

Board of Trustees Meeting

Miller Administration – Betty Hess Lampros Boardroom 319

Davis Stewart Center (D3) Room 201 - 2750 University Park Blvd. Layton, UT 84041

[Zoom](#) | ID: 996 4879 7088 | Password: 676679

Tuesday, May 16, 2023 | 9:30 AM to 11:30 AM

AGENDA

1. Call to Order and Identification of Any Potential or Perceived Conflicts of Interest* (9:30 a.m.) *Kearston Cutrubus, Chair*
2. Recognition of Outgoing Trustees (9:32 a.m.) *President Brad Mortensen*
3. Appointment of Nomination Committee (9:40 a.m.) *Chair Cutrubus*
4. Action: Approval of Minutes (9:45 a.m.) *Chair Cutrubus*
 - a. [April 26, 2023, Board of Trustees Executive Committee Meeting](#)
 - b. [April 27, 2023, Board of Trustees Meeting](#)
5. Action: Approval of Vice President of Student Access and Success (9:50 a.m.) *Chair Cutrubus*
6. Information: (9:55 a.m.) *Chair Cutrubus*
 - a. [College Liaison Report – College of Social & Behavioral Sciences](#) *Chair Kearston Cutrubus with Dean Julie Rich*
 - b. [Special Topic: \(10:05 a.m.\) – Faculty-Student Engagement](#) *Brenda Kowalewski – Associate Provost and Professor of Sociology*
 - c. [Faculty Presentation \(10:20 a.m.\) – WSU Theatre Students Win National Awards at the Kennedy Center](#) *Jessica Greenberg, Associate Professor of Theatre, and incoming Chair of the School of Performing Arts*
 - d. [Weber State University Reports \(10:30 a.m.\)](#) *Chair Cutrubus*
 - i. [President's Report](#) *President Brad Mortensen*
 - ii. [Alumni Association](#) *Trustee Rob Higginson*

- iii. [Staff Advisory Council](#)
- iv. [WSUSA President](#)
- v. [Upcoming Events](#)

Chair Aubrey Lord
Trustee Ashley Potokar

5. Academic Policy Committee (10:40 a.m.) [Agenda](#) *Trustee Louenda Downs*

a. Action:

i. Policy Changes:

- 1. PPM 1-13, Faculty Senate Constitution and Bylaws ([Summary](#), [Redline](#), [Clean](#))
- 2. PPM 6-22, Student Code ([Summary](#), [Redline](#), [Clean](#))
- 3. PPM 9-7, Faculty Responsibilities to the Institution ([Summary](#), [Redline](#), [Clean](#))
- 4. PPM 9-8, Faculty Responsibilities to the Community ([Summary](#), [Redline](#), [Clean](#))

ii. Unit Name Change:

- 1. [Department of Foreign Languages to Department of World Languages and Cultures](#)

iii. Program Name Changes:

- 1. [BA in Communication, Emphasis in Public Relations & Advertising to BA in Communication, Emphasis in Public Relations & Strategic Communication](#)
- 2. [BS in Communication, Emphasis in Public Relations & Advertising to BS in Communication, Emphasis in Public Relations & Strategic Communication](#)
- 3. [Music Major Performance and Pedagogy \(BM\), Instrumental Performance Emphasis to Music Major \(BM\), Instrumental Performance Emphasis](#)
- 4. [Music Major Performance and Pedagogy \(BM\), Keyboard Pedagogy Emphasis to Music Major \(BM\), Keyboard Pedagogy Emphasis](#)
- 5. [Music Major Performance and Pedagogy \(BM\), Keyboard Performance Emphasis to Music Major \(BM\), Keyboard Performance Emphasis](#)
- 6. [Music Major Performance and Pedagogy \(BM\), Stringed Instrument Pedagogy Emphasis to Music Major \(BM\), Stringed Instrument Pedagogy Emphasis](#)
- 7. [Music Major Performance and Pedagogy \(BM\), Vocal Pedagogy Emphasis to Music Major \(BM\), Vocal Pedagogy Emphasis](#)

8. [Music Major Performance and Pedagogy \(BM\), Vocal Performance Emphasis to Music Major \(BM\), Vocal Performance Emphasis](#)

iv. **New Program:**

1. [Associate of Science in Entrepreneurship \(Peer Review\)](#)

v. **Program Review:**

1. [Automotive Technology](#)

vi. **Recommendations:**

1. [Tenure Recommendation Memo](#)
2. [Promotion Recommendation Memo \(Steps in the Tenure and Promotion Process\)](#)

b. **Information**

Trustee Downs

i. [Academic Policy Committee Meeting Minutes – April 27, 2023](#)

6. **Business Committee (11:10 a.m.)** [Agenda](#)

Trustee Don Salazar

a. **Action:**

i. [Financial Report \(March 2023\)](#)
ii. [Base Budget FY24](#)

b. **Consent Calendar Items:**

Trustee Salazar

i. [Monthly Investment Report \(March 2023\)](#)
ii. [Personnel Report \(April 2023\)](#)
iii. [Early Retirements](#)
iv. [Retirement Committee Update](#)

c. **Information:**

Trustee Salazar

i. [Business Committee Meeting Minutes – April 27, 2023](#)
ii. [Capital Improvements](#)
iii. [IT Security Update](#)
iv. [Composite Financial Index](#)

7. **Announcements / Observations / Questions (11:20 a.m.)**

9. **CLOSED MEETING SESSION****

A Closed Meeting may be held to discuss any one of the matters allowed by

Utah Code § 52-4-205, including (1) discussion of the character, professional competence, or physical or mental health of an individual; (2) strategy sessions to discuss pending or reasonably imminent litigation; (3) strategy sessions to discuss the purchase, exchange, lease, or sale of real property, including water rights or shares; (4) discussion regarding deployment of security personnel, devices, or systems; or (5) investigative proceedings regarding allegations of criminal misconduct.

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

Chair Cutrubus

**When a board member has a potential or perceived conflict of interest, they should alert the chair at the beginning of the meeting that they will need a moment to recuse themselves from board business and identify the point in the agenda when they would need to be excused. The board member will be excused at the appropriate time while the board proceeds with the action. The board member will be alerted when they may rejoin the proceedings.*

*** If held. If a closed meeting is not held, the board will adjourn after the prior agenda item. If a closed meeting is held, the board will go into the closed meeting from the open meeting, but unless there is further business to conduct after the closed meeting, the board will adjourn the meeting without going back into open session.*



BOARD OF TRUSTEES EXECUTIVE COMMITTEE MEETING MINUTES

April 26, 2023 – 11:30 a.m.

Miller Administration Betty Hess Lampros Boardroom 319
3850 Dixon Parkway, Ogden, UT 84408 | Hybrid Meeting

Executive Committee Members:

Ms. Kearston Cutrubus – Chair

Ms. Karla Bergeson -Vice Chair (via telephone)

Mr. Don Salazar (via Zoom)

Other WSU Trustees:

Mr. Brent Bishop (via Zoom)

Mr. Rob Higginson (via Zoom)

Weber State University Representatives:

Dr. Brad Mortensen, President

Dr. Ravi Krovi, Provost and Vice President for Academic Affairs

Ms. Stephanie Hollist, General Counsel & Board Secretary

Ms. Sherri Cox, Executive Assistant

Public Attendees:

No public attendees were present

Press:

No members of the press were present

Call to Order:

The meeting was called to order at 11:33 a.m. by Chair Kearston Cutrubus. Chair Cutrubus welcomed all in attendance and introduced the Executive Committee members and Trustees present. She then turned the time over to President Brad Mortensen to discuss the agenda item.

Approval of Interim Dean of Goddard School of Business & Economics:

President Mortensen discussed that a year ago, the Board of Trustees met to approve the appointment of Interim Dean, Doris Geide-Stevenson of the Goddard School of Business & Economics for a term of at least one year. Discussion was held to approve an extension of her appointment as interim dean. President Mortensen turned the time to Provost Ravi Krovi who gave background information and discussed the need for this extension in the college. The college is doing well under her leadership and recent reviews have been positive. One big accomplishment that Doris has led is the renewed AACSB accreditation which was completed with a requirement for continuing review. There is an overall feeling that she is doing a good job among faculty and staff. He shared some of the reasons for retaining her to continue with the momentum she has gained.

A national search for a new permanent dean will be conducted starting by July 2024.

ACTION: Upon a motion by Trustee Don Salazar to approve Doris Geide-Stevenson as interim dean of the Goddard School of Business & Economics through June 30, 2025 with a search for a new dean initiated by July 1, 2024, with a second by Vice Chair Karla Bergeson, the motion was unanimously approved by the Board of Trustees Executive Committee.

Adjourn

With no further business or items to discuss, the meeting was adjourned at 11:51 a.m.



BOARD OF TRUSTEES MEETING MINUTES

April 27, 2023 – 9:30 a.m.

Miller Administration Betty Hess Lampros Boardroom 319
3850 Dixon Parkway, Ogden, UT 84408 | Hybrid Meeting

Trustee Members:

Ms. Kearston Cutrubus (Chair)
Ms. Karla Bergeson (Vice Chair)
Mr. Brent Bishop
Ms. Amanda Covington
Ms. Louenda Downs
Ms. Karen Fairbanks
Mr. Rob Higginson
Ms. Ashley Potokar
Mr. Keith Titus
Mr. Don Salazar

Weber State University Representatives:

Dr. Brad Mortensen, President
Ms. Adrienne Andrews, Vice President for Equity, Diversity and Inclusion & Chief Diversity Officer
Dr. Ravi Krovi, Provost & Vice President of Academic Affairs
Dr. Betsy Mennell, Vice President for University Advancement
Dr. Norm Tarbox, Vice President for Administrative Affairs
Dr. Jeff Hurst, Interim Vice President for Student Affairs
Ms. Stephanie Hollist, General Counsel and Board Secretary
Ms. Sherri Cox, Executive Assistant
Ms. Aubrey Lord, Staff Advisory Council Chair, Administrative Associate
Mr. Jason Francis, Faculty Senate Chair, Assoc. Professor/Health Sciences Librarian (via Zoom)

Mr. Bryan Magaña, Director, Public Relations
Mr. Mark Halverson, Associate Vice President for Facilities & Campus Planning
Dr. Yasmin Simonian, Dean, Dumke College of Health Professions
Dr. Sarah Herrmann, Assistant Professor, Psychology
Dr. Tye Gardner, Assistant Professor, Electrical and Computer Engineering
Dr. Eric Amsel, Associate Provost and Professor of Psychology
Mr. Weston Woodward, Director, Campus Services
Mr. Troy Bell, Landscape Manager
Ms. Tish Langston, Custodial Area Supervisor
Mr. Matthew Bass, Master Landscaper
Mr. Ty Christensen, Master Landscaper
Mr. Randall North, Landscaper II
Ms. Hadlee Bingham, Landscaper II
Ms. Summer Willis, WSU Spirit Squad Advisor
Mr. Isaiah Earley, WSU Spirit Squad Member
Ms. Elsa Hassett, WSU Spirit Squad Member
Dr. Stephanie Wolfe, Associate Professor, Political Science (via Zoom)
Dr. Stephanie Speicher, Assistant Professor, Teacher Education (via Zoom)
Dr. Rebekah Cumpsty, Assistant Professor, English-Anglophone Global Literatures
(Via Zoom)

Excused:

Dr. Bret Ellis, Vice President for Information Technology
Mr. Steven Richardson, Director of Strategic Initiatives

Press:

No press were present

Call to Order:

The meeting was called to order at 9:45 a.m. by Chair Kearston Cutrubus who welcomed all in attendance and asked for identification of any potential or perceived conflicts of interest after viewing the agenda. Trustee Keith Titus disclosed a conflict of interest for one meeting agenda item. Chair Cutrubus acknowledged that Trustee Titus will be excused from the meeting during the topic of department chairs, then proceeded with the meeting agenda.

Full Board Agenda Items

Special Recognition:

President Mortensen gave special recognition to members of the WSU spirit squad, Elsa Hassett, Isaiah Earley, and advisor, Summer Willis, who recently returned from national competition in Daytona, Florida where they won the Grand National Championship and also the Large Coed 1A Division Championship. This win is the sixth consecutive national title for Weber State University's spirit squad. Elsa and her partner Michael Androsov won the national championship in partner stunts in their category as well.

President Mortensen gave special recognition to members of the snow removal team from Weber State University's facilities department. Mark Halverson talked about the record year of snowfall with over 116 inches of snow cleared from campus this year. Also, 1.4 million pounds of road salt was distributed and the team was called out for service 49 times this winter. Appreciation was expressed for the team's dedication and effort. Members recognized included Weston Woodward, Troy Bell, Tish Langston, Matt Bass, Ty Christensen, Randy North, and Hadlee Bingham.

Meeting Minutes Approval:

a. March 21, 2023, Board of Trustees Meeting

Meeting minutes from the Board of Trustees meeting on March 21, 2021, were reviewed by the Board of Trustees.

ACTION: Upon a motion by Trustee Louenda Downs to approve the minutes from the March 21, 2023, Board of Trustees meeting, with a second by Trustee Don Salazar, the motion passed unanimously.

Information

College Liaison Report:

Vice Chair Karla Bergeson, serving as a liaison to the Dumke College of Health Professions gave a brief report and introduced Dr. Yasmin Simonian, Dean of the Dumke College of Health Professions, listing several of her awards and accolades over 42 years. The Girl Scouts of Utah recently honored her as a girl champion and leader in the community. Dean Simonian gave a review of the college including the two schools, eight departments and degrees and certificates offered. Dean Simonian discussed Amplified goals and showed the top 10 degree programs at WSU of which five are from the Dumke College of Health Professions. She indicated that the Board of Trustees can help the college by continuing to support them in their capital campaign goals and accommodate their growth by adding more faculty and building space.

Special Topic – Persistence and First Year Learning Communities:

Dr. Eric Amsel gave a presentation on persistence and first year learning communities. He discussed using the term “at promise students” rather than “at risk students” and talked about three keys to student retention and success in the first year: momentum, engagement and belonging. Dr. Amsel shared that the learning communities experience is designed to be tailored to the students’ backgrounds and interests in the following categories: supportive, exploratory, major, themed, and living-learning communities. Statistics were shared in enrollment and retention, and goals were discussed moving forward.

Faculty Presentation – College of Engineering Applied Science & Technology:

Dr. Tye Gardner gave a faculty presentation on “Undergraduate Research in Engineering.” His presentation included information about new facilities, new technology, and new opportunities. Students projects and sustainability research awards were discussed. There is a market demand for more engineers. Women’s involvement in the Electrical and Computer Engineering department is increasing and the reasons behind it were shared. Upcoming events and grants were discussed.

Weber State University Reports

President’s Report:

President Mortensen extended appreciation to Bryan Magaña who compiled the president’s report. The trustees expressed appreciation for all the links in the report. Commencement assignments for trustees were discussed.

Alumni Association Report:

Trustee Rob Higginson discussed the Alumni Association report. He shared that the green sashes being worn at commencement are for the \$20.23 each student donated to WSU. The Dixon Awards were celebrated honoring three recipients from campus. Robert Walker received both this award and the Brady Presidential Award this year. The alumni golf tournament is scheduled for June 2 which will supply funds for scholarships.

Staff Advisory Council Report:

The Staff Advisory Council (SAC) report was discussed by SAC Chair Aubrey Lord who discussed a different election process taking place this year due to the reorganization of Student Affairs with the new Vice President of Student Access and Success position.

WSUSA Report:

Trustee Ashley Potokar shared a brief report on WSUSA. With commencement this week everything is coming to a close. Training for new leaders will start next week.

Upcoming Events:

Upcoming events were reviewed without discussion.

Business Committee

ACTION Items: Trustee Don Salazar

Trustee Don Salazar, chair of the Business Committee, turned the time to Vice President Norm Tarbox, who reviewed the following action items:

a. Action Items:

1. **Financial Report (February 2023)**
2. **Quarterly Construction Report**
3. **Quarterly Athletic Report**

Vice President Tarbox discussed that there is a lot going on but things are going well. Thanks to prior year's fiscal planning when snow totals were less, we are dipping into reserves in the snow removal account to cover snow removal costs.

ACTION: Upon a motion by Trustee Titus to approve the three action items; financial report, quarterly

construction report and quarterly athletic report, with a second by Trustee Downs, the motion passed unanimously.

Trustee Salazar presented the following consent calendar items for approval:

b. Consent Calendar Items:

1. **Monthly Investment Report (February 2023)**
2. **Personnel Report (March 2023)**
3. **Early Retirement**

ACTION: Upon a motion by Trustee Potokar to approve the Consent Calendar items, with a second by Trustee Amanda Covington, the motion was approved.

c. Information Items:

1. **Business Committee Meeting Minutes – March 21, 2023**
2. **Composite Financial Index**
Composite Financial Index was not reviewed in the Business Committee meeting and was tabled for review at the May 16, 2023, meeting.
3. **Effects of Inflation at WSU**

Information items were reviewed. The effects of inflation are astronomical for WSU. Travel has had a substantial increase as well as furniture prices.

