out of compliance with WSU's Assessment & Placement~~

~~Policy three times or more will be allowed to register only for their required developmental courses until they have been successfully completed with a grade of C or better.~~

2. Admission of Transfer Students - Students seeking to transfer to the University will be admitted in accordance with the following guidelines:

a. Students transferring with fewer than 30 semester hours of credit will be considered for admission on the same basis as new freshmen.

b. Students transferring with 30 semester hours or more with a cumulative GPA below 2.00 will be referred to the Admissions Committee for admission consideration and are not guaranteed admission.

c. International Students: International applicants with no prior college or university credit will be required to submit evidence of U.S. equivalent high school graduation with a cumulative GPA equal to or better than the U.S. equivalent of 2.50 for admission.

~~4. Readmission Students - Readmission students will be readmitted in the same academic standing in which they left. If they have attended another college or university in the interim, they will be considered as transfer students.~~

~~a. Weber State University students who stopped attending while on "Academic Warning" or "Academic Probation" will be reactivated on "Warning" or "Probation" as applicable, with no specified waiting period.~~

~~b. Former Weber State University students who were academically suspended will be considered for readmission according to the academic standards policy of the University.~~

5. 3. Graduate admission for new and transfer students will be based on individual department and/or college requirements.

6. 4. Non-Matriculated Students - Non-Matriculated students must complete the application procedure appropriate to their application status. Credit toward graduation will be allowed for only the first 30 semester hours taken as a non-degree-seeking student, and financial aid cannot be awarded.

a. Students who qualify for credit through concurrent enrollment programs must complete the application process required by those programs.

b. Students who are not seeking a degree and are attending a course, seminar or workshop administered through Continuing Education must apply through Continuing Education.

7. 5. Non-degree-seeking students must apply by submitting the admission application and fee if applicable and will be allowed to register for any classes for which they have met prerequisite requirements, except those in limited enrollment programs on a space-available basis.

8. 6. Senior citizens (62 years or older and a Utah resident) will not be required to pay an admission fee. They will be required to complete a registration form and obtain instructor permission for each course they attend, and the course will not appear on a transcript of credits.

9. 7. Non-degree-seeking faculty, staff, and faculty/staff spouses will not be required to pay an admission fee.

E. Recommended paths to matriculated status for each non-matriculated group:

1. Applicants Denied Admission: Applicants who do not meet the University's admission requirements may complete the deficient requirement(s) and reapply within one year without an additional admission fee.
2. Early College and Concurrent Enrollment Students: Students who have earned University credits prior to high school graduation will be considered for standard admission according to the standards listed above for new freshmen after they have declared intent to become degree seeking.
3. Non-Degree Students: Non-degree-seeking students who decide to pursue a degree will be considered for admission subject to the University's admission standards and policies listed above.

IV. ADMISSION PROCEDURES:

A. All students applying for admission to Weber State University must comply with the admission application procedural steps specified by the University for their particular application status, e.g. new freshmen, transfer, readmission, or international applicant as follows:

1. New freshmen must complete the following admission application process:

a. Submit evidence of graduation from an accredited high school (applicants from Utah must submit Basic or Alternative completion Diplomas and transcripts) or evidence of high school graduation equivalency. High school graduation equivalency may be satisfied in one of the following ways:

1) Pass the General Education Development Test (GED) with an overall score of 2250 or better, with no individual score below 450.

2) Pass the ACT/SAT with a composite score which meets or exceeds an annually established benchmark. Note: To satisfy high school equivalency in this manner an applicant's high school class must have graduated.

b. Submit an official transcript from the high school of graduation. The transcript must be sent directly from the high school to the Weber State University Admissions office.

c. Submit an application for admission.

d. Pay the application fee.

2. Transfer students must complete the following admission application process:

a. Submit an official transcript from each college or university previously attended. Transcripts must be sent directly from the prior college or university to the Weber State University Admissions Office.

b. Submit an application for admission.

c. Pay the application fee.

~~3. Readmitted Students must complete the following admission application process:-~~

~~a. Weber State University students who enrolled for two semesters or fewer, with the exception of summer term, can be reactivated without having to fill out an application for admission, provided they were not academically suspended and have not attended another college or university in the meantime. They may reactivate their files by contacting the Weber State University Admissions Office.~~

~~b. Weber State University students who enrolled for more than 2 semesters, with the exception of summer term, may be required to submit an application for admission to reactivate their file. There will be no admission fee for readmitted students.~~

3. International applicants must submit the application information required of new freshmen or transfer students (as applicable), and must also submit evidence of:

a. English Proficiency: Provide evidence of English proficiency as described in the University catalogue. International applicants who are admitted but with insufficient English proficiency must first take the LEAP Placement Test and then complete the appropriate ESL courses according to their test results.

b. Financial Support: A financial statement indicating the availability of funds for school and living expenses for the first year at Weber State University and adequate support for the full length of time they expect to be enrolled at the University.

c. Health Insurance: International students must provide evidence of independent health insurance coverage for each term enrolled.

V. SPECIAL ADMISSION

A. Weber State ~~will~~ **may** consider up to five percent of new students annually for admission who do not meet conventional criteria for admission. This special admission consideration may be given to diverse groups of students: for instance, those for whom the common indicators of predicted academic success may not be valid indicators of their potential ability.

B. Exceptional students may be considered for early admission to the University if they meet all of the specified academic and procedural requirements pertinent to their status.

C. Student appeals for waiver of established admission policies and requirements, including appeals for admission under the five percent rule, will be heard and acted upon by the Admissions staff. Students appealing these decisions to the Admissions, Credits and Graduation Committee must comply with the guidelines established for and by that Committee.

Alcoholic Beverage Policy (All Employees)

No. 3-30b	Rev. 01-13-09	Date 12-14-89
-----------	---------------	---------------

I. REFERENCES

- [PPM 3-30](#), Personal Conduct
- [PPM 3-33](#), Discipline
- PPM 9 (all), Academic Freedom, Rights, Responsibilities and Due Process
- [PPM 5-25d](#), Restricted Purchases and Special Procurements
- [PPM 5-33](#), Motor Pool Vehicle Use
- [PPM 6-10](#), Student Alcohol and Drugs
- [PPM 4-10](#), Field Trips
- Motor Vehicle Code, Utah Code Ann. Section 41-6-44.20 (Unlawful Transportation of Alcoholic Beverages)
- Alcoholic Beverage Control Act, Utah Code Ann. Section 32A-12-28 (Unlawful Transportation of Alcoholic Beverages)

II. DEFINITIONS

A. Alcoholic Beverages

Beverages intended for human consumption which contain alcohol. This includes, but is not limited to, liquors, wines, beer, and alcoholic "coolers."

B. University-Sponsored Activity

Any event, activity, or endeavor which has the official sanction of Weber State University. Any activity on or off campus initiated, aided, authorized or supervised by Weber State University administrative entities or organizations.

C. Employee

Any person in a salaried, hourly, adjunct, clinical or other position defined in PPM 3-2 or 3-2a.

D. Unauthorized

Not approved for the specific University-sponsored event by a University administrator at the dean or equivalent level or prohibited by state or federal law.

III. POLICY

Weber State University prohibits the possession, distribution, sale, manufacture or consumption of alcoholic beverages on the University campus except ~~as permitted by PPM 5-25d~~

- 1) for use in laboratories and classrooms, for purposes of instruction, research, or training, subject to the approval of the Provost and in accordance with written rules, approved by the Provost, governing use of alcohol for academic purposes; and
- ~~2) as allowed authorized by the appropriate Vice President and in accordance with written rules approved by President's Council, in the University's proprietary capacity, subject to Weber State University's Alcohol Service Guidelines.~~

These authorized exceptions must comply with all applicable law and all other policies, including PPM 5-25d. Furthermore, Weber State University prohibits the unauthorized possession, distribution, sale, manufacture or consumption of alcoholic beverages at any off-campus, University-sponsored activity.