Academic Policy Committee

ACTION Items: Trustee Louenda Downs

Trustee Louenda Downs, chair of the Academic Policy Committee, turned the time to Provost Ravi Krovi, who proposed the following action items:

a. Policy Changes:

Provost Krovi discussed the following policy changes:

1. **PPM 1-14a, Program Modification or Discontinuance Review Procedure**
This policy change outlines the process for discontinuing or modifying a program.
2. **PPM 3-25, Faculty Sabbatical Leave**

This policy change outlines the eligibility criteria and specific standards for applying for sabbaticals. It recognizes that faculty are benefitted from sabbaticals with professional development. Chair Cutrubus asked if language could be added to the end of paragraph 2.1 to include “and effectiveness in educating the students”. President Mortensen approved the addition of this non-substantive language and recommended it for the Board of Trustees’ approval.

ACTION: Upon a motion by Trustee Salazar to approve the policy changes, including the language recommended by the president, with a second by Trustee Higginson, the motion was approved.

3. **PPM 4-1, Graduation Standards**
This policy change outlines the graduation requirements for different degrees and lists the certificates offered by the university.
4. **PPM 4-2a, Modifying Programs and Courses in the Catalog**
This policy change outlines the procedures for modifying the courses in the catalog listing the deadline and process for submissions. Catalog changes will be effective for the following fall semester.
5. **PPM 6-2, Admissions**
This policy change defines the requirements and procedure for different types of students. Two changes include (1) the modification of definition regarding student statuses, and (2) enabling high school students to earn credentials before they matriculate into WSU.
6. **PPM 8-11, Evaluation of Faculty Members**
This policy change identifies criteria and processes for tenure and promotion, eligibility, and degree requirements. The change clarifies equivalencies in degrees.
7. **PPM 8-17, Action by Department Ranking Tenure Evaluation Committee**
This policy change permits the Department Ranking Tenure Evaluation Committee to take one letter rather than two separate letters.
8. **PPM 8-18, Action by College Ranking Tenure Evaluation Committee**

This policy has a similar change as PPM 8-17 allowing one letter for submission from the College Ranking Tenure Evaluation Committee.

ACTION: Upon a motion to approve PPM 1-14a, PPM 4-1, PPM 4-2a, PPM 6-2, PPM 8-11, PPM 8-17, and PPM 8-18 by Trustee Downs with a second by Trustee Covington, the motion passed.

b. Program Name Changes:

Provost Krovi discussed the following program name changes:

1. Post-Baccalaureate Certificate in Cyber Security to Post-Baccalaureate Certificate in Cybersecurity

The program name change is to remove the space from the title cyber security and make the word cybersecurity with no spaces.

2. Product Design and Development: An Engineering Technology (AAS) to Product Design and Development (AAS)

This program name change reflects industry terms and technology.

ACTION: Upon a motion by Trustee Karen Fairbanks to approve the two program name changes, with a second by Trustee Potokar, the motion passed unanimously.

c. New Programs:

Provost Krovi discussed the following new minors:

- Ethnic Studies Minor**
- Film Studies Minor**
- Religious Studies Minor**

ACTION: Upon a motion by Vice Chair Bergeson to approve the three new minors, with a re-evaluation of them in 12 months, with a second by Trustee Salazar, the motion passed.

A recommendation was made by Trustee Bishop to include various religions and study the differences between them in the state of Utah in the Religious Studies minor.

d. Certificates of Proficiency:

Provost Krovi discussed the following certificates of proficiency:

1. **Basic Economic Analysis Certificate of Proficiency**
This certificate includes most of the undergraduate degree courses in business. It is more appealing to non-business majors.
2. **Colorado Limited Scope Operator (LSO) Radiography Certificate of Proficiency**
This certificate has significant market demand in Colorado and teaching will be done onsite by WSU faculty. Three areas have been requested by trustees for a report of results after one year and after three years for (1) costs associated, including the cost for travel, (2) the income generated from the increased revenue from the School of Radiological Sciences, and (3) the enrollment growth generated by this program.
3. **Environmental Science Filmmaking Certificate of Proficiency**
This certificate enables science students to combine with art students to tell stories and help other disciplines understand different areas. This promotes interdisciplinary collaboration.

ACTION: Upon a motion to approve the three certificates of proficiency with a request that the Colorado Limited Scope Operator (LSO) Radiography Certificate of Proficiency shares a report to the trustees after one year and after three years for the financial aspects to be noted, by Trustee Downs, with a second by Vice Chair Bergeson, the motion passed.

e. **Associates of Science**

1. **Psychological Science AS**

The Psychological Science AS program was created as a place to help students get credentials before they leave WSU. This can lead to different types of jobs and needs to be measured and reported back to the board in a year.

ACTION: Upon a motion to approve the Psychological Science AS with a request to report on measurements to the board after a year made by Trustee Bishop with a second by Trustee Downs, the motion passed.

f. Post Baccalaureate Certificate

The Post Baccalaureate Certificate is a 12-credit software certificate that is a collaboration between the automotive and computer technology departments.

ACTION: Upon a motion by Trustee Bishop to approve the Post Baccalaureate Certificate with a second by Trustee Covington, the motion passed.

g. Recommendations:

1. Tenure Recommendation Memo

There were 29 faculty members brought forward for tenure recommendation after receiving approval from three review committees.

2. Promotion Recommendation Memo

Faculty who received tenure were recommended for promotion from assistant to associate. Twelve faculty are requesting promotion from associate to full professor.

PPM 8-20 states that the president shall be responsible for presenting the recommendations regarding tenure and promotion to the Board of Trustees. General Counsel Stephanie Hollist explained the PPM and the duties of the provost and president, the review process, recommendations, rights of the faculty and the approval process to the Board of Trustees. Vice Chair Bergeson made a request that in the future a one-page list of bullet points outlining the process should be provided to trustees. President Mortensen acknowledged three faculty members in the meeting who were candidates for review and who were in attendance.

ACTION: Upon a motion to approve the Tenure Recommendations and Promotion Recommendations reviewed by the provost and recommended by the president by Vice Chair Bergeson, with a second by Trustee Salazar, the motion passed.

3. Department Chairs

Trustee Titus excused himself from the meeting for the duration of the discussion regarding appointment of the department chairs.

The department chair recommendations were reviewed by committees and the provost and recommended for appointment by the president as per PPM 1-8.

ACTION: Upon a motion to approve the department chairs as per PPM 1-8, recommended for appointment by the president, by Trustee Downs with a second by Trustee Bishop, the motion passed.

Trustee Titus returned to the meeting following approval of the department chairs.

1. Information Items:

1. Academic Policy Committee Meeting Minutes – March 21, 2023

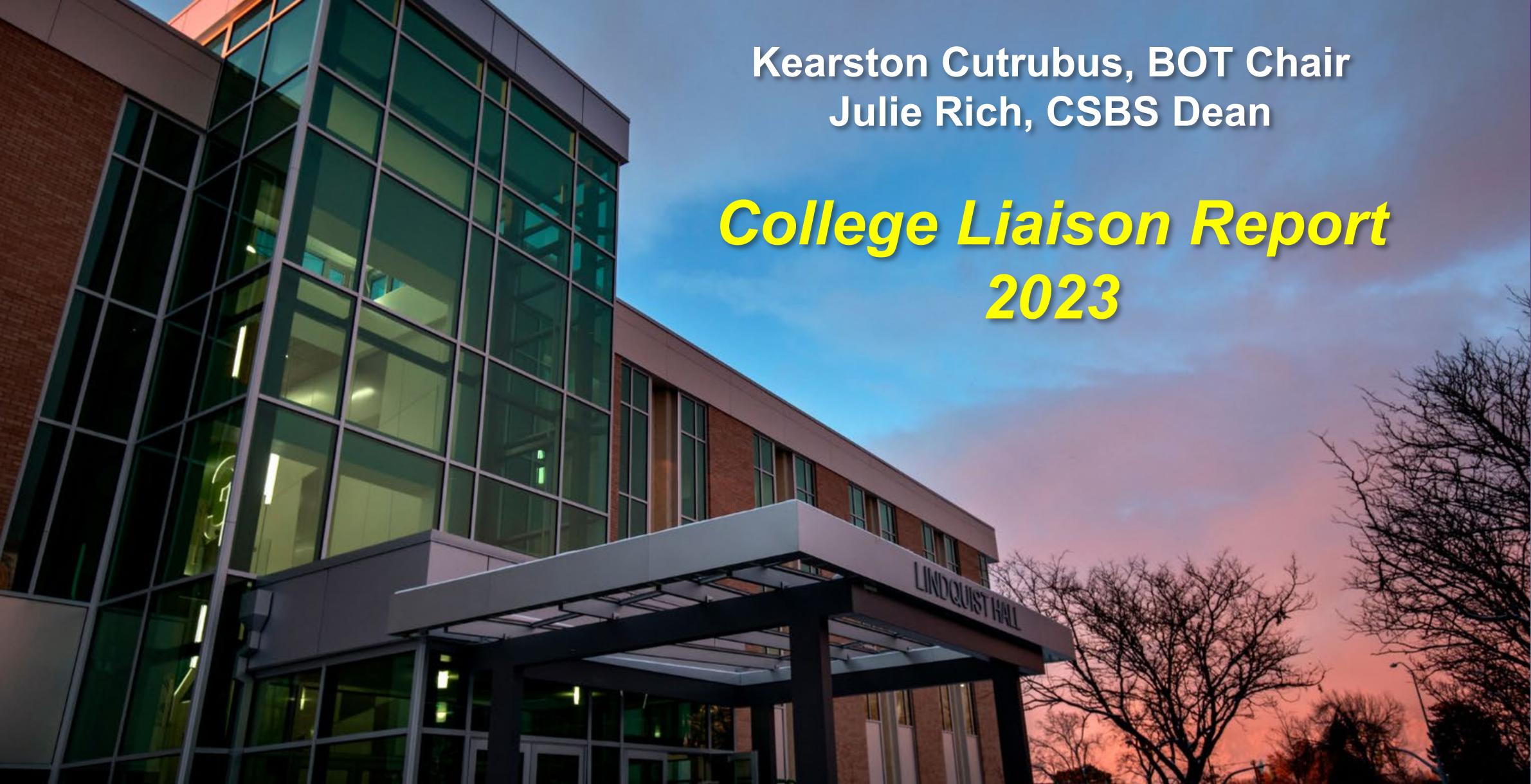
Information items were reviewed without discussion.

Announcements / Observations / Questions:

a. Vice Chair Bergeson asked about parking for the graduation breakfast on April 28. Discussion was held regarding event details.

Adjourn

Without further business to discuss, the meeting was adjourned at 12:03 p.m.



Kearston Cutrubus, BOT Chair
Julie Rich, CSBS Dean

College Liaison Report
2023





Psychology



Social Work & Gerontology



Sociology

CSBS Disciplines





Anthropology



Criminal Justice



Geography, Environment & Sustainability



History



Political Science



Philosophy

Masters Programs

Master of Criminal Justice

Master of Social Work



Other Minor Programs

Asian Studies

Ethnic Studies

International Studies

Legal Studies

Neuroscience

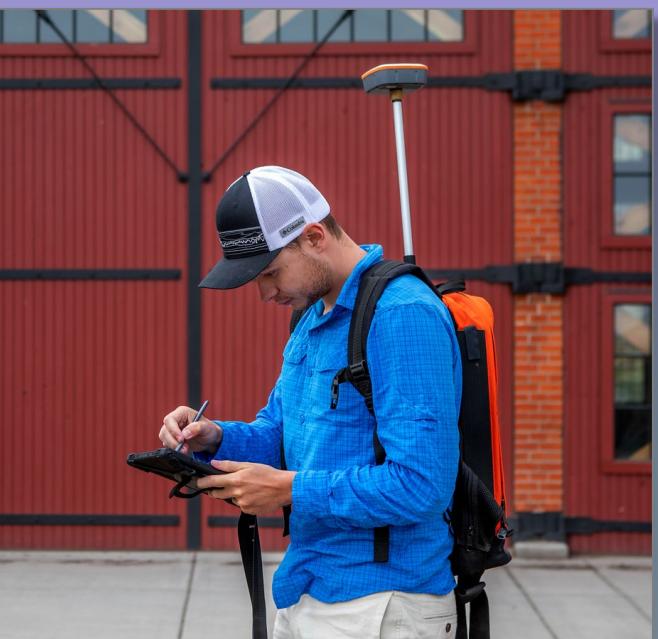
Public Administration

Women and Gender Studies

Army ROTC - Reserve Officer

Training Corp (CSBS is also the satellite home to Air Force and Navy/Marine ROTC programs at the U of U).

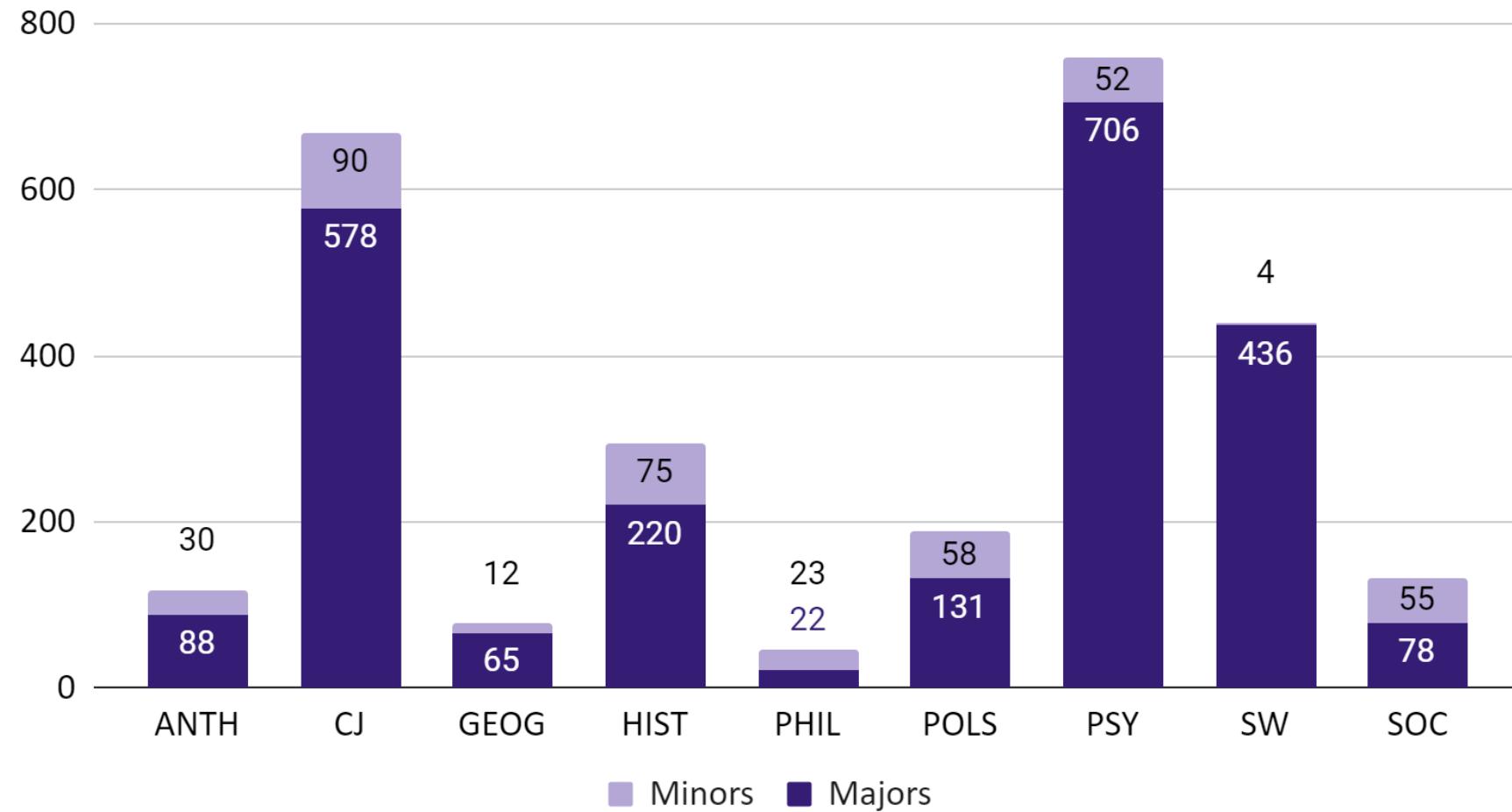




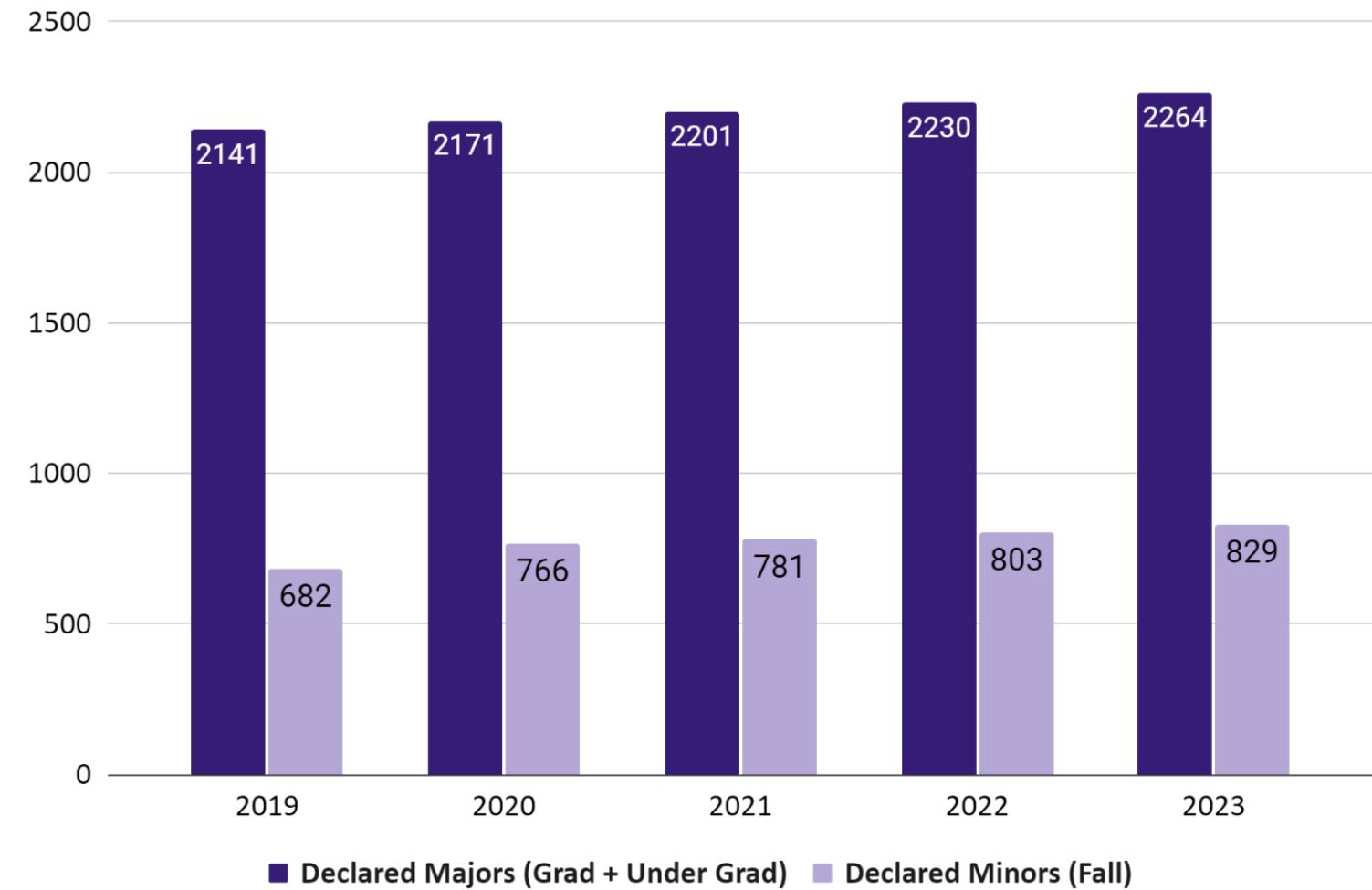
Certificate Programs

- Ethics
- Archaeological Technician
- Forensic Science Fundamentals
- Geospatial Analysis
- Geospatial Technology
- Juvenile Justice
- Sustainable Land Use Planning
- Crisis Worker
- Victim Advocacy

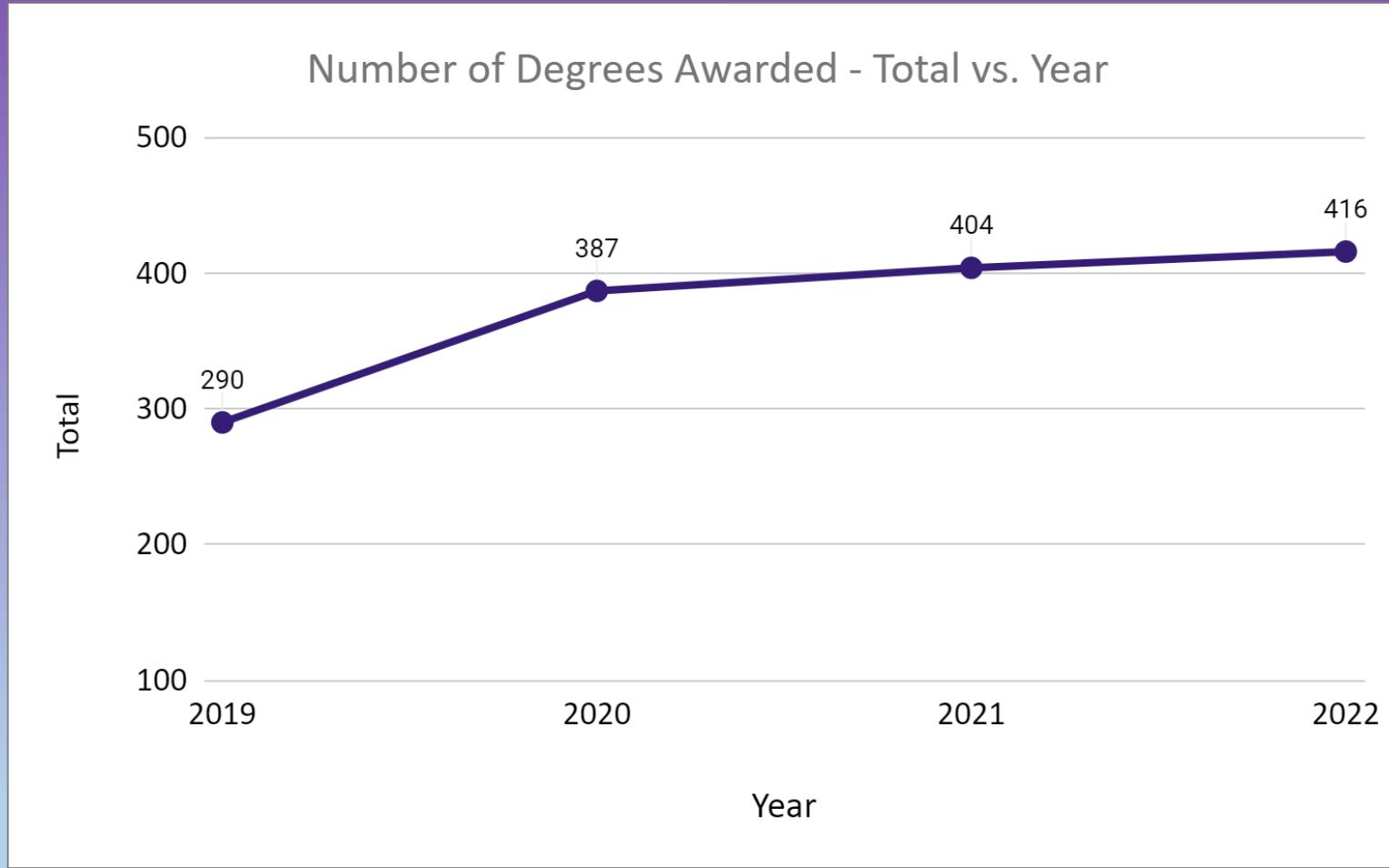
Students Served by Program of Study AY 2022/23



Count of Fall CSBS Majors and Minors



Number of Degrees Awarded 2019-2022



Spring Graduation 2023



Goal 1
Equity,
Diversity &
Inclusion

Building a Sense of Belonging

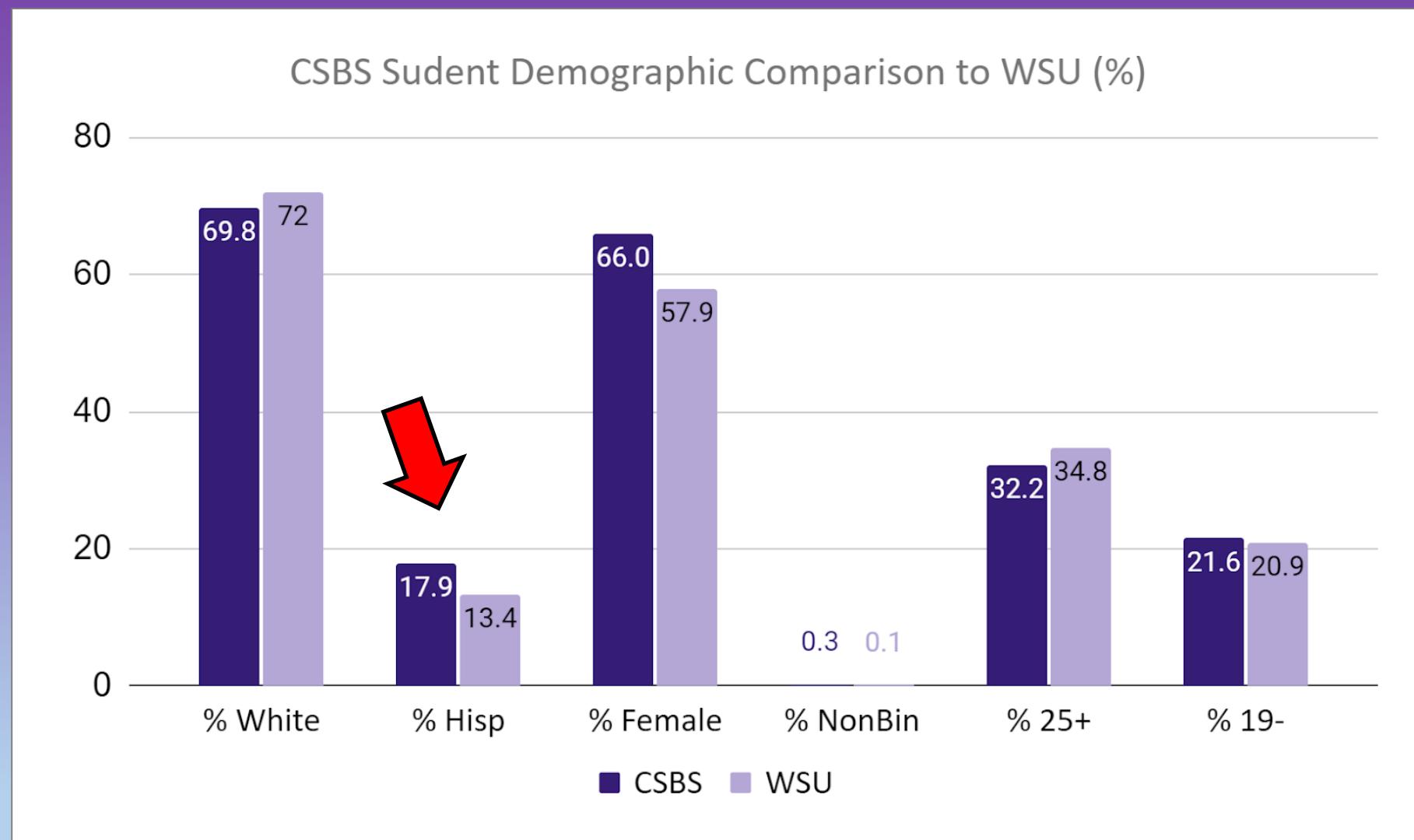
- 2021-2023 **CSBS hires** → 17 new hires - 53% female and 47% male, with 29% from underrepresented/underserved populations
- **Inclusive Teaching through Equitable Learning (ITEL)** → 23% of faculty participated to date
- **CSBS Student Center** → advising, peer mentoring, registration, and financial aid assistance