IV. SANCTIONS

The institution may impose sanctions on employees who violate this policy as outlined in PPM 3-33, Discipline; PPM Section 9, Academic Freedom, Rights, Responsibilities and Due Process; and PPM 6-10a, Student Alcohol and Drugs.

V. POLICY OF NONDISCRIMINATION

While Weber State University intends to enforce this alcohol policy, the University will not punish or otherwise take negative actions toward an employee on the basis of the individual's alcohol dependency status per se. Weber State University encourages its employees to report alcohol dependency. After such voluntary reporting, the University will make a good faith effort to assist the individual to overcome his/her dependency at his/her own expense.

The University will reasonably accommodate employees who are attempting to treat their alcohol dependency, but reserves the right to maintain acceptable job standards and behavior of all employees regardless of their dependency status.

Tuition, Student Fees and Course Fees

No. 5-5 | Rev. 10-11-11 | Date 8-17-78

I. POLICY

A. The president or president's designee is authorized to determine regulations concerning the collection of all tuition, fees, deposits, fines, and refunds as established by the State Legislature, the State Board of Regents, and the Board of Trustees.

B. All such tuition, fees, deposits, fines, refunds, and regulations thereto shall be published in WSU catalogues, publications or web resources.

C. Tuition is established and general student fees are approved by the Utah Board of Regents. General student fees are used to provide support for student services and activities, capital construction and renovations, and programs for student enrichment. (See PPM 6-8). Other fees (e.g., developmental fees and specific course fees) may be instituted by Weber State University.

D. Eleven (11) through eighteen (18) undergraduate or graduate credit hours per semester are included in the tuition plateau for tuition calculation purposes.

E. Nineteen (19) or more credit hours per semester shall constitute an overload for tuition purposes. Students enrolled for nineteen (19) or more credit hours will be assessed tuition on an increasing scale for each additional credit hour above the full load amount.

F. Tuition and fees listed in the university catalog and course schedules are subject to change without notice. Any exceptions to the payment schedule must be with the approval of the president or the president's designee.

G. Course fees may be established, following the procedures described in section II.D. below, for specific courses in order to cover the costs of equipment replacement and maintenance, consumable materials, or to meet specific regulatory requirements. Income from such fees is restricted to use in the course generating the fee and may not be used to supplement general departmental budgets. Course fees assessed for developmental courses, however, may be used for additional purposes such as tutoring, supplemental instruction, and other necessary academic support related to those courses.

H. Students are responsible for payment of tuition and fees according to the payment deadlines for each semester. Each student is obligated to pay tuition and fees when they enroll in a course. Courses are not purged by Weber State for non-payment or non-attendance. Unpaid student accounts will be assessed a late payment fee, interest and collection fees.

I. The University reserves the right to administratively withdraw a student from a current semester if a student has an unpaid tuition and fee balance from a prior semester or if the student provides a dishonored check or other payment to pay for tuition and fees. The prior semester courses will not be dropped or withdrawn.

II. PROCEDURES

A. Tuition, fees, deposits, and other charges are to be paid to the cashier according to deadlines published in WSU catalogues, publications or web resources. Official receipts are to be issued to the

student and must be presented before refunds are to be made, except in those instances where other authorization is to be made.

B. The schedule for refund of tuition and fees appears in the university catalog and in WSU catalogues, publications or web resources. Exceptions to the refund schedule shall be only under extenuating circumstances and upon approval of the president or the president's designee. No refund will be granted to students who are requested to withdraw from the university.

C. Students requiring developmental course work will ~~may~~ be charged an additional fee for each ~~course~~. ~~In such cases, the fee will be assessed per credit hour of instruction. term until they have satisfactorily completed:~~

~~1. English 0960, Developmental Writing, with a grade of C (2.00) or above; OR the English placement test (available through the Testing Center); OR the English ACT with a score of 17 or higher; AND~~

~~2. Math 1010, Intermediate Algebra, with a grade of C (2.00) or above; OR the Math placement test (available through the Testing Center) with a score high enough to be placed into Math QL1030, QL1040 QL1050, or QL1080; OR the Math ACT with a score of 23 or higher.~~

~~Once both the English and math requirements have been met as outlined above, the developmental fee will be removed automatically. All current students paying the developmental fee will have it removed automatically as soon as they meet the English and math requirement applicable to them.~~

D. Course Fees

1. Policy

1. Course fees are to be used for expenses connected with a course that go beyond the normal expectation of university support. Course fees must be used to provide benefits for the students enrolled in the course for which the fees are charged. Course fees shall not be used to replace funds which are a normal part of departmental budgets. Expendable funds are for consumable items and instructional services and are to be spent annually with an annual fund balance of less than 20%. Non-expendable funds can accrue for a period of more than two semesters and are for such things as equipment replacement and maintenance. Department chairs and deans are responsible for adherence to these allocation guidelines.

2. Procedure

a. Proposals for course fees must be submitted to the Course Fee Review Committee by departments through the appropriate dean using the Course Fee Application form available from the Provost's Office. The request must include reasons for the request, the specific course or courses for which the fee is being requested, how the fee is going to be used, and the suggested amount of the fee.

b. The Course Fee Review Committee is a university administrative standing committee appointed by the Provost's Office to review and make recommendations to the President's Council. No course fee may be imposed without Council approval. The Committee shall consist of 5 faculty members; 3 administrators, one of whom will be a college dean; one from Student Affairs; and one person from Accounting Services appointed for a three-year staggered term; plus 2 students appointed annually by the WSUSA.

c. Only departments who have had fee requests approved are authorized to collect course fees. The amount of the fee shall appear along with the course listing in the course schedule. Fees may not be charged unless they appear in the course schedule.

d. All course fees which have been approved as a result of this policy must be paid directly to the cashier. The receipt of payment is evidence that the payee may attend the course on which the fee was imposed. Refunds of course fees will be made based upon the same percentages as the tuition and course fees refund schedule.

e. Monies collected from course fees will go into specific accounts established for that purpose. Monies may not be moved from these accounts into any other accounts with the exception of course fees assessed for developmental courses which may be used for additional purposes such as tutoring, supplemental instruction, and other necessary academic support related to those courses. WSU's Internal Audit department will evaluate course fee amounts, account balances, and appropriateness as per this policy.

f. The Course Fee Review Committee will establish a review process for course fees and will give timely notice to all colleges/departments regarding the process. Departments that do not submit renewal information within the designated review timeframe will have their course fee(s) removed. The noncompliant department can apply for a reinstatement of their fee after one calendar year. Course fees are generally approved for a four-year period, ending with the summer semester. Any change in an already approved fee during the four year approval period requires submission of a new application. Fees may not be raised during this four-year period without reapplication to the Course Fee Review Committee and approval by the President's Council.

IV. STUDENT RESPONSIBILITIES

A. Students at Weber State University assume the personal obligation to conduct themselves in a manner which 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.

B. General categories of misconduct for which students may be subjected to University discipline are listed below.

1. Conduct which violates federal, state, or local law;
2. Conduct which violates Weber State University rules or regulations;
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;
4. Conduct which results in injury or damage to persons affiliated with the University or property owned or controlled by the University.