Goal 1

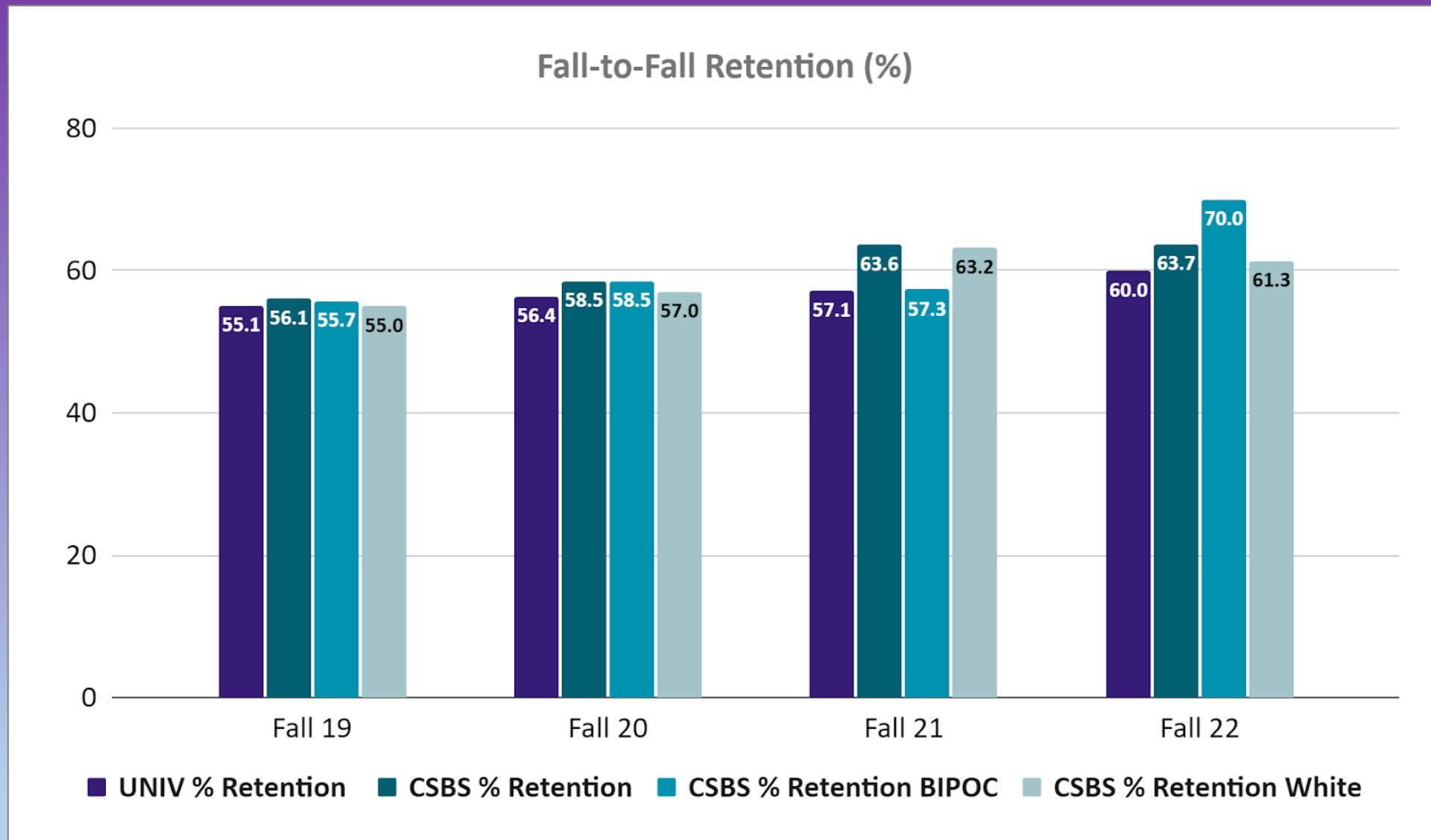
Equity, Diversity & Inclusion

Emerging Hispanic Serving Institution



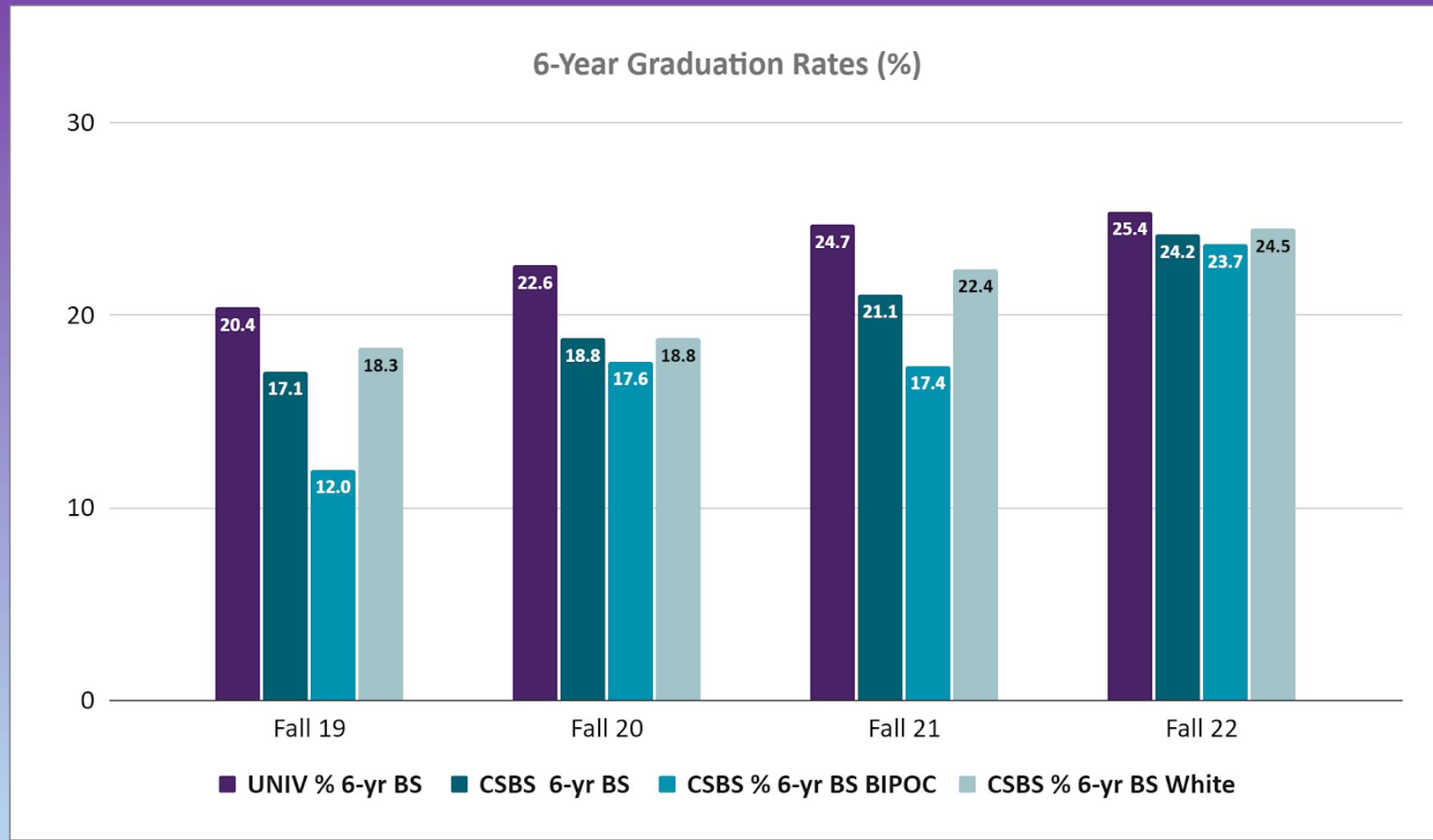
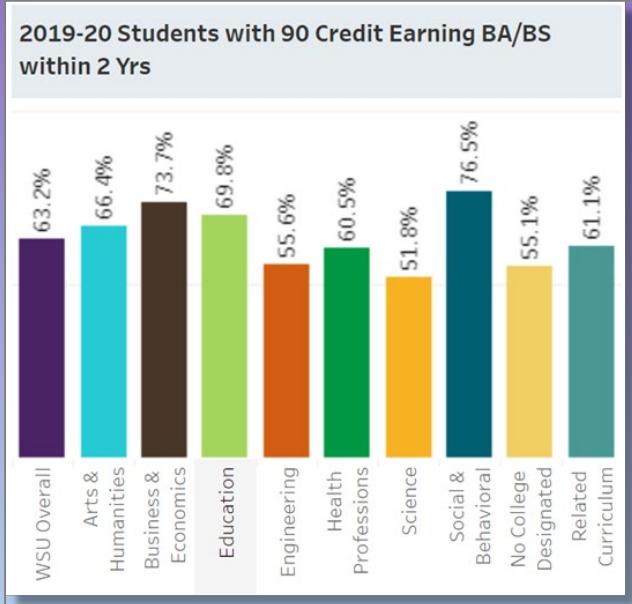
Goal 2
Retention &
Completion

Positively Impact
Student Success



Goal 2
Retention & Completion

Positively Impact Student Success



Rich and Impactful Relationships & Engagement

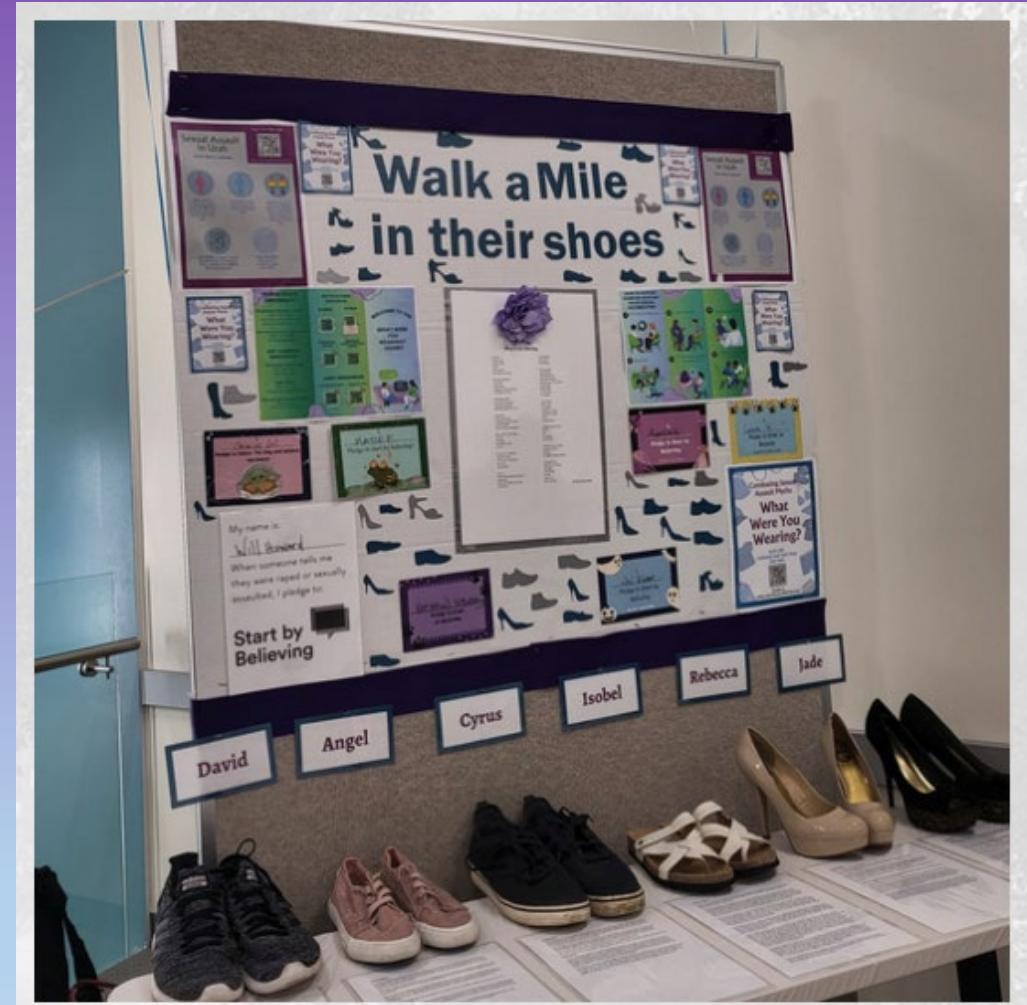
2023 Rocky Mountain Psychological Association Conference (Albuquerque, NM)

- 47 Students presented research
- 2 students received prestigious Psi Chi
Award



What Were You Wearing Event

- Exhibit for Sexual Assault Awareness Month
- Break down the stigma while dispelling victim-blaming
- Representatives from Safe Harbor and OPD presented



**Goal 3 Personal
Connections &
Academic
Excellence**

College Collaboration CSBS & EAST serving in Taru, Kenya

2022/2023
UN New York
Scotland/Ireland
CJ & Language South Korea
Archaeological Field Techniques
Peacebuilding in Rwanda
Washington DC Internships



Rich and Impactful Relationships & Engagement



- Collaboration with Utah Attorney General's Office, U of U, and College of Education
- Raise awareness & explore ways to combat human trafficking
- Faculty and students presented from CSBS Social Work Department
- Over 200 in attendance

Rich and Impactful Relationships & Engagement



- WSU hosted the 2nd annual conference
- 30 Students presented research
- Devon Isaacs - member of the Cherokee Nation of Oklahoma - Key Note Speaker

Mentoring Relationships

- Past two years - **589** students mentored (conference presentations, co-authors, research, internships)
- CSBS Professional Development Grants - **\$50,000** faculty & staff projects (favored proposals involving students)



**Goal 3 Personal
Connections &
Academic
Excellence**

**Rich and Impactful
Relationships & Engagement**



VOTER FRIENDLY CAMPUS

The Walker Institute of Politics & Public Service continues to be a center of civic education and voter engagement. The Walker Institute's initiatives helped encourage voter turnout and engagement, even in a mid-term year, allowing WSU to be designated as a Voter Friendly Campus. Only 258 institutions received this designation nationally.



Goal 4
Institutionalize
& Grow Anchor
Mission

Sustainability Outcome - Help region
become carbon neutral

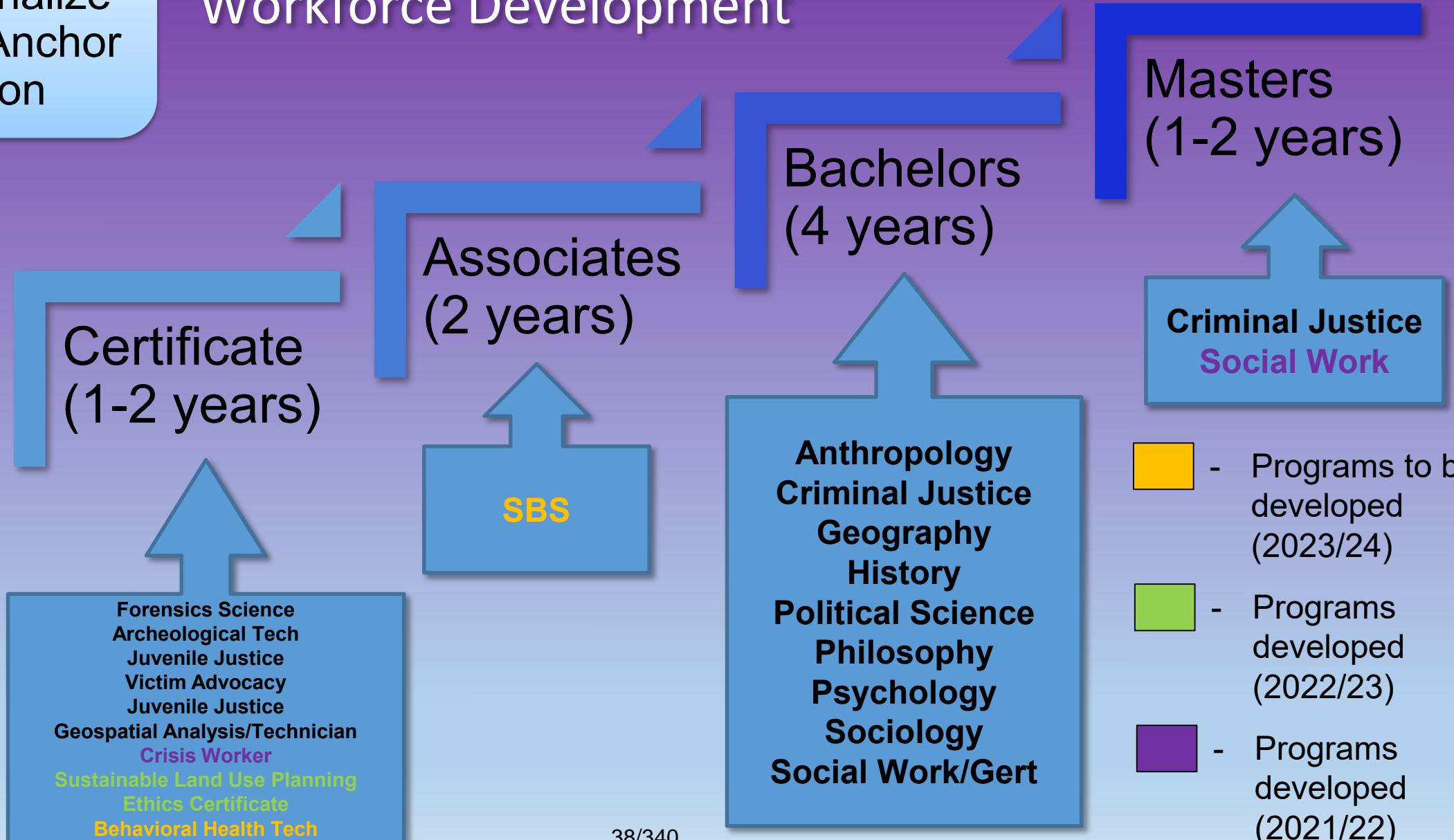


UNDEFEATED CLEAR THE AIR CHALLENGE WINNER

For the third year in a row, the College of Social & Behavioral Sciences won the college division of the Clear the Air Challenge at Weber State University. Many of our faculty and staff choose to take alternative routes to and from campus, such as e-biking, carpooling and walking, to help reduce vehicle emissions and improve air quality in our local community. Our college continues to implement sustainable practices to further showcase our commitment to sustainability.

Goal 4
Institutionalize
& Grow Anchor
Mission

Workforce Development



Goal 5 Marketing & Branding

Institution of Choice

- Full-time
Marketing/Communication
Director
- Alumni Spotlights for each
department/Program completed



How can
you help?

Questions?

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Help Us **GROW** scholarships,
research, internships, and civic
engagement. Be **LOUD** and
PROUD about CSBS

May 5, 2023

College of Social and Behavioral Sciences Board of Trustee's Report



Introduction

As Dean of the College of Social and Behavioral Sciences (CSBS) I am privileged to guide this dynamic college. I began my tenure as dean 1 May 2021. Prior to that time, beginning in 2019, I served nearly two years as interim dean during the period of COVID, which added unforeseen challenges. We had an immediate shift of course delivery methods, we conducted outreach to students and faculty to make sure they had the necessary equipment to work remotely. We learned coping skills to navigate the new reality of living in an upended, global pandemic world. Prior to my stint as interim dean, I was associate dean

for approximately two years where my main duty was to help oversee the complete



renovation of LEED-certified, \$36 million Lindquist Hall.

During each segment of my administrative service, I have offered energetic, visionary, and responsible leadership and have worked with faculty and staff to: (1) provide quality educational experiences for our students, (2) recruit, retain and graduate more students, (3)

create new degree programs that are community focused, (4) enhance programming and course offerings, (5) build community, (6) improve our outreach and publicity efforts.

There is no doubt that the strength of our college comes from our excellent faculty and staff plus the diversity of departments and programs that are housed within CSBS (e.g., Anthropology, Criminal Justice, Geography, History, Philosophy, Political Science, Psychology, Social Work & Gerontology, and Sociology). Students in our college investigate humans, their behavior, and how they interact with the environment through their own unique lens of inquiry. Our faculty are award-winning, highly accomplished scholars who promote student research, internships, and high-impact educational experiences. Students in our college acquire essential skills, knowledge, and abilities to enact positive change in the world.

The vision for our dynamic college is that our classes, our high impact educational experiences, the mentoring, and the internships - are all directed at how to resolve issues or challenges that we have in our community. The goal is to make our college more community relevant. We will continue to enhance our present programming and build new offerings that can train and educate participants to help resolve community challenges.

Thank you for taking time to read the report. Note: statistics were taken from the [Report Gallery](#). This report is divided into sections - it begins with a general overview of the college then moves into a section on how CSBS is striving to meet some of WSU's strategic plan [goals](#). The report ends with highlights of the college and faculty accomplishments plus how the Board of Trustees can help advance our mission.

Overview of the College

CSBS Strategic Plan

The College of Social & Behavioral Sciences established a five-year [Strategic Plan](#) that was adopted February 14, 2017. This plan is due to be revised AY 2022/23 with faculty giving input on the draft Fall 2023. Revisions to the mission and vision statements will also be revised (shown below).

CSBS Mission

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

CSBS Vision

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

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

CSBS Programs

Since 2019 there has been moderate growth (average 1.4%) in the number of **majors** for our CSBS programs (Figure 1). The past two years (AY 2021/22 to 2022/23) has seen a 1.5%

increase in the number of declared majors. Our continued growth is due to our CSBS team working together to (1) promote the various disciplines, (2) recruit from GenEd classes, (3) spread the word about our college through social media, etc. The upward trend for CSBS **minors** has been similar. Since 2019, there has been an average increase of 4.5% in declared minors and an overall 3.2% increase in the number of declared minors for the past two years. We are promoting minors to complement other degrees both within the college and across campus. This promotion is mainly occurring when students are being counseled by our general education and academic advisors, plus faculty.

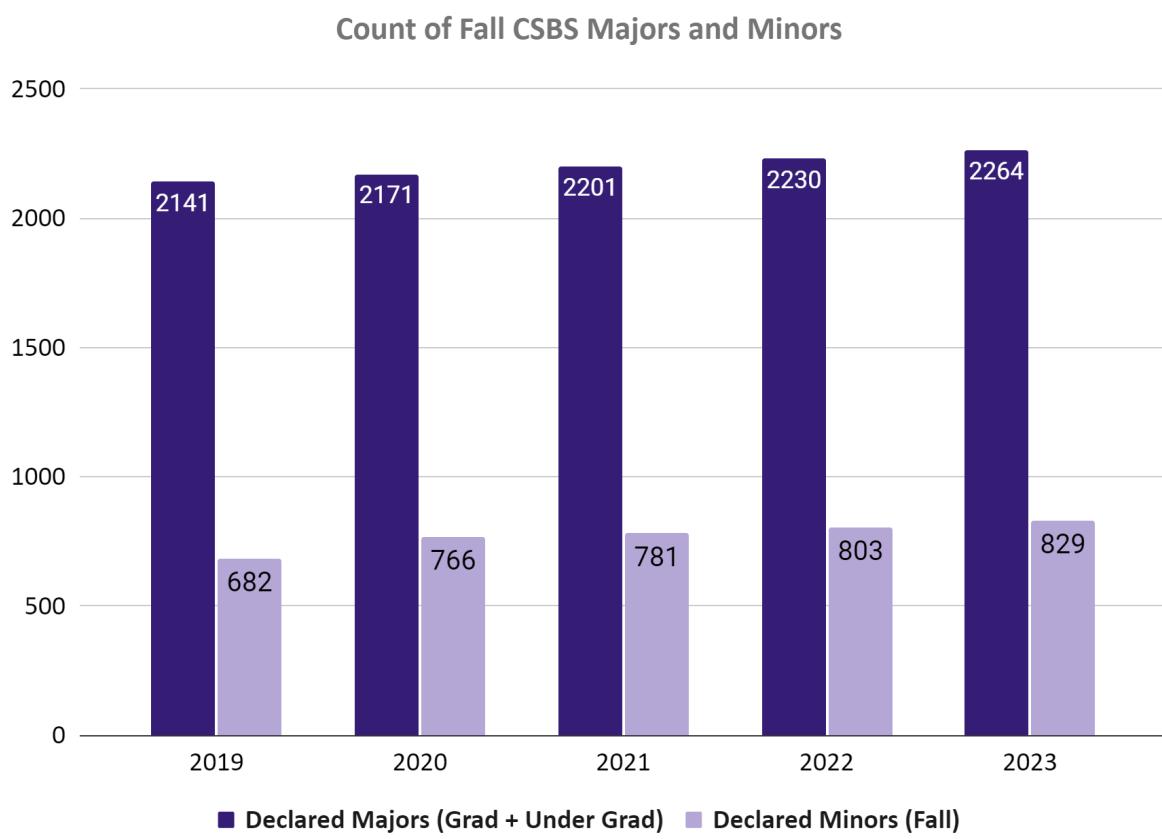


Figure 1

Disciplines

The college has nine programs in which students can major or minor (Figure 2). The top three programs, based on the number of enrolled majors are Psychology (706), Criminal Justice (578), and Social Work & Gerontology (436). The other programs are smaller, yet robust in their own way and also provide an important service to the university through the

General Education courses they offer (American Institutions **AI**, Diversity **DV**, Humanities **HU**, Social Sciences **SS**, Physical Sciences **PS**, and Life Sciences **LS**). The College of Social and Behavioral Sciences has two (2) masters programs, Criminal Justice (**MCJ**) and Social Work (**MSW**). This is the second year students have enrolled in the new MSW program and it has proven to be highly successful. The college also has seven “certificates” and eight “other minor programs” that are interdisciplinary and allow students to focus on areas of high interest to them. The college also has two “institutes” and a “center” that serve both the campus, local community, and beyond.

1. **Anthropology** ([LINK](#)) - 88 Majors / 30 Minors
2. **Criminal Justice** ([LINK](#)) - 578 Majors / 90 Minors
3. **Geography, Environment, and Sustainability** ([LINK](#)) - 65 Majors / 12 Minors
4. **History** ([LINK](#)) - 220 Majors / 75 Minors
5. **Philosophy** ([LINK](#)) - 22 Majors / 23 Minors
6. **Political Science** ([LINK](#)) - 131 Majors / 58 Minors
7. **Psychology** ([LINK](#)) - 706 Majors / 52 Minors
8. **Social Work & Gerontology** ([LINK](#)) - 436 Majors / 4 Minors
9. **Sociology** ([LINK](#)) - 78 Majors / 55 Minors

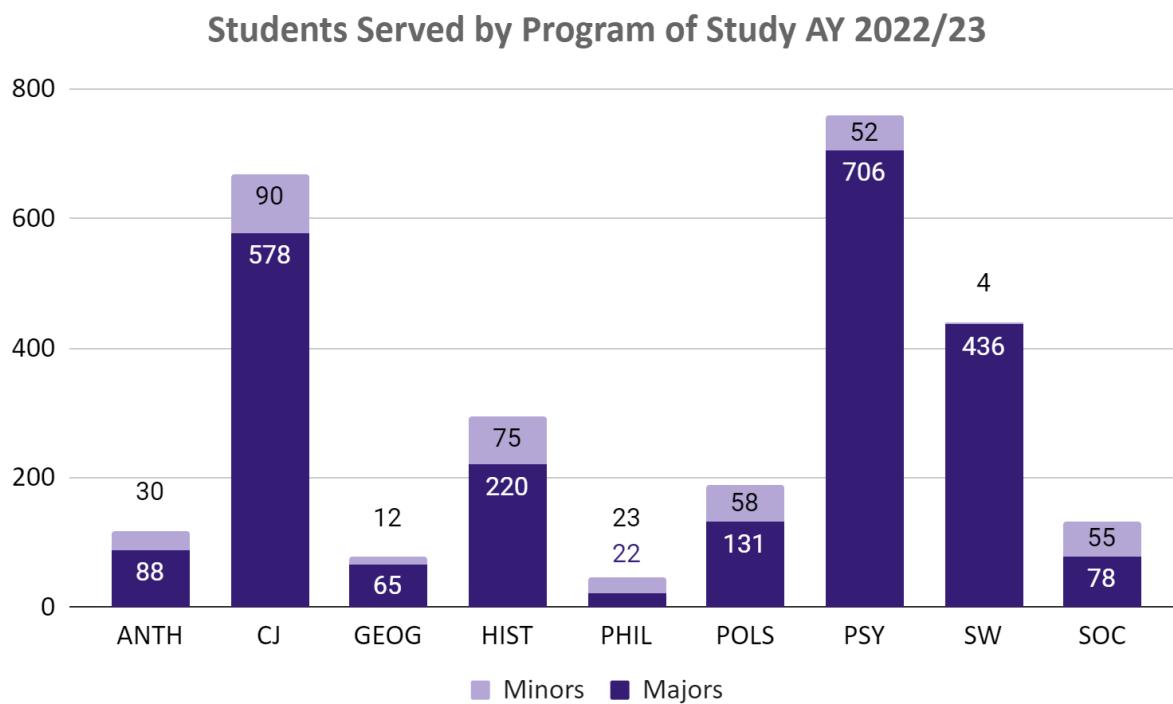


Figure 2

Masters Programs (with number of students enrolled - 2022/23)

1. **Master of Criminal Justice** ([LINK](#)) - 25 Students
2. **Master of Social Work** ([LINK](#)) - 66 Students

Minor Programs (with number of students enrolled - 2022/23)

1. **Asian Studies** ([LINK](#)) - 10 Students
2. **Ethnic Studies** ([LINK](#)) - 0 Student (BIS) (new program)
3. **International Studies** ([LINK](#)) - 13 Students
4. **Legal Studies** ([LINK](#)) - 87 Students
5. **Neuroscience** ([LINK](#)) - 50 Students
6. **Public Administration** ([LINK](#)) - 7 Students
7. **Women and Gender Studies** ([LINK](#)) - 24 Students
8. **Army ROTC - Reserve Officer Training Corp** ([LINK](#)) - 23 Students (CSBS is also the satellite home to Air Force and Navy/Marine ROTC programs at the U of U).

Certificates (with number of students enrolled - 2022/23)

1. **Archaeological Technician Certificate of Proficiency** ([LINK](#)) - 1 Student
2. **Forensic Science Fundamentals Certificate of Proficiency** ([LINK](#)) - 12 Students
3. **Geospatial Analysis Certificate of Proficiency** ([LINK](#)) - 12 Students (program shared with COS).
4. **Geospatial Technology Certificate of Proficiency** ([LINK](#)) - 0 Students (program shared with COS).
5. **Juvenile Justice Certificate of Proficiency** ([LINK](#)) - 11 Students
6. **Sustainable Land Use Planning Certificate of Proficiency** ([LINK](#)) - 3 Students
7. **Victim Advocacy Certificate of Proficiency** ([LINK](#)) - 27 Students

Institutes

1. **Olene Walker Institute of Politics and Public Service** ([LINK](#))
 - a. Continues to build on Olene Walker's legacy of public service
 - b. Provides student internship opportunities in Washington, DC, Utah State legislature, and local political offices.

- c. Involves students in the American Democracy Project to prepare the next generation of informed citizens.
- d. Offers a "VOTE Certificate" to equip current and future election officials with election oversight skills.
- e. Offers multiple civic education courses through Continuing Education.

2. **Richard Richard Institute for Ethics** ([LINK](#))

- a. Advocates for ethical leadership locally, nationally, globally.
- b. Offers multiple scholarships that support ethical leadership.
- c. "Ethics Days" are held yearly and a keynote speaker is brought in.
- d. The Ethics Bowl is an annual event that students and faculty participate in.
- e. Public "Ethics Slams" are offered throughout the year to promote discussion on ethical questions related to current events.
- f. Ethical Leadership Award is given yearly to exemplary community leaders.
- g. Continuing Legal Education (CLE) ethics training is offered 2-3 times a year.

Centers

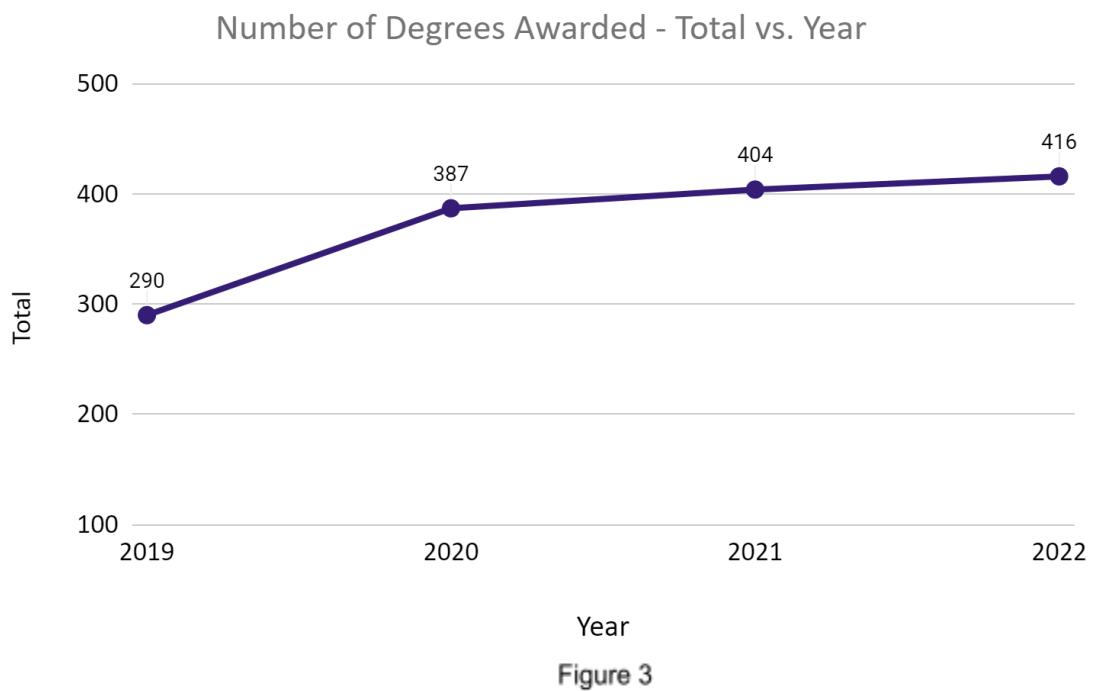
1. **Social Science Education Center (SSEC)** ([LINK](#))

- a. Founded in 1990 to promote, coordinate, and encourage social science education. The SSEC is presently directed by a member of the history faculty.
- b. Offers seminars for social science teachers along the Wasatch Front with presentations by Weber State University professors.
- c. Oversees the curriculum, teaching, and academic standards of history concurrent enrollment (CE) courses in the public-school districts.

CSBS Number of Degrees Awarded

Over the course of four years from the time I was serving as Interim Dean to our last full year of graduations, the college has awarded a total of 1497 degrees (Figure 3). The degrees awarded include all levels (AA/AS, BA/BS, MS, and certificates) for all programs. Between 2019 and 2020 the number of college graduates increased from 290 to 387, a 33.5% increase. The subsequent year our college increased the number of graduates by approximately 4.4% and from 2021 to 2022 we increased our graduate number by 3%.

Future Goals: Continue to graduate over 400+ students each year. Try to maintain a 3% - 4% growth rate over the next two years.



CSBS Full Time Equivalent Instruction

The 4-year trend for CSBS full time equivalent (FTE) instruction shows that self support (concurrent enrollment or CE) has steadily increased to present day, with 327 self-support

students in 2018-19 to 440 in 2021-22 (Figure 4). This has impacted our “budget related” FTEs as there has been a drop from 2335 to 2183 during the same time period. We are finding that there is high demand for CSBS GenEd courses that are offered as concurrent enrollment in the high schools. This has cut into our CSBS FTE “budget related” instruction on campus, as increasingly more students are taking their “generals” prior to becoming matriculated WSU students. The Social Science Education Center along with the Concurrent Enrollment Supervisor continues to improve the Master Class for (AI) HIST 1700 (implemented in 2020-21) to establish protocol and ensure quality instruction, which will lead to the success of CE students mastering the necessary social science skills. **Future Goals:** *Actively promote the college and departments in high school CE classes. Work with all CSBS departments to help them develop a ‘Master Class’ for their CE courses. All Master Classes will have a promotional segment on the college and its disciplines.*

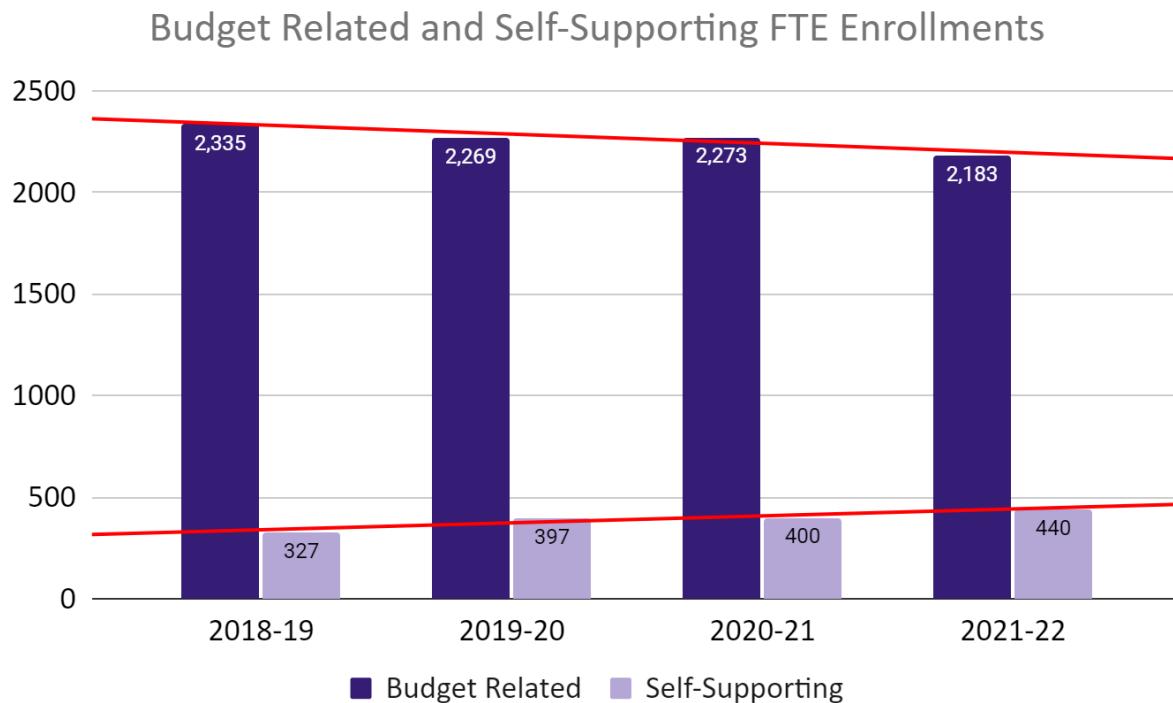


Figure 4

CSBS striving to meet WSU's strategic plan goals

Goal 1 - Equity, Diversity and Inclusion

Faculty

The college strives to hire and retain faculty from underrepresented and underserved populations. Presently, the college has a total of 69 full-time faculty members with 26% identifying as underrepresented or underserved. Across the college, gender diversity is good - 45% female, 54% male, and 1% non-binary. University-wide, the percentages are 47.7% female and 52.3% male (non-binary numbers unknown) - so there is room for improvement for our college.

During 2021-2023 there have been **17** new faculty hires for the college. I have been privileged to advocate for the positions, review job announcements, interview, and support departments in hiring these talented individuals to be part of our CSBS team. Of the 17 new faculty that were hired, 53% identify as female and 47% male, helping to improve the gender diversity of our college. Approximately 29% identify as underrepresented or underserved, again an improvement in CSBS faculty diversity. **Future Goals:** *Continue to hire exceptional faculty and increase the number of faculty and staff from underrepresented groups.*

Faculty Inclusive Excellence Training

CSBS faculty have participated in the **Inclusive Teaching through Equitable Learning (ITEL)** courses offered by the Teaching and Learning Forum for *"inclusive excellence"*. To date, 16 full time faculty (23%) have either completed or are presently enrolled for spring or summer courses. **Future Goals:** *CSBS and MCOE are in discussion with TLF to offer an ITEL course specifically for the two colleges. We will continue to pursue this idea and encourage faculty to continue to engage with TLF trainings. By 2025 70% of CSBS faculty will have gone through the ITEL courses.*

Student Demographics

The 2021-2026 WSU strategic plan states that "by Fall 2025, our institution will become an emerging Hispanic-Serving Institution by growing our percent of students who identify as Hispanic or Latino descent to 15%." Figure 5 illustrates CSBS demographics and indicates that our college has 17.9% of students who identify as "Hispanic", this is 2.9 percentage

points above the 2022/23 university percentage and exceeds the 2025 goal of the WSU strategic plan. The College of Social and Behavioral Sciences also leads the university in a greater percentage of "Females", "Non-binary", and "19-" students. While having a greater proportion of female and more underrepresented students than the rest of the institution, our college is endeavoring to assist these students with the challenges they face with regards to family, work, and financial demands. ***Future Goals:*** Work with WSU admissions to participate in recruiting activities at high schools in the Ogden School District that have a majority minority student body to increase our WSU Latinx student population. Actively promote

certificates and minor degrees offered by CSBS to the 25+ group who may need additional training for their employment/careers.