C. As members of the Weber State University community, students shall avoid conduct which violates the provisions of paragraph IV.B. above. Examples of such prohibited conduct include but are not limited to the following:

1. Failing to respect the right of every person to be secure and protected from fear, intimidation, harassment, hazing, and/or physical harm caused by the activities of groups or individuals;
2. Sexual assault, sexual harassment, or any other non-consensual verbal or physical sexual activity, including the support or assistance of such activities;
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. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom;
4. Participating in demonstrations, rallies, assemblies, performances, showings, exhibits, pickets, etc. in violation of any law or University policy;
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. Obstructing or disrupting teaching, research, administration, disciplinary procedures, computing services, other University-sponsored activities, services, or events, including public service functions;
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;

8. Initiating or causing to be initiated any intentionally false report warning;
9. Leaving children unattended on University premises or allowing them to create a disruption on University premises or at University-sponsored functions;
10. Failing to meet contractual obligations with the University;
11. Knowingly violating terms of any disciplinary sanction;
12. Intentionally furnishing false information, including false identification;
13. Forging, altering, misusing, or mutilating University documents, records, identification, educational materials, or other University property;
14. Influencing or attempting to influence the academic process or any University administrative process through explicit or implied bribery, threats, sexual behavior, etc;
15. Theft or misappropriation of property, equipment, materials, services, or data;
16. Theft or other abuse of computer facilities and resources, including but not limited to:
 - a. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose;
 - b. Unauthorized transfer of a file;
 - c. Use of another individual's identification and/or password;
 - d. Use of computing facilities and resources to interfere with the work of another student, faculty member, or University official;
 - e. Use of computing facilities and resources to send obscene or abusive messages;
 - f. Use of computing facilities and resources in violation of state or federal law or University policies, or for any illegal purpose;
 - g. Use of computing facilities and resources to interfere with normal operation of the University computing system;
 - h. Use of computing facilities and resources in violation of copyright laws;
 - i. Any violation of the University Acceptable Use Policy.
17. Knowingly possessing stolen property, equipment, materials, services, or data;
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;
19. Unauthorized entry upon or use of University facilities, equipment, materials, data, premises, or services;
20. Unauthorized possession or use of a key to any University facility;

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;
22. Unlawful use, possession, distribution, sale, manufacture, or possession for purposes of distribution or sale of any controlled substance or illegal drug;
23. Sale, possession, manufacture, distribution, or consumption of alcoholic beverages on University premises;
24. Unauthorized sale, possession, manufacture, distribution, or consumption of alcoholic beverages at any official off-campus University-sponsored function or event;
25. Smoking in unauthorized locations on University premises in violation of state law, University, or public health regulations;
26. Aiding, abetting, or inciting others to commit any act prohibited by law or University policy;
27. Violating University parking regulations or other misuse of a vehicle which violates the law or University policy;
28. Refusing to respond to reasonable requests and directions from University or local government officials while in the performance of their duties;
29. Abuse of the Student Code system, including but not limited to:
 - a. Failure to obey the notice from a University official to appear for a meeting or hearing as part of the Student Code system;
 - b. Falsification, distortion, or misrepresentation of information before a hearing committee;
 - c. Disruption or interference with the orderly conduct of a hearing committee proceeding;
 - d. Initiation of a Student Code proceeding in bad faith;
 - e. Attempting to discourage an individual's proper participation in, or use of, the Student Code system;
 - f. Attempting to influence the impartiality of a member of a hearing committee prior to and/or during the course of the proceeding;
 - g. Harassment (verbal or physical) and/or intimidation of a member of a hearing committee prior to, during, and/or after a Student Code proceeding;
 - h. Failure to comply with the sanction(s) imposed under the Student Code;
 - i. Influencing or attempting to influence another person to commit an abuse of the Student Code system.
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.

D. In addition to the foregoing, as members of the Weber State University academic community, students shall:

1. Maintain academic standards including institutional, school, departmental, program, and

individual course standards;

2. Maintain academic ethics and honesty. To this end, the following activities are specifically prohibited:

a. Cheating, which includes but is not limited to the following examples:

i) Copying from another student's test;

ii) Using materials during a test not authorized by the person giving the test;

iii) Collaborating with any other person during a test without authorization;

iv) 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;

v) Bribing any other person to obtain any test;

vi) Soliciting or receiving unauthorized information about any test;

vii) Substituting for another student or permitting any other person to substitute for oneself to take a test;

viii) Knowingly obtaining academic credit for work that is not one's own regardless of the source of the work;

ix) Knowingly involved in arranging fraudulent academic credit or false transcripts.

b. Plagiarism, which is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers;

c. Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit;

d. Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process;

e. Giving, selling, or receiving unauthorized course or test information;

f. Using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity;

g. Infringing on the copyright law of the United States which prohibits the making of reproductions of copyrighted material except under certain specified conditions.

3. Obtain the instructor's permission before recording lectures;

4. Obtain the instructor's permission at least 24 hours 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;

5. In the absence of the instructor, remain in the classroom at least 15 minutes from the class starting time, unless otherwise notified;

6. Notify their instructors 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 instructors;

7. Avoid unethical, wasteful, and/or inappropriate use of any computer system, library, or other campus resource, or interference with the productivity of other users;

8. Avoid misrepresentation of a research project or paper for other than its original intended

usage.

9. 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 instructor. This policy does not oblige the instructor 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 instructor 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.

E. Any student found in violation of the aforementioned examples of dishonesty may, in addition to the appropriate academic sanctions imposed by the professor, have his/her name forwarded to the Dean of Students for appropriate institutional sanctions identified below.

F. Weber State University reserves the right to take appropriate action against any individual or group which is found upon hearing to pose an unreasonable risk of harm to the health, safety, or welfare of the University community.

VIII. JURISDICTION

A. Procedures which 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 (i.e., individual, supervisor, department chairperson, program director, and/or dean). If resolution by these means is unsatisfactory, formal departmental or school procedures, if available, should be instituted and/or the office designated by the Vice President for Student Affairs should be notified. Students are also encouraged to contact their elected WSUSA representatives, if desired.

B. Procedures and hearings of all Weber State University bodies which have the potential of sanctioning students or providing relief to students will follow guidelines specified in the Student Code. Actions which seek redress from or 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.

C. Issues relating to admission, residence halls, academic requirements, eligibility, residency, or parking violations are deferred to University venues especially designated to handle such issues, and appeals from those bodies will be considered only as outlined in section IX.

D. Scope:

1. In the absence of specific guidelines and procedures indicated elsewhere in the PPM, the due process provisions contained in the Student Code shall be followed.
2. 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.
3. Generally, University jurisdiction and discipline shall be limited to conduct which occurs on University premises or which adversely affects the University community and/or the pursuit of its objectives.

E. Specific Issues

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:

1. Academic Issues

a. Academic Dishonesty

- i) All members of the University community have the obligation to report instances of academic dishonesty to the responsible faculty member.
- ii) Grievances pertaining to academic dishonesty shall be referred to the college in which they arise for resolution according to the procedures for student petitions listed below in ~~VII~~ VIII.E.1.d.

b. Academic Grade/Course Sanctions

Grievances regarding grading or the imposition of course sanctions not involving academic dishonesty shall be referred to the college in which they arise for resolution according to the procedures for student petitions listed below in ~~VII~~ VIII.E.1.d.

c. Admission/Standing in Restricted Enrollment Programs

Grievances regarding admission to or standing in a restricted enrollment program at the University shall be referred to the college in which they arise for resolution according to the procedures for student petitions listed below in ~~VII~~ VIII.E.1.d.

d. Procedures for Student Petitions for Academic Grievances

Whenever possible, complaints or grievances should be resolved at the lowest level possible (i.e. faculty member, staff member, director, etc.). Students with unresolved academic issues can invoke the following levels in petitioning their cases. Individuals must submit their petition within

four (4) months after the event or issue being contested. Time frames may be waived to accommodate extraordinary circumstances. A 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.

The petition levels are sequential and students ~~must~~ must exhaust their options at one level before proceeding to the next unless there are unusual or extenuating circumstances that warrant a petition going directly to the College Hearing Committee. The College Dean will make this determination.

Petition Level 1: Petition the College Department Chair (or Department Committee if applicable). The Chair or Department Committee will determine how to proceed and shall attempt to resolve the issue(s) within a reasonable time period. Once a decision has been reached, the department chair (or Committee Chair) will make a good faith effort to respond in writing to the student within 10 business days with a copy of the letter sent to the college dean. If a satisfactory resolution cannot be found the student may petition the college dean.

Petition Level 2: Petition the College Dean. The Dean shall attempt to resolve the issue(s) within a reasonable time period. Once a decision has been reached, the college dean will make a good faith effort to respond in writing to the student within 10 business days with a copy of the letter sent to the department chair. If a satisfactory resolution cannot be found, the student may petition the College Hearing Committee.