CSBS Student Demographic Comparison to WSU (%)

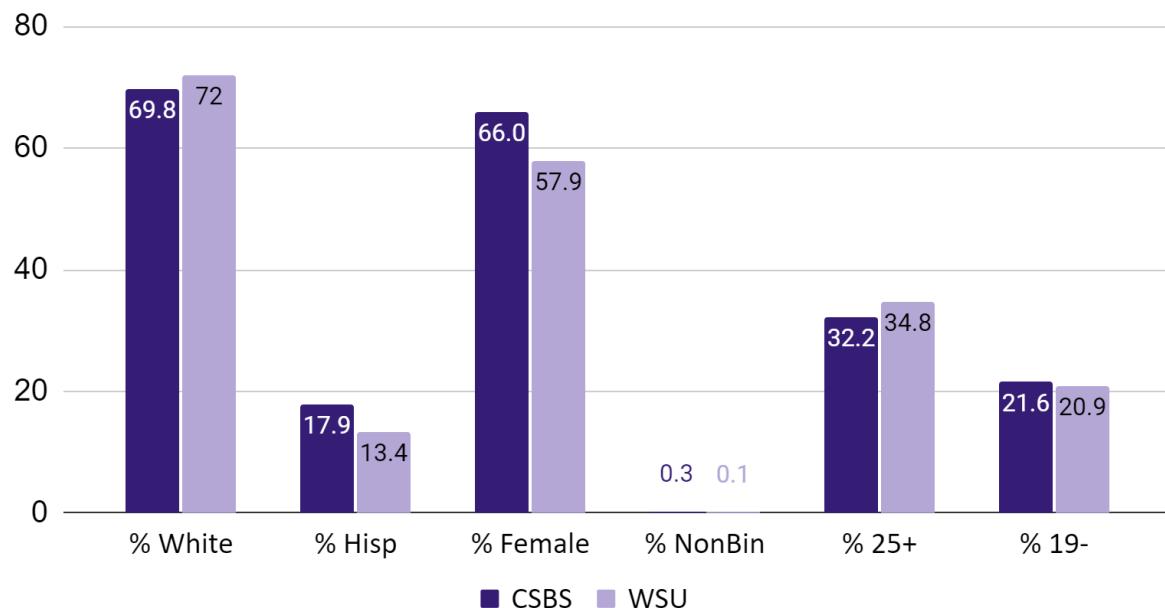


Figure 5

CSBS Student Center

The CSBS Student Center is a physical space in Lindquist Hall that has been in place for two years and provides a warm and welcoming location where all students can come and experience a sense of belonging. The center also is where students can access advising, peer mentoring, registration, and financial aid assistance. The center is open MWF 11:00-3:00 and is staffed with a combination of college advisors and student peer mentors. Presently, CSBS has three student peer mentors that are funded by grants. One of their principal roles is to call at-risk freshmen using Starfish indicators. The student peer mentors also host one social activity per month to build a better sense of community among our students. *Future Goals: Continue to expand the use of the CSBS student center and use social media and electronic signage to advertise available resources to students. Expand the social activities to other student groups on campus, and collect data on effectiveness of the CSBS student center.*



Goal 2 - Retention & Completion

CSBS Student Retention

Goal 2 of the WSU Strategic plan focuses on increasing retention rates for our WSU students. From Fall 2019 through Fall 2022, CSBS had retention rates ranging from 1.1 to 3.7 percentage points above the university rates (see Figure 6). The overall (including white and BIPOC) CSBS retention rates have been, on average, 5.1 percentage points higher than the university. Our BIPOC student retention for Fall 2022 is at an impressive 70%. *Future*

Goals: Continue encouraging faculty, who are on the front line, to do outreach to struggling students using Starfish and personal connections. Follow through with intentionally designing and marketing 'completion pathways' for our students. Keep GradMaps up to date and relevant.

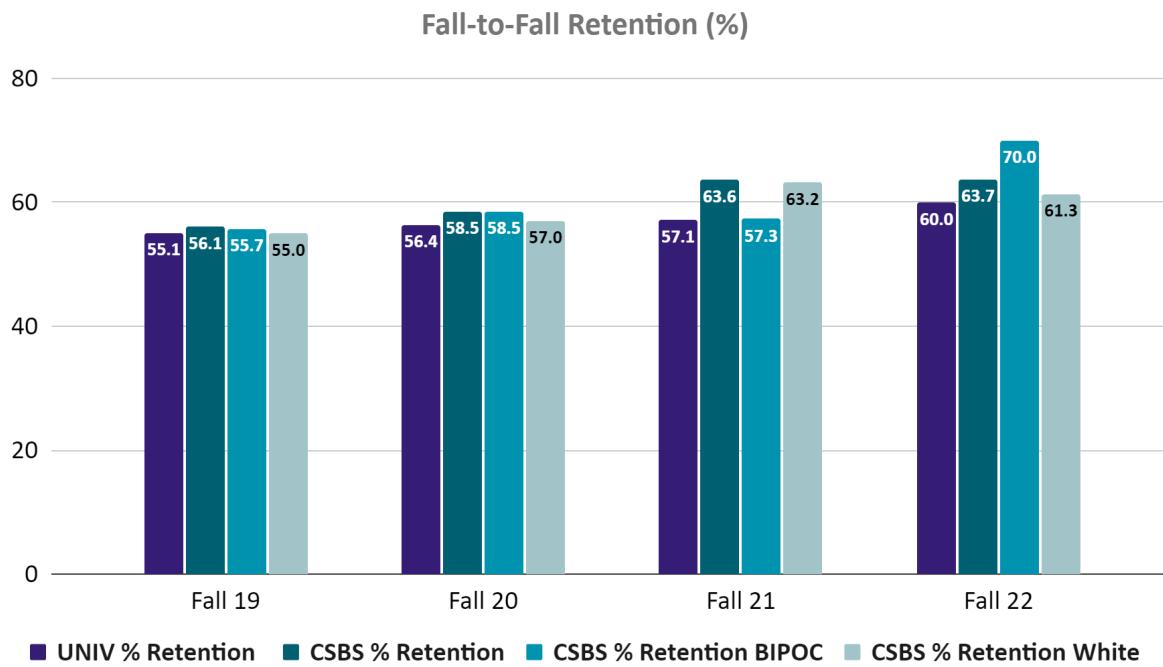


Figure 6

CSBS 6-year Completion (Graduation) Rates

The college is slightly lagging behind the university with its 6-year graduation rates (25.4% versus 24.2% in 2022 - Figure 7). But, the college is seeing an average percentage increase (Fall 2019 to Fall 2022) for 6-year completion rates, increasing at 2% compared to 1.7% for the university. The greatest percentage rate increase (6.3%) is for our BIPOC students from Fall 2021 to 2022 - meaning a greater percentage of BIPOC students graduated in six years.

Future Goals: Work with department chairs to build pathways to completion so students can graduate in a more timely manner.

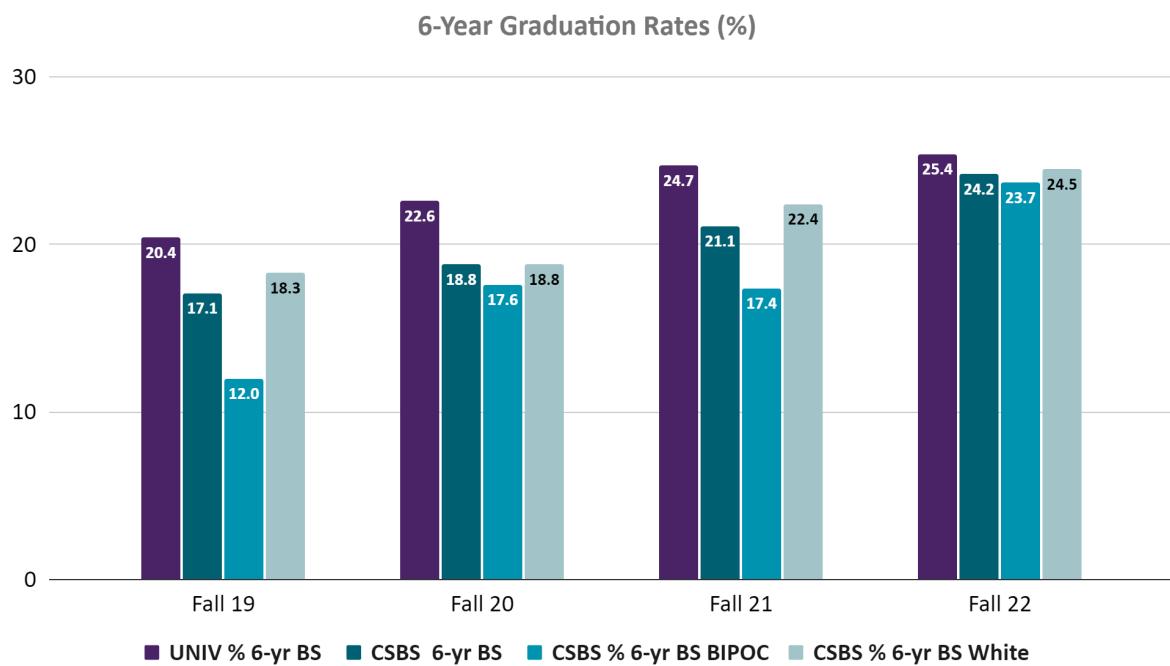


Figure 7

College Student Success Team (SST)

The College SST is a robust organization chaired by Dr. Sarah Herrmann. Members include the college advisors, marketing coordinator, career representative, Student Success Center representatives, and the dean. This group is data informed and is completing deep dives into each department to determine alignment with WSU's strategic goals and investigating areas of concern. The SST has completed deep dives for Psychological Science, Criminal Justice, and Social Work. The SST is also looking at DFWI rates to, (1) identify 'killer courses' for 1st and 2nd year students, (2) determine any differences in student performance between full term or a block classes, and (3) determine any differences in student success based on when classes are offered (time/days of week). **Future Goals:** Continue to do departmental deep dives (next on the list is Political Science and Philosophy) and further develop retention strategies with a focus on first year persistence.

CSBS Advising Team

The College has three general education advisors, one transition advisor, and will soon be hiring a fourth advisor. I meet with this team on a bi-weekly basis and with the Lead

Advisor on alternate weeks. The advisors focus on retention, completion, financial aid, and recruitment. They are effective at creating student plans, reaching out and calling at-risk students, lowering flags, and directing students to the correct source if self-help is needed. The advisors, along with the three student peer mentors engage in New Student Orientations and Purple Carpet events throughout the academic year. The advisors have helped oversee the refurbishment of the CSBS advising [website](#) that provides students with a plethora of information to help them navigate university life. CSBS advising videos have been developed for students that focus specifically on: (1) GenEd Requirements, (2) First Year Recommendations & Introductions to GradMaps, and (3) Math & English Placement. Our new transition advisor (hired fall semester 2022) recently met with Dumke College of Health Professions (DCHP) advisors to determine how to effectively hand-off students to CSBS who did not get into certain medical programs. Rather than letting these individuals fade away, we are trying to offer them an alternative pathway through some of our CSBS programs (e.g., Social Work, Gerontology, Psychology, or Sociology). For Fall 2022 we established the Social Science Learning Community (LC) - a cohort of freshmen that take math, english, criminal justice and psychology classes together. The idea is to build a support network amongst the students with mentoring from faculty and intensive advising from college advisors. A high percentage of the LC students went on to enroll in Spring 2023 courses. CSBS is running another Learning Community for Fall 2023. Initial review of the CSBS Learning Community indicates a positive connection between freshman, and better engagement with the advising and peer mentoring team. These LC students are living the practices they were taught in the program.

Advisors are coordinating and collaborating with the WSU Office of Admissions to join recruitment trips to the local high schools. We will be utilizing our peer mentors to interface with the high school students. *Future Goals: Continue building Learning Communities and track success over time. Develop a "summer bridge program" for graduating high school seniors that will be launched in 2024. Continue to collaborate with the SST to develop retention strategies. Determine how to integrate the college advising committee that is composed of college & departmental advisors with the Student Success Team.*

Goal 3 - Personal Connections & Academic Excellence

High Impact Educational Experiences (HIEEs)

The College of Social and Behavioral Science is invested in providing our students with high impact educational experiences to develop academic success and build meaningful relationships with faculty, staff, and the community. During the period of review the percent of bachelor level students participating in HIEEs went from 49.1% in 2020/21 to 60.5% in 2022/23 while associate level student participation increased from 61.3% to 86.4% during the same period (Figure 8). Our college has been very active in providing HIEEs through Study Abroad (SA) opportunities. During the last two years, CSBS offered the following SA programs:

2021/2022	2022/2023
Ghana Make a Difference (GCEL)	UN New York
Studies in Harm Reduction Switzerland	Kenya Keys (GCEL)
Peacebuilding in Rwanda	Scotland/Ireland (GCEL)
Archaeological Field Techniques	CJ & Language South Korea
Criminal Justice in South Korea (postponed)	Archaeological Field Techniques
UN New York (postponed)	Peacebuilding in Rwanda
	Washington DC Internships

CSBS faculty provide a wide variety of HIEE opportunities (e.g., Model UN, Ethics Bowl, Hatch Hatch Dam Research Project, Ogden's Poverty to Prosperity Project, City Land Use Plans, etc.) and are to be complimented for their diligent work and intensive effort in providing these types of experiences for our students. The HIEE information illustrated in Figure 8 is tied to participation in CSBS courses with attributes in one of the following categories: CEL, CRE, GLB, INT, SUS. Note: There are other CSBS labs and courses that provide HIEE experiences but do not carry an attribute, thus our CSBS HIEE percentages should be higher than what is shown. ***Future Goals:** Continue to support faculty in helping them provide HIEEs for their students. Make sure every program has at least two opportunities*

that provide HIEE experiences for students. Work with departments and faculty to add attributes to courses that provide HIEEs so the college can have accurate figures.

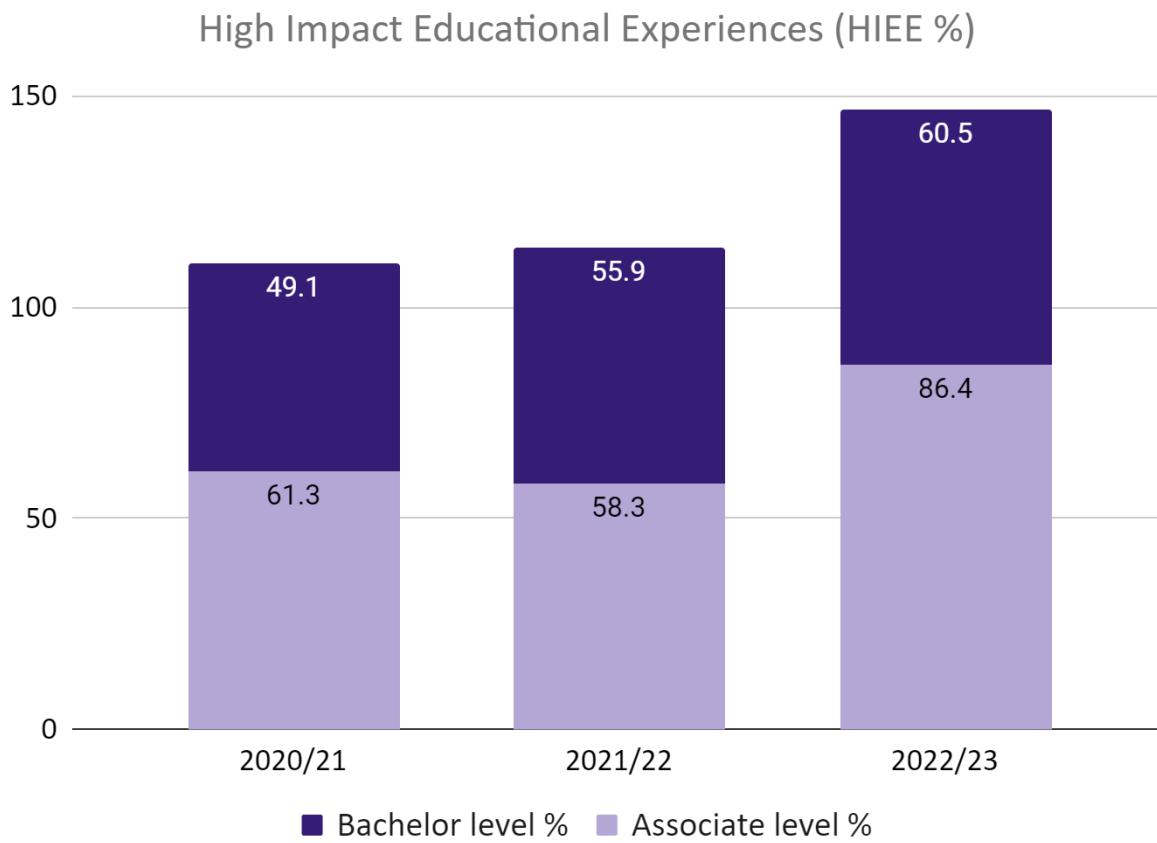


Figure 8

Mentoring Relationships

Over the course of the last two years (2020/21 - 2022/23) there were 589 students that were mentored by our CSBS faculty. The mentoring experiences included conference presentations, co-authors on faculty publications, research opportunities, and internships. This number is based on self-reporting information from the Faculty Annual Reports.

Future Goals: *Provide funding from the dean's office to supplement Office of Undergraduate Research grants for students to participate in conferences, research, and other academic*

pursuits. Work with faculty to determine how to provide more research opportunities for students.

College Funding Opportunities for Faculty & Staff

The college firmly supports academic excellence and recognizes the need for financial assistance to faculty and staff for conducting research, attending conferences, and participating in other scholarly pursuits. The college instituted the Professional Development Grant (PDG) in 2017/8 with a budget of \$5000. Recently, the amount of funding for FY 2022/23 was increased to \$50,000 for professional development projects for both faculty and staff. An additional \$10,000 was put into a travel fund (with individual awards up to \$500) to help faculty and staff cover some of their travel expenses for conferences and research. ***Future Goals:** Strive to continue to have a healthy PDG fund and travel grants to support faculty and staff in their professional development. Note: This funding will fluctuate due to budgetary constraints, but I am committed to keeping a healthy balance in the PDG and travel accounts whenever possible.*

College Funding Opportunities for Students

Gifts to the college during 2022 and 2023 that help support academic excellence in the form of scholarships, internships, or special programming for students include the following:

Dean Forensic Science Scholarship	Ulibarri History Scholarship
Dayton Memorial Student Award	Kotter-Mackay Public History Scholarship
Ibarguen Latin American History Endowment	Carrigan Social Work Scholarship
Dr. K T R Swan Scholarship	Social Work Master's Program
Taylor Hybrid Scholarship	Walker Institute Speaker Series
Murray Scholarship	Hope Corps Internship Program
Philosophy Adversity Scholarship	Live you Dash-Smith Meml CJ Scholarship

I have worked with our CSBS development director, University Advancement, faculty, and staff to help bring gifts and endowments into the college plus set up the accounts. The

above funding opportunities are designed to promote academic excellence and help our CSBS students succeed. The total amount of donations given to CSBS was \$342,832 in 2022 and so far in 2023 is \$327,285. **Future Goals:** *Continue to work with our CSBS development officer to bring more donations to the College. Continue engagement with fundraising with donors.*

External Funding for CSBS Faculty

External funding to support faculty with their research is important to CSBS. During 2021/22 & 2022/23, faculty received \$345,274.00 in grant funding. This dollar amount is based on self-reporting information gathered from the Faculty Annual Reports. **Future Goals:** *encourage faculty to apply for external grants to help fund research - work with them on how best to incentivize applying for grants.*

Goal 4 - Institutionalize & Grow Anchor Mission

Sustainability Outcomes

Lindquist Hall is a GOLD LEED-certified building, and is ~99% efficient - helping to lead WSU toward the goal of carbon neutrality by 2040. The CSBS faculty are committed to sustainability – we won the “Clear the Air Challenge for a 3rd year in a row. The College of Social and Behavioral Sciences is also the only green college on campus. The CSBS team bleeds purple, but we live green. **Future Goals:** *Continue to maintain standards of a “green college” and win the “Clear the Air Challenge for a 4th year.*

Community Development Outcomes

The new Master of Social Work program is a student-focused program with an emphasis on clinical training to meet the needs of our local community and beyond. We graduated over 40 licensed clinical social workers spring 2023. Many of these students will be employed immediately by various government and local agencies to help counsel individuals with personal challenges. **Future Goals:** *Continue to support and grow the MSW program. Work with and support faculty/student projects from all disciplines that have teaching, research, and service agendas that are addressing the needs of our community.*

Goal 5 - Marketing & Branding

Marketing

During my first year as Dean, I began advocating for a marketing person. After much cajoling and pestering of the Provost's office we finally were able to hire a very creative Marketing and Public Relations Specialist in Emily Rupp. She has led our social media outreach, improved our CSBS websites and has highlighted and promoted the college in very creative ways. Emily has been instrumental in working with C.A.T.S to produce promotional videos for all of our CSBS departments. The program website LINKS that were listed at the beginning of this report will take you to the sites she has helped overhaul plus the videos she helped create. Emily has worked with MarComm to complete high-end, technology-driven promotions for departments that were struggling with enrollments. Our first promotional pilot was for the Geography Department, a department that had freshened up their course offerings, overhauled the degree, and made a departmental name change to the *Department of Geography, Environment, and Sustainability*. All these efforts helped move the department from losing FTEs and majors to a point increasing these values. We are presently working with Anthropology to do a big promotional push for this discipline. *Future Goals: Continue to do high level promotional PR for our smaller programs. Continue to hire student aides to support Emily. Provide full support for Emily in her role as the CSBS Marketing and PR Specialist.*

Miscellaneous

New CSBS programs

The following are new programs that are in various stages of development for the college and university:

1. Criminal Justice online Bachelor Degree program
2. Ethics Certificate
3. Religious Studies Minor
4. Building two Geospatial Certificates into online programs
5. Convert a Geography track to be fully online
6. Sustainability Certificate
7. Climate Science track

Future Goals: Assess the needs of our regional communities to develop programming that supports their needs.

College IT Needs

The college recently hired an IT specialist (Marina Carpio) at the beginning of Spring Semester 2023. Her role is to oversee all the computing needs of the college which helps lead to enhanced productivity for both faculty and students. She has been instrumental in producing the first inventory of all the computing equipment for the entire college. Student success and classroom engagement is highly important and she makes sure that the IT equipment for faculty and staff are up to date and functioning properly. **Future Goals:** *Continue to meet with our CSBS IT specialist bi-weekly in order to have full knowledge of the college's IT needs and challenges. Ensure all faculty and staff have up to date equipment that is functioning properly.*

Building College Community

In an effort to build a stronger sense of community for the college, we have social gatherings on the first Friday of each month that coincides with Ogden City's "First Friday Art Stroll". We meet at a local pub, the dean's office provides hors d'oeuvres and we socialize. We also have a monthly "Dessert with the Dean" event similar to "Brownies with Brad", where we gather folks together on their birthday month. It is an ideal way to informally engage with faculty and let them talk about research, classes, hobbies and life.

Future Goals: *Continue offering social activities for the college.*

CSBS Points of Pride

Master of Social Work - First Graduating Class

On April 28, 2023, our college faculty, staff, students, and their families will gather to celebrate nearly 300 College of Social & Behavioral Sciences graduates. Among these graduates is the first graduating class of the Master of Social Work program. More than 40 students will be the first to earn their master's degree from the new MSW program at Weber State University.

Since its official launch in fall 2021, the MSW program has quickly gained a reputation for its community-focused curriculum and clinical specialization. The number of applicants continues to rise; This year, more than 170 individuals applied for the program's 45 available spots for the fall 2023 semester.

As the program continues to grow, faculty and staff in the Department of Social Work & Gerontology and in the College of Social & Behavioral Sciences as a whole look forward to seeing how MSW graduates are able to impact the communities they serve.

Land Acknowledgement Map

The idea for a land acknowledgement map started with Dr. Vikki Deakin, professor of history, who proposed the idea to Dean Julie Rich. With the support of the Dean's Office, Professor Deakin reached out to assistant professor of geography, Dr. Ryan Frazier who took the lead on the map's design. Geography student Brittany Betzer designed a map for a class project, which displayed current reservation land contrasted with original territories. Professor Frazier used the base data from her map and created the final design, which shows the approximate territories of the various tribes as well as the location of Weber State University today. The map will be displayed on the first floor of Lindquist Hall in fall 2023.

WSU's Inaugural Human Trafficking Symposium

Weber State University hosted its inaugural Human Trafficking Symposium in October 2022. The event featured speakers from the Utah Attorney General's Office, the University of Utah and other entities involved in raising awareness and combatting human trafficking. Dr. Molly Sween, department chair and professor of criminal justice was a co-organizer of the event. The symposium had over 200 attendees from the WSU campus and across the state of Utah. Chair of the department of social work & gerontology, Dr. Mark Bigler presented "Children on the Boat: Human Trafficking in Ghana" at the symposium with social work student, Haley Miller. The College of Social & Behavioral Sciences and departments within the college were also sponsors of the event.

Department of History Free Food Pantry and Library

The Department of History houses a book lending library in Lindquist Hall, which was also turned into a food pantry in fall 2022. This new addition is an extension of the Weber Cares Pantry; both locations offer students free food and hygiene essentials. The History Food Pantry provides items to help put dinner on the table as well as quick snacks for students on campus.

Undefeated Clear the Air Challenge Winner

For the third year in a row, the College of Social & Behavioral Sciences won the college division of the Clear the Air Challenge at Weber State University. Many of our faculty and staff choose to take alternative routes to and from campus, such as e-biking, carpooling and walking, to help reduce vehicle emissions and improve air quality in our local community. Our college continues to implement sustainable practices to further showcase our commitment to sustainability.

Women & Gender Studies Conference on Student Research

The CSBS Women & Gender Studies program hosted The 2nd Annual Utah Southwest Regional Conference on Student Research in Gender and Women's Studies on March 30-31, 2023. Thirty student presentations were given on research projects related to women, gender and queer studies with topics ranging from history and literature to art and religion. Devon Isaacs gave the keynote address, "(Re)imagining Selu: Healing our communities through healing ourselves."

"What Were You Wearing?" Event

Professors Kathryn Sperry (PSY) and McKenzie Wood (CJ) and their Honors 3900 students presented a "What Were You Wearing" exhibit for Sexual Assault Awareness month that sought to break down the stigma of sexual assault while dispelling victim-blaming behaviors. They brought representatives from Safe Harbor and the Special Victims Unit of the Ogden Police Department to present about the topic as well.

Voter Engagement and Civic Education

In 2020, the Olene S. Walker Institute of Politics & Public Service was restructured to take the lead on voter engagement on campus and house WSU's Political Engagement Coalition. Multiple faculty and staff within the College of Social & Behavioral Sciences are members of WSU's Political Engagement Coalition. WSU was awarded the Highly Established Action Plan award by the "ALL IN" Campus Democracy Challenge for our 2022 campus plan, which was put together by the coalition. WSU was also recognized by "ALL IN" as one of the Most Engaged Campuses for College Student Voting. In addition, The Walker Institute's initiatives helped encourage voter turnout and engagement, even in a mid-term year, allowing WSU to be designated as a Voter Friendly Campus.

Psychological Science Student Research

Forty-seven students from the Department of Psychological Science were accepted to present their research at the 2023 Rocky Mountain Psychological Association Conference in Albuquerque, New Mexico. Students, faculty and staff came together to raise money for the selected students to attend the conference at the *Pie the Professor Event*. In total, they raised nearly \$1,500. Two students received the prestigious Psi Chi award at the conference for their research project "Cultivating Compassion in Education: A Burnout Intervention Program."



Awards (2022-2023)

Barrett Bonella (SW) - Ambrose Shaw Endowed Chair

Jenna Daniels (HIST) - Presidential Staff Award

Sara Dant (HIST) - Faculty Sustainability Research Award

Bryan Dorsey (GEOG) - Faculty Sustainability Research Award

Nicholas Ferre (Dean's Office) - Staff Career Champion

Tracy Hicks (Dean's Office) - Super Staff Award

Madeline Mackie (ANTH) - Emerging Researcher Award

Christopher Merritt (ANTH) - Faculty Career Champion

Richard Price (POLS) - CSBS Endowed Professor (2023-26)

Leigh Shaw (PSY) - Brady Presidential Distinguished Professor

Tracey Smith (HIST) - Joseph and Holly Nye Bauman Outstanding Faculty in Honors Award

Kathryn Sperry (PSY) - Presidential Teaching Excellence Award

Carla Trentelman (SOC) - Presidential Award for Community Engaged Faculty Member

Selected Faculty Presentations and Publications

Criminal Justice:

- **Michelle Jeffs:** Organized a training opportunity for criminal justice students that allowed them to role play as the "bad guys," helping Ogden Police Department investigators improve their investigative techniques and skills.
- **Jean Kapenda:** Presented "Bridging Two Continents: Finding Lost Cousins Through Historical Data and DNA Research" for the CSBS Black History Month Lecture.
- **Heeuk Lee:** Collaborated with CJ student, Edilia Popoca Morales on a poster contest for the Western Association of Criminal Justice Conference. Morales was awarded first place for the poster.

- **Brad Reynolds & Heeuk Lee:** Co-authored "Fear of sexual assault for oneself and others: A gendered perspective from five states" for the *International Journal of Law, Crime and Justice*.
- **Molly Sween:** Co-organizer of the inaugural WSU Human Trafficking Symposium.
- **Brad Reynolds:** Published "Does change in binge drinking reduce risk of repeat sexual assault victimization? Evidence from three cohorts of freshman undergraduate women" in *Crime and Delinquency*.

Geography, Environment & Sustainability:

- **Jeremy Bryson:** Wrote a paper with undergraduate student, Jeff Montague, titled, "Smoke Season: Exploring the Geographies of Transient Wildfire Smoke on the Wasatch Front" for the *Journal of the Utah Academy of Sciences, Arts and Letters*. The paper also won an award for the journal's Outstanding Paper in Social Sciences for 2022.

History:

- **Sara Dant:** Published "Driving Utah's Rivers: Working Water in the West" in *Utah Historical Quarterly*. Presented "Tom Alexander and Environmental Stewardship in the American West," at the Western History Association Conference. Under contract for second edition of *Losing Eden: An Environmental History of the American West*. Received the Faculty Sustainability Research Award for the project "The View from the Top of the World: Climate Change in the West and the World."
- **Abdulnaser Kaadan:** Received the Joseph and Holly Nye Bauman Outstanding Faculty in Honors award. Presented "The War in Syria Obliged Some Orthopedic Operating Rooms to Apply Primitive Ways of Sterilization" at Billy S. Guyton History of Medicine Symposium. Presented "Human Anomalies in Some of the Medieval Medical Books." Presented "Some of Asian Physicians Achievements Still Attributed to Western Minds" at The NAAAS & Affiliates 28th Joint National Conference. Attended three conferences: 1- The 2nd International Conference on Medical Humanities in the Middle East, Doha-Qatar. 2- The International Symposium on Health History of Palestine in the Ottoman Era, Convention Center of Biruni University, Istanbul - Turkey. 3- 2022 Annual WSU Diversity Conference, Ogden, UT-USA. Presented "Augusta Victoria Hospital of Jerusalem during the Ottoman

Time" at the International Symposium on Health History of Palestine in the Ottoman Era, Istanbul - Turkey. Presented "The Contribution of Different Religion Physicians in Medicine Development during the Islamic Golden Age" at the Annual WSU Diversity Conference.

- **Leah LaGrone:** Published an editorial in *Texas Monthly*, "What the 1836 Project Leaves out in its Version of Texas History." Guest speaker for Texas State Historical Association Texas Talks.
- **Nathan Rives:** Published his book, The Religion-Supported State: Piety and Politics in Early National New England, with Lexington Books. Presented "Financing the Bible in 1821: Christianity and the Early US Market Economy after the Panic of 1819" at the Pacific Coast Branch of the American Historical Association conference.
- **Matthew Romaniello:** Received a Social Sciences and Humanities Research Council (SSHRC) Connection Grant to fund a workshop on Russia's climate at the University of Toronto in February 2023. Received the Franklin Research Grant from the American Philosophical Society to conduct archival research in the U.K. for the book project *Unplanned Obsolescence: Modernity and the Loss of the Natural World*. Presented "Winter certainly must take the lead": Challenging Climate Determinism at the Russian Academy of Sciences" at University College London. Presented "What About Helen? Excavating Consent from the Scottish Missionary Society Records," at Interdisciplinary Nineteenth-Century Studies Conference. Co-edited *The Life Cycle of Russian Things: From Fish Guts to Fabergé, 1600 - Present*, which then made the shortlist for the Diagram Prize for Oddest Book Title for 2021. Presented "When Russia Became 'Cold': Observations and Experiments in Early-Modern Eurasia" for the History Department of University of Toronto. Presented "The 'Russian Catarrh' of 1782" at the British Association for Slavonic and East European Studies annual conference held in Glasgow. Edited "Transnational Approaches to Race and Racism" for the *Journal of World History*. Wrote the introduction of "Race and Racism beyond National Borders," *Journal of World History*.

Political Science & Philosophy:

- **Gary Johnson:** Presented "The Colorado: A River in Decline" at the Midwest Political Science Association.