Petition Level 3: Petition the College Hearing Committee. The petitioning student has the opportunity to meet in-person and present his or her case to the College Hearing Committee, which is not bound by the formal hearing process outlined in Section XI. University Legal Counsel shall act as the Committee's legal advisor on all aspects of the process. The student may also be accompanied by an advisor at his or her expense (this person is advisory only). The Committee ~~committee~~ shall review all relevant evidence presented and meet to render a decision within a reasonable time period. Hearings shall be closed to the public except as permitted by applicable law and in consultation with University Legal Counsel. A written summary of the significant assertions and findings of the hearing shall be kept. Decisions of the ~~Committee committee~~ must be in writing and should give the basis for the decision. The ~~Committee committee~~ will make a good faith effort to respond in writing to the student within 10 business days with a copy of the letter sent to the college dean. There are no appeals beyond the College Hearing Committee other than due process violations. (NOTE: Every college must have a five-member ~~Hearing Committee hearing committee~~ appointed by the Dean consisting of at least one student and four other members of the University community from the respective college with one person acting as chair - see PPM 6-22.XI.A.1).

Petition Level 4: Meet with the University Due Process Officer on claims of substantive or procedural due process violation(s). The Due Process Officer can rule only on due process issues and shall render a decision and communicate it in writing to the student with copies to the College Dean and College Hearing Committee. The Due Process Officer may take the following actions:

- a. Affirm the decision of the College Hearing Committee;
- b. Direct the College Hearing Committee to reopen the hearing for a particular purpose in order to safeguard due process;
- c. Remand the case to the College Hearing Committee for a new hearing after consultation with University Legal Counsel in order to safeguard due process.

XIV. 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 III through XI above:

A. Academic Dishonesty - includes, but is not limited to, those actions identified in Section IV - Student Responsibilities.

B. Administrative Hearing – a forum provided by the University for students to be heard regarding administrative issues, as described in IX.B.

C. Administrative Hearing Officer/Committee – an individual or committee, internal or external to the applicable department, who is charged with hearing student administrative issues as set forth in section IX.

D. Advisor - any individual selected by the respondent or complainant to attend the pre-hearing conference or hearing, including legal counsel, if desired.

E. Charge - a concise, written statement of the complaint, summarizing the facts, conduct, or circumstances alleged to constitute failure to comply with the standards set forth in University policy. The charge is directed to the chair of the hearing committee, who in turn informs the respondent.

F. Cheating – seeking to obtain an unfair advantage by fraud, deception, or the violation of University rules or agreements.

F G. Complaint - an informal accusation that a violation of University policy has allegedly occurred.

G H. 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.

H I. Due Process – due process in an academic setting is a system of procedures designed to produce fair and reasonable judgments in those situations in higher education which may yield a serious adverse decision concerning or relating to a member 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. This process presupposes that the dispute has not been resolved informally by direct communication between the parties without recourse to these procedures.

I J. Due Process Officer - a member of the University administration, faculty, or staff, appointed by the President, to perform the following functions:

1. Facilitate implementation of the due process provisions of the Student Code;

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. Provide adequate orientation to the due process system, hearing formats, consultation, and assistance to those involved in the dispute resolution process involving students;
4. Interpret due process provisions of the Student Code in consultation with University Legal Counsel;
5. Maintain records of decisions and/or sanctions imposed by hearing committees;
6. Hear and decide all appeals filed under the provisions of this Student Code;
7. Report annually on the operation of this Student Code to the Vice President of Student Affairs and the Provost;
8. Review the due process provisions of this Code every three years and make recommendations for revisions as needed to the Vice President of Student Affairs and the Provost.

J K. Faculty Member – a professionally trained individual holding academic rank or title whose primary function is that of instruction.

K L. Formal Hearing - a forum provided by the University in which a charge is presented, information taken, findings and conclusions entered, and sanctions possibly imposed by a hearing committee as described above.

L M. Formal Hearing Committee - a committee appointed by a dean or a vice president which reviews charges brought against members of the University community under the jurisdiction identified above. The committee is composed of five members of the University community, two of whom must be students as described above. Two alternates will also be identified, including one student. Members shall serve for a term of one year and may be reappointed to consecutive or nonconsecutive terms. No hearing committee shall conduct hearings until appropriate orientation has been received from the Due Process Officer. When the context so requires, "hearing committee" shall refer to the chair acting alone in the capacity of an individual hearing officer.

M N. Formal Hearing Committee Chair - an individual member of a hearing committee designated by a dean or vice president to be responsible for the proper functioning of the committee. Following orientation provided by the Due Process Officer, this individual shall be responsible for conducting the hearing process, which includes receiving the charge, conducting the pre-hearing conference, conducting the hearing, keeping records and minutes, and notifying the respondent, the complainant, and the Due Process Officer of the hearing committee's decision. In appropriate cases when the parties waive their right to a hearing by the full committee, this individual may perform all of the functions of the hearing committee as if a full committee were present.

N O. Informal Meeting - a conference between a respondent and complainant to attempt resolution of the complaint.

O P. Legal Counsel – University 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.

P Q. Organization - refers to any group of individuals who have complied with the formal requirements of registration for a University organization at Weber State University.

Q R. Pertinent Information – refers to information which pertains to the issue under consideration.

R S. Pre-hearing Conference - a meeting held after a charge has been filed with the chair of the hearing committee. At this meeting, initiated and conducted by the chair, the composition of the hearing committee will be determined and the issues to be examined will be identified and clarified.

S T. Procedural Due Process - refers to the receipt of adequate notice, timely meeting of deadlines, completion of committee assignments, 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 reasonable care in following established procedures. Reasonable care in the performance of the various committees and administrators (allowing for exigencies and unanticipated problems) is sufficient to meet the requirements for procedural due process. Therefore, only cases of prejudicial failure to meet procedural guidelines will be considered sufficient reason for rehearings.

T U. 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 which the University community, after being fully informed, would properly take into account in determining whether responsibilities have been discharged at an acceptable performance level.

U V. Reasonable Cause - cause that a person of ordinary prudence would consider sufficient to justify an action under all of the circumstances.

V W. Respondent - a student, faculty member, staff member, or administrator against whom a complaint has been made or a charge has been issued.

W X. 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.

X Y. 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.

Y Z. Student Code - title of those provisions in the Student Affairs section 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.

Z **AA**. Student Conduct Hearing – the procedure for resolution and informal hearing when an issue arises concerning student conduct, as set forth in Section X.

AA **BB**. Substantive Due Process - refers to protection from arbitrary and unreasonable action in the resolution of disputes and/or imposition of sanctions.

BB **CC**. University Community - includes any individual who is a student, faculty member, staff member, administrator, or any other person employed by the University.

CC **DD**. 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).

DD **EE**. University Policy - written regulations of the University as found in the Weber State University Policies and Procedures Manual (PPM).

EE **FF**. Working Day - those days which fall during an official University semester with the exception of Saturday, Sunday, and legal or University holidays.

Board of Trustees Personnel and Academic Policy Committee

Sabbatical Leave Requests:

Shaun Jackson-Library-Spring 2015-Shaun plans to use his sabbatical to complete a substantive revision of the course content of LIBS 1704, a course that enables WSU students to meet the Information Literacy Requirements. He is also going to revise the NTM 1504 Exam to more closely align with the new course content of LS 1704. Successfully passing the NTM 1504 Exam is an alternative to students who prefer an exam option.

JaNae Kinikin-Library-Fall 2014-JaNae plans to use her sabbatical to pursue the following two projects:

1. Development of an information literacy course focusing on engineering resources. It will enable engineering students to meet WSU's Information Literacy requirements with a course that specifically meets their needs and interests.
2. Publicizing and providing training for secondary school teachers on using HeLIOS (Hemingway Library Information Online Skills), an information literacy, college-readiness tutorial.

Chris Soelberg-Construction Management Technology-Fall 2014-Chris plans to use his sabbatical to pursue industry experience with a general contractor in BIM applications. He will work in industry and bring back the knowledge and experience to implement in the classroom. Chris will document his learning and experience and pursue scholarly work based on his documentation.

Jim Hutchins-Health Sciences-Fall 2014 and Spring 2015-Dr. Hutchins plans to travel to Nepal to teach medical students at the Patan Academy of Health Sciences.

Justin Jackson-Engineering- Fall 2014 and Spring 2015-Dr. Jackson will be returning to industry to reacquaint himself with current industry practices. Justin is lining up a number of potential locations for his return to the workplace, Hill Air Force Base and IM Flash Technologies.

Brady Brower-History-Fall 2014-Dr. Brower plans to use his sabbatical to carry out a major research project in his specialization of French history, concerning the relationship between the developing science of biology and the understanding of human societies. He will disseminate the new knowledge resulting from this work in scholarly presentations and publications.

Yuhong Fan-School of Accounting and Taxation-Fall 2014-Dr. Yuhong Fan plans to use her sabbatical to investigate the influence of fund managers educational backgrounds on the performance of the funds they oversee. The sabbatical will provide the bloc of time necessary for Dr. Fan to produce articles for submission to high-quality journal.

Brooke Arkush- Sociology and Anthropology-Fall 2014-Dr. Arkush has a well-developed plan to complete a publishable manuscript based on his field research in Idaho, as well as to assist a regional museum to organize and display its lithic artifacts.

Larry Clarkson- Department of Visual Art-Spring 2015-Larry Clarkson plans to spend spring 2015 traveling to rock art sites both in the United States and in Korea. These visits will result in mixed media constructions, a book chronicling processes associated with rock art, and revisions in DOVA courses that Larry teaches. Larry has made an application to tie his research to the Fulbright Specialist Program.

Hal Crimmel- English- Spring 2015- Hal Crimmel requests a leave in spring 2015 to serve as a Senior Fellow at the Rachel Carson Center for Environment and Society in Munich, Germany. While there, he will work on a book project about the global production of beverages (bottled water, wine, beer, ect.), focusing specifically on relationships among beverages, the environment, and humans.

Gary Dohrer- English- Fall 2015- Gary Dohrer hopes to spend fall 2014 working on four projects: 1) securing more stable funding for the Wasatch Range Writing Project; 2) coordinating WRWP with two other educational projects that have similar missions and goals; 3) mentoring a doctoral student who has proposed a research project on WRWP; 4) completing several essays.

Becky Jo Gesteland- English- Fall 2014-Dr. Gesteland attended a workshop on Beginning Memoir at the 15th Annual Taos Summer Writers' Conference; the workshop built upon knowledge Becky Jo learned in Judy Elsley's "Life Writing" class, and convinced her to move ahead with her own memoir. She projects six chapters, which she will work on both at this coming summer's Taos Conference, and in fall.

John Schwiebert- English- Spring 2015-Dr. Schwiebert plans to finish his collection of materials on writers' notebooks and journals. Since the 1990s he has taught a class on writers' notebooks and prepared supplementary materials for students. He will revise and add to these materials, then self-publish the results in order to keep them affordable for students.

Amanda Sowerby- Department of Performing Arts/Dance-Spring 2015-Amanda plans to collaborate with two other dance-artists during spring 2015 on a project called "Discovering What Moves People." The project will analyze how age, gender, physical ability, SES, etc., inform creative movement expression through the body. The final project will be submitted to various "Dance for the Camera" festivals.

Kathleen "K" Stevenson- Department of Visual Art-Fall 2014-has been primarily responsible for Art Education coursework, plans to shift her focus somewhat during fall 2014 and immerse herself in contemporary printmaking. She has made application to two international print studies, three national residencies, and two Wyoming residencies.

Todd C. Baird- Psychology-Spring 2015-Dr. Baird plans to complete three article manuscripts based on research projects that have been underway for some time, thus sharing new knowledge with his research community.

Matthew Ondrus- Mathematics-Fall 2014 and Spring 2015-Dr. Ondrus plans to spend the bulk of his year-long sabbatical leave at Ithaca College in New York, where he will work with collaborator Dr. Emilie Wiesner and continue his studies of a branch of mathematics known as Lie algebra representation theory.

John Cavitt- Zoology- Spring 2015-Dr. Cavitt has two projects proposed for his sabbatical. The first project consists of a study of the migration characteristics of the American Avocet utilizing satellite tracking technology. Dr. Cavitt's second proposed project is to compile, write, and publish a monograph on the avian ecology of the Great Salt Lake.

Stacy Palen- Physics- Fall 2014 and Spring 2015-Dr. Stacy Palen proposes three activities for her sabbatical. First, she will continue her work to improve astronomy teaching, research, and outreach. In this regard, a notable goal is to develop a paired course in Astronomy and Developmental Math in collaboration with Cristine Lewis. Second, she will complete the revision of two textbooks, and complete the first draft of a third, completely new textbook that incorporates a "flipped class" pedagogical approach to astronomy instruction and student learning. Finally, her third project will consist of improving the quality of astronomy facilities at Weber State and management of the Ott Planetarium.

Adam Johnston- Physics- Fall 2014 and Spring 2015-Dr. Johnston has decided that he needs to better understand what is really possible beyond the traditional, and wishes to investigate alternative models of teaching and learning by experiencing and observing a variety of different, yet interesting, approaches, pedagogies, and venues. In short Adam wishes to expand his horizons, and in doing so, he hopes to better understand how different modes of teaching and learning impact him and others, and ultimately how these individual approaches, or combination of several, can improve teaching and learning among students, pre- and in-service teachers, and also faculty.

Sam Zeveloff- Zoology- Fall 2014 -Dr. Zeveloff has proposed three different projects that will engage his time and effort during the requested sabbatical leave. The first project awaits notification of a Fulbright Scholarship to Dr. Zeveloff for travel to Austria where he will teach two courses and pursue research related to the management of invasive species, such as raccoon, in central Europe. Dr. Zeveloff's second project involves a proposed visit to the National Evolutionary Synthesis Center in Durham, NC, where he has applied for a sabbatical fellowship award. Should his application be approved, Dr. Zeveloff plans to develop a Massive Open Online Course (MOOC) focused on addressing key topics related to sexual reproduction in plants and animals. Should neither application be successful, Dr. Zeveloff proposes to remain at Weber State, where he will use his sabbatical leave to develop a non-profit Conservation Organization for Small Carnivores.

Jonathan Marshall- Zoology- Fall 2014-Dr. Marshall proposes to focus on two specific research projects during his requested leave. The first of these expands upon the theme of his PhD studies of identifying species boundaries, and will employ DNA barcoding of genetically modified viruses. The second project proposed by Dr. Marshall will involve a study of parallel adaptive evolution between two salamander species that are geographically separated but occupy similar environments.

Mohammad Sondossi- Microbiology- Spring 2015-Dr. Sondossi has proposed an ambitious set of activities to be completed during the requested sabbatical leave. Much of his proposed work involves investigating microbial degradation pathways of toxic chlorinated hydrocarbons, which follow from studies that he developed during his previous sabbatical in 2011, and which he will carry out in part with collaborators at the INRS- Institut Armand-Frappier Research Center in Quebec.

31-Dec-2013

Weber State University
Human Resources Agenda Report
from 01-Dec-2013 thru 31-Dec-2013

<u>Action</u>	<u>Full Name</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
CLASSIFIED					
REHIRE	Lisa Milliken	Replaces Julie Beth Ellis	Specialist	Academic Tech Training and Planning	02-Dec-2013
EARLY RETIREE	Kathy May		Secretary II	Business Administration	31-Dec-2013
PROMOTION	Bicknell Robbins		Landscaper II	Facilities Management	01-Dec-2013
TRANSFER	Clifford Hamilton		Police/Classified	University Police	16-Dec-2013
HIRE	Brogan Van Patten	New Position	Specialist/Non-Exempt	Radiologic Sciences	30-Dec-2013
HIRE	Elizabeth Memmott	New Position	Administrative Specialist I	Business Administration	20-Dec-2013
SEPARATION	Courtney Lower		Secretary II	Nursing	02-Dec-2013
FACULTY					
RETIRED	Harold Elliott		Professor	Geography	31-Dec-2013
RETIRED	Alice Allred		Instructor	Developmental Math Program	31-Dec-2013
SEPARATION	Jennifer Wold		Instructor	Dental Hygiene	31-Dec-2013
SEPARATION	Brandon Sandall		Assistant Professor	Nursing	31-Dec-2013
SEPARATION	Patricia Turner		Instructor	Nursing	31-Dec-2013
SEPARATION	Kristin Nelson		Assistant Professor	Teacher Education	31-Dec-2013
SEPARATION	Beth Moore		Assistant Professor	Nursing	31-Dec-2013
PROFESSIONAL					
EARLY RETIREE	Alan Livingston		Web Developer	Enterprise Business Computing	31-Dec-2013
SEPARATION	Tamra Critchlow		Coordinator	Academic Support Centers - Program	02-Dec-2013
HIRE	Gerald Tracy	New Position	Specialist/Exempt	Academic Tech Training and Planning	30-Dec-2013
TRANSFER	Seth Cawley		Sergeant	University Police	16-Dec-2013
HIRE	Stevie Emerson	New Position	Designer	Continuing Education	05-Dec-2013
HIRE	Brandon Stoddard	Replaces Robert S Head	Director	Small Business Dev Center	16-Dec-2013
SEPARATION	Susan Abbott		Counselor	Financial Aid Office	31-Dec-2013
HIRE	Melynde Christensen	Replaces Ryan Joshua Pringle	Accountant	Accounting Services	02-Dec-2013
HIRE	Teresa Holt	New Position	Coordinator	Student Involvement Leadership Oper	02-Dec-2013
PROMOTION	Jessica Oyler		Director	Research Support Services	16-Dec-2013
TRANSFER	Mary Jane DuPont		Advisor	Financial Aid Office	16-Dec-2013
SEPARATION	Kostantinos Efstathiou		Coordinator	Campus Recreation	19-Dec-2013
SEPARATION	Brenda Burrell		Coordinator	College of Education	31-Dec-2013
TRANSFER	Paul Hayes		Engineer	Vice Provost	01-Dec-2013
TRANSFER	Michelle Gifford		Advisor	Financial Aid Office	16-Dec-2013
HIRE	Laine Gibson	New Position	Advisor	Financial Aid Office	11-Dec-2013
HIRE	Jay Hill	Replaces John L Smith	Coach	Athletics Admin and Support	12-Dec-2013

20-Feb-2014

Weber State University
Human Resources Agenda Report
from 01-Jan-2014 thru 31-Jan-2014

<u>Action</u>	<u>Full Name</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
CLASSIFIED					
PROMOTION	Joyce Tolliver		Specialist	Continuing Education	01-Jan-2014
PROMOTION	Elizabeth Checketts		Supervisor	Facilities Management	21-Jan-2014
EARLY RETIREE	Sharon Judd		Technician	Financial Aid Office	15-Jan-2014
HIRE	Jeffrey Hunsaker	Replaces Carl Robert Hough	Custodian	Facilities Management	14-Jan-2014
PROMOTION	Cynthia Kurien		Specialist	Visual Arts	01-Jan-2014
HIRE	Robert Barney	New Position	Custodian	Facilities Management	13-Jan-2014
HIRE	Robert Atkinson	Replaces Elizabeth Checketts	Custodian	Facilities Management	28-Jan-2014
HIRE	Angela Hansen	Replaces Rena A Hindes	Custodian	Facilities Management	13-Jan-2014
TRANSFER	Sheila Carrion		Associate	Purchasing	16-Jan-2014
HIRE	Jami Leatham	Replaces Brooke Ann Hogensen	Administrative Associate	Purchasing	06-Jan-2014
SEPARATION	Brooke Hogensen		Purchasing Technician	Purchasing	10-Jan-2014
HIRE	Aaron Blaylock	Replaces Susan N Saxton	Custodian	Facilities Management	13-Jan-2014
HIRE	Jessica Wayment	Replaces Jeannine Marie Ufford	Specialist/Classified	Admissions Office	13-Jan-2014
HIRE	Eric Christopherson	New Position	Custodian	Student Affairs Maintenance	26-Jan-2014
HIRE	Brian Simmons	Replaces Kandice Newren	Library/Classified	Library	01-Feb-2014
HIRE	Nicole Snow	New Position	Custodian	Facilities Management	13-Jan-2014
HIRE	Jennifer Brustad	Replaces Thomas Edward Pulliam	Specialist/Classified	Admissions Office	15-Jan-2014
HIRE	Melissa Smith	Replaces Melissa Diane Bamfo	Administrative Specialist II	University Communications	16-Jan-2014
FACULTY					
TRANSFER	F Millner		Professor	College of Health Professions	16-Jan-2014
HIRE	Aaron Hall	New Position	Instructor	College of Applied Science and Tech	01-Jan-2014
PROMOTION	Ryan Rowe		Assistant Professor	Medical Lab Science	16-Jan-2014
HIRE	David Noack	Replaces Joel Craig Watson	Assistant Professor	Business Administration	01-Jan-2014
PROFESSIONAL					
EARLY RETIREE	Lawrence Henson		Counselor	Career Services	16-Jan-2014
REHIRE	Marilyn Lofgreen	Replaces Brenda J Burrell	Coordinator	College of Education	02-Jan-2014
RETIRED	Bettie Turman		Administrator	Continuing Education	31-Jan-2014
PROMOTION	Frederick Henderson		Director	College of Health Professions	01-Jan-2014
SEPARATION	Geri Harames		Advisor	College of Applied Science and Tech	24-Jan-2014
PROMOTION	David Patten		Supervisor	Facilities Management	16-Jan-2014
PROMOTION	Wright Hopkin		Associate Registrar	Registrar's Office	06-Jan-2014
PROMOTION	Lydia Gravis		Manager	Visual Arts	01-Jan-2014
HIRE	Julia Darley	Replaces Kimber Lee Harding	Coordinator	Student Health Center	23-Jan-2014
PROMOTION	Jessica Oyler		Director	Research Support Services	01-Jan-2014
HIRE	Dharma Sawyer	Replaces Jamar Ronell Lee	Advisor	Education Access and Outreach	17-Jan-2014
SEPARATION	Katherine Lee Koven		Director	Visual Arts	12-Jan-2014
SEPARATION	Kimber Harding		Coordinator	Student Health Center	17-Jan-2014

20-Feb-2014

Weber State University
Human Resources Agenda Report
from 01-Jan-2014 thru 31-Jan-2014

<u>Action</u>	<u>Full Name</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
HIRE	Brent Myers	Replaces Cecil Thomas	Associate Coach	Athletics Admin and Support	03-Jan-2014

11-Mar-2014

Weber State University
Human Resources Agenda Report
from 01-Feb-2014 thru 28-Feb-2014

<u>Action</u>	<u>Full Name</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
CLASSIFIED					
SEPARATION	Kimberly Lynne		Circulation Services Documents	Library	07-Feb-2014
PROMOTION	Paul Ashton		Supervisor/Classified	Printing Services	01-Feb-2014
PROMOTION	Shawn Swapp		Electrician	Facilities Management	03-Feb-2014
SEPARATION	Lacie Olsen		Registration Clerk	Continuing Education	28-Feb-2014
HIRE	Benjamin Wetzker	New Position	Custodian	Dee Events Center	27-Feb-2014
HIRE	Tiana Witkamp	New Position	Specialist/Non-Exempt	International Student Services	03-Feb-2014
PROFESSIONAL					
PROMOTION	Georgia Petty		Developer	Continuing Education	16-Feb-2014
HIRE	Joseph Salmond	New Position	Designer	Academic Tech Training and Planning	03-Feb-2014
PROMOTION	Faith Satterthwaite		Analyst	Continuing Education	16-Feb-2014
SEPARATION	Sean Peek		Coordinator	Academic Support Centers - Program	21-Feb-2014
SEPARATION	Patrick McCutcheon		Administrator	Office of Sponsored Projects	28-Feb-2014
HIRE	Joel Head	New Position	Manager	Bookstore	01-Feb-2014
HIRE	Maritza Mestre-Touma	New Position	Administrator	Academic Tech Training and Planning	03-Feb-2014
HIRE	Sang Chan	Replaces Michael J Mitchell	Designer	Continuing Education	01-Mar-2014
HIRE	Brian Masters	New Position	Manager	University Communications	24-Feb-2014

Weber State University

Events

March 2014

Saturday (March 1): WSU's Davis Executive Lecture Series Presents "Smart Start: Business Start-Up Seminar" with Jared Van Orden, certified business analyst, 10 a.m. to 2 p.m. WSU Davis Campus, Bldg D3, Room 206, free, register clients.utahsbdc.org/events.aspx.

Saturday (March 1): WSU men's basketball vs. Northern Colorado, 7 p.m., Dee Events Center, \$26/\$23/\$19/\$16/\$12/\$10/\$8 free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500), 1-800-WSU-TIKS or weberstatetickets.com.

Saturday (March 1): WSU's Performing Arts Department presents "Picnic at Hanging Rock," performance offers American Sign Language, 7:30 p.m., Val A. Browning Center Allred Theater, \$12/\$9 weberstatetickets.com, ages 15 and older, [801-626-6431](tel:801-626-6431) or cdenniston@weber.edu.

Saturday (March 1): WSU's College of Arts & Humanities presents "Snow Days," a hands-on family art program, 10 a.m., Elizabeth Dee Shaw Gallery, free, [801-626-6431](tel:801-626-6431) or cdenniston@weber.edu.

Saturday through Tuesday (March 1-4): Arté Gras Costume Exhibit featuring costumes and designers from WSU performing arts events, open Shepherd Union hours, Shepherd Union Gallery, free, shepherdunioninfo@weber.edu.

Monday (March 3): Weber State University sponsors "WSU Day at the Capitol," student, faculty, and alumni meet legislators, 10:30 p.m. to 1 p.m., Capitol Rotunda, [801-626-6890](tel:801-626-6890), free, [801-626-6890](tel:801-626-6890) or mikemoon@weber.edu.

Monday (March 3): WSU's Goddard School & Business and Economics presents the Executive Lecture Series with Jan Winniford, WSU Student Affairs vice president, 5:30 p.m., WSU Davis Campus Building 2, Room 110, free, [801-395-3482](tel:801-395-3482) brucedavis@weber.edu.

Tuesday (March 4): WSU's College of Arts & Humanities hosts a reading by author and editor Lance Olsen, 3 p.m., Elizabeth Hall Room 229, free, [801-626-6431](tel:801-626-6431) or cdenniston@weber.edu.

Tuesday (March 4): WSU's Alumni Association hosts a Dixon Awards luncheon and will honor Forrest Crawford, WSU teacher education professor, and Norm Tarbox, WSU Administrative Services vice president, noon, Hurst Center Dumke Legacy Hall, \$15, RSVPS by Feb. 27 at [801-626-7535](tel:801-626-7535) or alumni.weber.edu/Dixon.

Tuesday (March 4): WSU's College of Arts & Humanities hosts Mardi Gras closing night costume party reception, costumed guests may have their photos taken and entered in an online contest, 7 p.m., Shepherd Union Fireplace Lounge, free, crjennings@weber.edu.

Tuesday (March 4): WSU's Outdoor Program hosts Moonlight Snowshoe Tour, departure 7 p.m., return 9 p.m., Skyline South Trail, free, [801-626-6373](tel:801-626-6373) or outdoorprogram@weber.edu.

Tuesday (March 4): WSU's Performing Arts Department presents "Picnic at Hanging Rock," 7:30 p.m., Val A. Browning Center Allred Theater, \$12/\$9 weberstatetickets.com, ages 15 and older, [801-626-6431](tel:801-626-6431) or cdenniston@weber.edu.

Wednesday (March 5): WSU's Outdoor Program hosts weekly Ogden Dawn Patrol cross country skiing (continues until March 26), 5 a.m., free, [801-626-6373](tel:801-626-6373) or outdoorprogram@weber.edu.

Wednesday (March 5): WSU's Performing Arts Department presents "Picnic at Hanging Rock," 7:30 p.m., Val A. Browning Center Allred Theater, \$12/\$9 weberstatetickets.com, ages 15 and older, [801-626-6431](tel:801-626-6431) or cdenniston@weber.edu.

Thursday (March 6): WSU's Ralph Nye Lecture Series presents Scott Adamson, co-founder of My Recipe Magic, noon, Wattis Business Building Smith Lecture Hall Rooms 206/207, free, 801-626-7307 or weber.edu/sbe.

Thursday (March 6): WSU's Outdoor Program hosts the Cooperative San Juan Mountain Ski/Snowboard Trip Meeting, 5 p.m., Weber State University Outdoor Program Annex 9, free, 801-626-6373 or outdoorprogram@weber.edu.

Thursday (March 6): WSU's Outdoor Program offers Kayak Roll Session, 6:30 p.m., WSU Swimming Pool, \$20 kayak needed/\$8 no kayak, 801-626-6373 or weber.edu/outdoor/.

Thursday (March 6): WSU women's basketball vs. Portland State, 7 p.m., Dee Events Center, \$7/\$5/\$3 ,free to WSU students with Wildcard ID, 801-626-8500, 1-800-WSU-TIKS or weberstatetickets.com.

Thursday (March 6): WSU's Performing Arts Department presents "Picnic at Hanging Rock," 7:30 p.m., Val A. Browning Center Allred Theater, \$12/\$9 weberstatetickets.com, ages 15 and older, 801-626-6431 or cdenniston@weber.edu.

Friday (March 7): WSU's Performing Arts Department presents "Picnic at Hanging Rock," 7:30 p.m., Val A. Browning Center Allred Theater, \$12/\$9 weberstatetickets.com, ages 15 and older, 801-626-6431 or cdenniston@weber.edu.

Friday (March 7) through Friday (March 28): WSU student sculptors featured in the Shepherd Union Gallery, open Shepherd Union hours, free, shepherdunioninfo@weber.edu.

Friday through Thursday (March 8-13): WSU's Outdoor Program hosts the Cooperative San Juan Mountain Ski/Snowboard trip, Silverton, Colo., \$200/\$225, 801-626-6373 or weber.edu/outdoor/.

Saturday (March 8): WSU's Performing Arts Department presents "Picnic at Hanging Rock," 2:00 p.m., Val A. Browning Center Allred Theater, \$12/\$9 weberstatetickets.com, ages 15 and older, 801-626-6431 or cdenniston@weber.edu.

Saturday (March 8): WSU women's basketball vs. Eastern Washington, 2 p.m., Dee Events Center, \$7/\$5/\$13 free to WSU students with Wildcard ID, 801-626-8500, 1-800-WSU-TIKS or weberstatetickets.com.

Saturday (March 8): WSU's Performing Arts Department presents "Jazz," 7:30 p.m., Val A. Browning Center Allred Theater, \$12/\$9, 801-626-6431 or cdenniston@weber.edu.

Monday (March 10): WSU's Goddard School of Business and Economics presents its Executive Lecture Series with Steve Avery, Promontory Management Group, vice president, 5:30 p.m., WSU Davis Campus, Building 2, Room 110, free, 801-395-3482 or brucedavis@weber.edu.

Tuesday and Wednesday (March 11 - 12): WSU's Continuing Education presents Life and Learning Workshops and College Discovery Expo, 12:30 to 8 p.m. *events are held at various times and locations, free, registerweber.edu/workshopsatwest/.

Tuesday (March 11): WSU's Davis Executive Lecture Series Presents "Smart Start: Business Start-Up Seminar" with speaker Jared Van Orden, 6 p.m. to 8 p.m. WSU Davis Campus, Bldg D3, Room 206, free, register at clients.utahsbdc.org/events.aspx.

Wednesday (March 12): WSU's Outdoor Program hosts weekly Ogden Dawn Patrol cross country skiing (continues until March 26), 5 a.m., free, 801-626-6373 or outdoorprogram@weber.edu.

Wednesday (March 12): WSU's Performing Arts Department presents "Jazz at the Station," 7 p.m., Ogden Union Station Grand Lobby (2501 Wall Ave., Ogden), free, 801-626-6431 or cdenniston@weber.edu.

Thursday (March 13): WSU's Ott Planetarium will host the Ogden Astronomical Society meeting, 7:30 p.m., Lind Lecture Hall Ott Planetarium, free, 801-309-1233.

Saturday (March 15): WSU's College of Arts & Humanities presents "UNITY: An Evening of Culture and Arts to Benefit the Women of Mozambique Project," 6 p.m., Shepherd Union Ballroom B, \$32/\$15/\$8, 801-626-6479 or jlawrence@weber.edu.

Monday (March 17): WSU's Weber Historical Society will present historian Tammy Proctor discussing "Taking Stock of World War I: 1914-2014," 7 p.m., Lindquist Alumni Center Garden Room, free, 801-626-6709.

Tuesday (March 18): Weber Reads presents the movie "Oh Brother, Where Art Thou?" followed by a discussion, 12:30 p.m., Stewart Library Hetzel-Hoellein Room, 801-626-6782 or kmackay@weber.edu.

Wednesday (March 19): WSU's Outdoor Program hosts weekly Ogden Dawn Patrol cross country skiing (continues until March 26), 5 a.m., free, 801-626-6373 or outdoorprogram@weber.edu.

Monday (March 19): The Center for Community Engaged Learning hosts "Deliberate Democracy Day," the value of campus athletics discussed, 10:30 a.m. Shepherd Union Ballroom B, free, 801-626-6695 or lmurray@weber.edu.

Wednesday (March 19): WSU women's tennis vs. Utah State, 11:30 a.m., Ogden Athletic Club (1221 East 5800 South, South Ogden, UT 84405), free, weberstatesports.com.

Wednesday (March 19): WSU women's softball vs. Utah Valley, 2 and 4 p.m., Wildcat Softball Field, free, weberstatesports.com.

Wednesday (March 19): WSU's Vernon M. and Maree Buehler Leadership Lecture series presents Robert Workman, Goal Zero Founder "The Only Things That Matter," Hurst Center Dumke Legacy Hall, free, 5:30 p.m. reception, 6:30 p.m. lecture, free, RSVP to GSBE@weber.edu.

Thursday (March 20): WSU's Ralph Nye Lecture Series presents Raylynn Sleight, Northern Utah Region of Zion's Bank, Small Business Loan resource officer, noon, Wattis Business Building Smith Lecture Hall Rooms 206/207, free, 801-626-7307 or weber.edu/sbe.

Thursday (March 20): WSU Davis Student Services offers "Understanding the Affordable Care Act," 4:30 p.m. Davis Campus, Building 2, Room 113, free, 801-395-3443 or jgrandi@weber.edu.

Thursday (March 20): WSU's Outdoor Program offers Kayak Roll Session, 6:30 p.m., WSU Swimming Pool, \$20 kayak needed/\$8 no kayak, 801-626-6373 or weber.edu/outdoor/.

Saturday (March 22): WSU's Davis Executive Lecture Series Presents "Smart Start: Business Start-Up Seminar" with Craig Soelberg, Guild Mortgage Company, loan officer, 10 a.m. to noon. WSU Davis Campus, Building 3, Room 206, free, register clients.utahsbdc.org/events.aspx.

Monday (March 24): WSU's School of Business and Economics presents its Executive Lecture Series with Bob Stevenson, Layton City mayor, 5:30 p.m., Davis Campus, Building 2, Room 110, free, 801-395-3482 or brucedavis@weber.edu.

Tuesday (March 25): WSU men's tennis vs. Utah State, noon, Ogden Athletic Club (1221 East 5800 South, South Ogden, UT 84405), free, weberstatesports.com.

Tuesday (March 25): WSU's Performing Arts Department presents "The Odyssey, Readers' Theater," 12:30 p.m., Stewart Library Hetzel-Hoellein Room, free, 801-626-6431 or cdenniston@weber.edu.

Wednesday (March 26): WSU's Outdoor Program hosts the weekly Ogden Dawn Patrol cross country skiing, departure 5 a.m., free, 801-626-6373 or outdoorprogram@weber.edu.

Wednesday (March 26): WSU's Center for Community Engaged Learning presents "Alternative Energy: Wind Power - Without the Hot Air," Kirk Hagen, WSU engineering professor, 12:30 p.m. Shepherd Union Wildcat Theater, free, 801-626-7737 or sarahsteimel@weber.edu.

Thursday – Sunday (March 27-30): WSU's Outdoor Program will participate in the Inter-Mountain Student Outdoor Leadership Conference, \$125, Utah State University 801-626-6373 or outdoorprogram@weber.edu.

Thursday (March 27): WSU women's tennis vs. Air Force, noon, Ogden Athletic Club (1221 East 5800 South, South Ogden, UT 84405), free, weberstatesports.com.

Thursday (March 27): WSU's Ralph Nye Lecture Series presents Michael Grow, Arent Fox partner, noon, Wattis Business Building Smith Lecture Hall, Rooms 206/207, free, 801-626-7307 or weber.edu/sbe.

Thursday (March 27): The College of Arts and Humanities presents Anna Bulkin, guest artist piano recital, 7:30 p.m., Browning Center, 801-626-6431 or cdenniston@weber.edu.

Thursday (March 27): WSU's Performing Arts Department presents "Mockingbird," (panel discussion to follow) 7:30 p.m., ages 8 and older, Val A. Browning Center, Allred Theater, \$12/\$9 weberstatetickets.com, 801-626-6431 or cdenniston@weber.edu.

Friday (March 28): WSU women's tennis vs. Montana State, 11:30 a.m., Ogden Athletic Club (1221 East 5800 South, South Ogden, UT 84405), free, weberstatesports.com.

Friday (March 28): WSU women's softball vs. Northern Colorado, 2 and 4 p.m., Wildcat Softball Field, free, weberstatesports.com.

Friday (March 28): WSU's Performing Arts Department presents "Picnic at Hanging Rock," 7:30 p.m., Val A. Browning Center Allred Theater, \$12/\$9 weberstatetickets.com, ages 15 and older, 801-626-6431 or cdenniston@weber.edu.

Saturday (March 29): WSU men's tennis vs. Loyola Marymount, 11:00 a.m., Ogden Athletic Club (1221 East 5800 South, South Ogden, UT 84405), free, weberstatesports.com.

Saturday (March 29): WSU women's softball vs. Northern Colorado, noon, Wildcat Softball Field, free, weberstatesports.com.

Saturday (March 29): WSU's Performing Arts Department presents "Mockingbird," 7:30 p.m., ages 8 and older, Val A. Browning Center, Allred Theater, \$12/\$9 weberstatetickets.com, 801-626-6431 or cdenniston@weber.edu.

Saturday (March 29): WSU's Cultural Affairs presents ETHEL, a contemporary string quartet, with Kaki King 7:30 p.m., Peery's Egyptian Theater (2415 Washington Blvd, Ogden) \$20/\$8, weberstatetickets.com, 801-626-8500.

Sunday (March 30): WSU men's tennis vs. Montana State, 9 a.m., Ogden Athletic Club (1221 East 5800 South, South Ogden, UT 84405), free, weberstatesports.com.

Monday (March 31): WSU women's tennis vs. Montana, 11:30 a.m., Ogden Athletic Club (1221 East 5800 South, South Ogden, UT 84405), free, weberstatesports.com.

Monday (March 31): WSU's Goddard School of Business & Economics presents its Executive Lecture Series with Cari Jullerton, Bank of Utah, Senior Vice President and Regional Loan Manager, 5:30 p.m., Davis Campus, Building 2, Room 110, free, 801-395-3482 or brucedavis@weber.edu.

Contact:

Allison Barlow Hess, director of Public Relations
801-626-7948 • ahess@weber.edu

Author:

Melissa Smith, office of Media Relations
801-626-6348 • melissasmith9@weber.edu