- **Paul Neiman:** Published a paper titled, "Nurses' role model duties for health and COVID-19 pandemic precautions" in the journal *Nursing Ethics*.
- **Richard Price:** Panelist among Utah academics, librarians and authors during Banned Book Week in Salt Lake City. Published "Navigating a Doctrinal Grey Area: Free Speech, the Right to Read, and Schools." Presented "Heather Has Too Many Mommies: Gay Children's Books and the Christian Right Backlash" at Annual Meeting of the Western Political Science Association. Received fellowship, 2022 Warren & Spector/Warren Fellowship from the Holocaust Museum Houston. Instructor for Gateway to Learning Educator Workshop at the University of Utah
- **Janicke Stramer-Smith:** Hosted an interview series with a U.S. Representative and two European political leaders in collaboration with the Richard Richard's Foundation, Richard Richard's Institute and the Olene S. Walker Institute of Politics & Public Service.
- **Stephanie Wolfe:** Guest speaker at 28th Commemoration of Genocide Against Tutsis in Rwanda Holocaust Memorial Museum of San Antonio and the Jewish Community Relations Council (via Zoom) on April 11, 2022. Received the Affordable Course Materials Award from Weber State. Authored "Reparations and the Role of Apologies" for *The Oxford Handbook of Atrocity Crimes*. Published the co-edited book, *In the Shadow of Genocide: Justice and Memory with Rwanda* (Routledge 2023). Interviewed for a podcast with *New Books Network* for her new book *In the Shadow of Genocide: Justice and Memory within Rwanda*. Published co-written chapters "Through The Eyes Of Children: The 1994 Genocide Against The Tutsi In Rwanda" and "Rwandan Youth Speak! Memory And Justice Through Poetry" in *In the Shadow of Genocide: Justice and Memory with Rwanda*.

Psychological Science:

- **Cade Mansfield:** Published "Co-Evolution of meaning-making and wisdom in processing and developmental time" in *Post-Traumatic Growth to Psychological Well-Being: Coping Wisely with Adversity*. Published "The psychophysiology of narrating distressing experiences" in *Narrative Inquiry*. Published "Challenges of the Experimental Paradigm in Narrative Identity Research" in *Journal of Research in Personality*.

- **Cade Mansfield and Leigh Shaw:** Poster presented at the Biennial Meeting of the Society for Research in Child Development: Exploring the developmental underpinnings of wisdom in adolescence: A short-term longitudinal study. Presented their research to adolescents at the Biennial Meeting of the Society for Research in Child Development held in SLC.
- **Aminda O'Hare:** Authored a chapter in a new book *Creating a Place for Self-care and Wellbeing in Higher Education*. Published article in *PLoS ONE*: "The effects of short interventions of focused-attention vs. self-compassion mindfulness meditation on undergraduate students: Evidence from self-report, classroom performance, and ERPs," which was then highlighted in the February 2023 issue of *Mindfulness Research Monthly*. Utilized the Presidential Innovative Teaching Award to attend the Portenier-Wertheimer Teaching Conference.
- **Leigh Shaw:** Developed a new Associate of Science degree in Psychological Science, effective for the 2023-2024 catalog.

Social Work & Gerontology:

- **Mark Bigler:** Presented "Children on the Boat: Child Trafficking in Ghana" with undergraduate social work student, Haley Miller, at the WSU Human Trafficking Symposium.
- **Kerry Kennedy:** Receiving a Master of Business Administration degree in Leadership and Innovation from the University of Mount Union on May 13, 2023.
- **Justin Lee:** Presented a paper at the Annual Program Meeting of the Council on Social Work Education entitled "From Clinical Practice Experience to Research Question: What Former Mormon Clients Need When Leaving?"
- **Heidee Miller:** Accepted to Baylor University and granted a full ride scholarship to complete her Ph.D. in social work.
- **Corina Segovia-Tadehara and MSW faculty:** Completed and submitted the final accreditation benchmark for the Master of Social Work program.
- **Lizbeth Velazquez and Corina Segovia-Tadehara:** Will present at the Latino Social Workers Organization National Conference May 18-20, 2023. The title of the presentation is "Authentic Cariño Between Students and Educators: Voices From Latinx Students in Utah."

- **Steven Vigil:** Keynote speaker at the Utah College and University Professional Association for Human Resources Conference. Topic: A mindfulness approach to inclusivity.

Sociology & Anthropology:

- **Huiying Hill:** Presented "From 'Model Minority' to 'Model Target' " at the Utah Academy of Letters, Arts and Sciences Conference. Presented an ongoing research paper "Loud Thunder but Little Rain Fall" at the Annual Conference of Pacific Sociology Association.
- **Madeline Mackie:** Research was featured in *Archaeology Magazine* in the article titled "High Plains Mammoth Hunters."
- **R.C. Morris:** Co-authored "Accessorizing Ideology: Conservative Political Identity Shift and Firearm Acquisition" in the *Journal of Criminology, Criminal Justice, Law & Society*. The research was also presented at the Society for the Study of Social Problems Annual Meeting.

Board of Trustees (BOT) - How the BOT can Help Advance the CSBS Mission

The Board of Trustees can help by sharing, connecting, and helping CSBS fundraise for the college. The Board of Trustees can help advance our CSBS mission by sharing the information in this report widely and broadly with individuals who the trustees associate with so there is a better understanding of the high level of education that is being offered to our students and how we are meeting the needs of our community. Trustees have important connections with the community that could be shared with the college and possible collaborations could result. As Weber State and our college launches into the comprehensive campaign, CSBS has a number of initiatives we are looking to fund. Attached to this report are white papers that have been written up outlining specific needs for the college that we feel necessary to fund in order to successfully prepare our students for the work force and the future.



MAKING DREAMS HAPPEN

Dr. Julie Rich

Dean

College of Social & Behavioral Sciences
Weber State University
(801) 626-6232

<https://www.weber.edu/socialscience/>

Help us grow student scholarships, research, internships, and civic engagement.

Naming of College of Social and Behavioral Sciences

Purpose

Weber State University in Ogden, Utah is a great source of education and opportunity for many students in the area, particularly in the College of Social and Behavioral Sciences (CSBS). The college provides a broad range of courses and programs that educates and prepares students to become engaged citizens and equips them with knowledge and skills to help resolve the challenging issues that impact humanity and the planet. Our college endeavors to enhance social justice, resolve environmental issues, and raise the quality of life in northern Utah and beyond. To help the college realize its full potential, we propose a \$15 million endowment to name the College of Social and Behavioral Sciences. The funds from this endowment (approximately \$600,000) will be used to transform the educational experience for students by providing scholarships, establishing endowed chairs, supporting student community engaged projects, and developing new programs.

Opportunity and Supporting Weber State's Strategic Plan

Scholarships will be a vital component of this endowment, as they will provide financial assistance to students who may not otherwise be able to afford a college education. Research has shown that scholarships lead to student success as they can increase retention and graduation rates. For example, a study by the National Scholarship Providers Association found that scholarship recipients had a retention rate of 91% and a graduation rate of 72%, compared to non-recipients who had a retention rate of 84% and a graduation rate of 62% (National Scholarship Providers Association, 2018). Additionally, scholarships can also reduce the burden of student loan debt, which can be a significant barrier to student success. According to the Institute for College Access and Success, the average student loan debt for bachelor's degree recipients in the class of 2020 was \$29,900 (Institute for College Access and Success, 2020).

Endowed chairs will also be an important part of the endowment. These chairs will be filled by leading experts in their fields, who will bring a wealth of knowledge and experience to our college. Research has shown that being mentored by experts can improve student success. A study by the American Association of Colleges and Universities found that students who had a mentor were 55% more likely to enroll in graduate school and 75% more likely to pursue a career in the field they were mentored in, compared to students without a mentor (American Association of Colleges and Universities, 2019). Additionally, mentorship can also provide students with valuable networking opportunities and help them develop a better understanding of the field they are studying.

Student community engaged projects will also be a key component of the endowment. These projects will provide students with the opportunity to work on real-world problems and make a positive impact on their communities both locally and globally. Research has shown that community engagement is important for student retention and success. For example, a study by the Corporation for National and Community Service found that students who participated in community service were 27% more likely to persist in college and graduate, compared to students who did not participate in community service (Corporation for National and Community Service, 2017). Additionally, community engagement can also provide students with valuable skills such as problem-solving, critical thinking, and leadership, which supports the WSU strategic plan and will be beneficial for their future careers.

Funding from this endowment will be used to support a Gerontology Aging Lab (GAL) in the Social Work Department and a Sustainable & Regenerative Land Use Planning Program in the Department of Geography, Environment, and Sustainability. Gerontology studies the aging and the elderly population. As the world's population continues to age, the number of older adults is growing rapidly. Gerontology provides insights into the physical, mental, and social changes that occur as people age, and helps us understand how to improve the quality of life for older adults. Gerontologists work to develop programs and policies that support healthy aging and address the unique needs of older adults. Studying gerontology can lead to careers in fields such as healthcare, social work, research, and advocacy, and can help us create a better future for older adults.

Sustainable & Regenerative Land Use Planning is crucial for addressing global environmental challenges, such as climate change and habitat loss (Friedman, 2017). A program in this field would prepare future planners, policymakers, and professionals with the knowledge and skills necessary to make informed decisions about land resource management. The program would emphasize integrating sustainable development principles and exploring innovative approaches to land use planning. By training a new generation of professionals in sustainable and regenerative land use planning, the College of Social and Behavioral Sciences can help ensure that the natural resources we rely on are protected and managed in a way that meets the needs of present and future generations.

Funding Need

The requested \$15 million endowment to name the College of Social and Behavioral Sciences would generate approximately \$600,000 per year. This funding would be dedicated to the following:

1. \$380,000 (salary + benefits) - Four (4) tenure track faculty members, two (2) Gerontologists and two (2) Sustainable Land Use Planners for the new programs. One faculty member for each program would be an endowed chair.
2. \$67,000 - Student scholarships to mitigate financial stress and free up student time for classes, studying, and internships
3. \$70,000 - Develop and operate an Aging Lab to investigate elderly health, wellbeing, and caregiving focusing on awareness, new technologies, and novel approaches to aging well.
4. \$13,000 - Develop and operate Sustainable & Regenerative Land Use Planning program.
5. \$30,000 - Scholarships for students to participate in local and global community engaged experiences.
6. \$40,000 - Dean discretionary funds to support other programs in the college.

Opportunity

The endowment to name the College of Social and Behavioral Sciences at Weber State University will provide a transformative educational experience for students. The funds will be used to provide scholarships, establish endowed chairs, support student community engaged projects, and develop two new programs. This will lead to a more diverse and academically strong student body, provide students with unique opportunities to learn from and work with leading experts in their fields, and help students make a positive impact on their communities. All of this aligns perfectly with Weber State University's strategic plan of "engaging students in community and global issues, preparing them to be responsible citizens."

References:

National Scholarship Providers Association. (2018). *The Value of Scholarships: A Report on the Impact of Scholarships on Students and Society*.

Institute for College Access and Success. (2020). *Student Debt and the Class of 2020*.

American Association of Colleges and Universities. (2019). *The Mentoring Effect: How Mentoring Can Improve Student Success*.

Corporation for National and Community Service. (2017). *The Impact of Community Service on Student Retention*.

Friedman, J. (2017). The importance of sustainable land use planning. *Journal of Planning Education and Research*, 37(3), 247-255.

Bachelors of Science in Neuroscience (New Major)

Purpose

The need for high-quality undergraduate training in neuroscience has been acknowledged by the Bureau of Labor Statistics that predicts a 19% job growth rate in Utah between 2020-2030. This need is also reflected at the federal level, as the National Institutes of Health (NIH), National Science Foundation (NSF), and the Drug Enforcement Administration (DEA) have co-supported the BRAIN Initiative since 2013, which is a funding initiative solely dedicated to supporting innovative neuroscience research. The Defense Advanced Research Projects Agency (DARPA) is also a funding initiative solely dedicated to the development of new neurotechnologies and neurotherapies.

Within the state, the University of Utah, recently secured a federal grant to support a “post baccalaureate program” in neuroscience training. This program requires an additional two years of training for students interested in pursuing graduate education in neuroscience. This program provides excellent opportunities; however, it can be an obstacle to success for those who cannot afford the additional time and resources for successful pursuit of professional degrees in neuroscience. Although both Westminster College and Brigham Young University offer undergraduate majors in neuroscience, these programs are limited to students who are able to afford these private institutions.

Supporting Weber State's Strategic Plan

Weber State University (WSU) is committed to diversity, equity, and inclusion across disciplines and opportunities in education. The Greater Ogden Area is more diverse than the majority of the state of Utah. In particular, our community benefits from a large Hispanic/Latinx population. These populations are underrepresented in STEM fields in general, and in the field of neuroscience. By providing a neuroscience major, WSU can boost representation of minority groups in a STEM discipline and decrease generational education gaps in this field. WSU is also committed to providing high-impact educational experiences (HIEEs) for all students. The Neuroscience Program already excels at this. All of our faculty run independent research labs and involve undergraduate students in their labs. Our faculty have published with neuroscience students, and our students have presented their research at the international level. In Fall 2022 alone, we had two undergraduate research presentations at the Society for Psychophysiological Research and three undergraduate research presentations at the Society for Neuroscience, the largest neuroscience society in the world. We also have had several students experience success in getting into PhD programs in Neuroscience, Experimental Psychology, and

Public Health, as well as Medical School. Imagine what we will be able to accomplish with the resources provided by having a bachelor's program!

Weber State also supports the benefits achieved through interdisciplinary project collaborations. Neuroscience by its very nature is interdisciplinary, and the Neuroscience Program already has broad involvement across the university and currently boasts instructors from three different departments (Psychological Science, Health Sciences, and Zoology), spanning three different colleges (COSBS, DCHP, and COS). Expanding the program would only allow for greater collaborations.

Funding Need

The requested \$200,000 will be used for:

1. \$92,000 (salary + benefits) - A new tenure track faculty member dedicated solely to instructing neuroscience to allow for more course development, and provide another research lab for neuroscience students to gain hands-on experience in the field.
2. \$19,000 - To cover six classes annually and buy out half of their contracts so they are dual appointed to the neuroscience program and their home departments.
3. \$10,000 - Annual operating costs for marketing and promotion of program, office expenses, lecture series, and other sundry costs.
4. \$10,000 - Student scholarships to mitigate financial stress and free up student time for HIEE experiences.
5. \$15,000 - Professional development grants for faculty to support their work to provide transformative experiences for students and allow for the acquisition of equipment that would benefit the entire program.
6. \$54,000 - Full-time administrator to support the neuroscience major. The neuroscience program currently has a part-time administrative specialist who is split between two programs (Neuroscience and Women and Gender Studies). The major would need a full time person dedicated to growing the program. The present administrator would be dedicated solely to Women and Gender Studies).

Proven capabilities

WSU is uniquely positioned to provide high-quality undergraduate training in neuroscience and reduce socioeconomic disparities in the field. The Neuroscience Program at Weber State University was established in 2010 to offer a minor in neuroscience. We offer the only public undergraduate education in neuroscience in the state of Utah. We also support the first chapter of Nu Rho Psi, the national honors

society for neuroscience students, in the state of Utah, with new members inducted every term.

The Neuroscience Program presently collaborates with the University of Utah's Electroneurodiagnostic certificate program to provide a bachelor's degree pathway for individuals with this training. This provides a direct career pathway as an EEG technician that allows for promotion within the field. A broader Neuroscience Major program would allow us to do the same for other career pathways in neuroscience.

Impact of a WSU Neuroscience Major

The largest benefit of establishing a neuroscience major at WSU is to the students who seek careers in this field. Currently, they can only obtain a neuroscience minor and have to keep their major in a related, but tangential, field, such as Psychological Science, Zoology, Health Sciences, or Biochemistry. A degree in neuroscience would allow for a seamless transition from their undergraduate studies to graduate programs in neuroscience or to careers in neuroscience.

The other benefit to our students would be the addition of more research opportunities for them within the neuroscience program. Our faculty provide opportunities for as many students as possible, but there is a limit to how many students one can mentor through independent research each year. A larger program with more research active faculty naturally allows for more research experiences for students.

The Greater Ogden Area would benefit from more highly trained graduates going into the biomedical research labs, neurotech industries, and health care industries in our area. Already, our regional hospitals are benefitting from our students specializing in Electroneurodiagnostics. Additionally, WSU and Hill Air Force Base already share several collaborative relationships. Building our Neuroscience Program can provide more opportunities for research collaborations with the Air Force, especially for research on cognitive and affective neuroscience effects of military service and neurotechnology to benefit the health and wellbeing of servicemen and women.

Assessment

We will monitor the enrollment rates for the program as we transition from a minor to a major. We will monitor the diversity of our student body and work to create equity for our underrepresented students. We will track the number of HIEEs our students experience, their research projects and publications, and their trajectories into professional programs or careers after graduation.

Crime Scene Investigation Program

Purpose

As the practice of forensic science becomes more complex and specialized, law enforcement agencies continue to recognize the need to hire scientifically trained civilian employees. Increased depth of education, for both students and community partners, in the principles of scientific crime scene investigation methods is required to meet forensic science needs in Utah and nationally. We are proposing an expansion of the present *Crime Scene Investigation Program* at Weber State University (WSU) to create a premier program for the State of Utah and beyond. Crime scene investigators help to uncover evidence and provide valuable information to police and other law enforcement officials. They help to interpret physical evidence and link it to suspects, witnesses, and victims. This could be critical in solving crimes, preventing further criminal activity, and holding offenders accountable. By funding this proposal, to update our *Crime Scene Investigation Program*, we would be training the next generation of students with knowledgeable faculty, cutting edge equipment, and modern techniques so they can be completely prepared to enter the workforce and provide a deeper understanding of criminal incidents that occur in communities.

Proposed program

The proposed updated *Crime Scene Investigation Program* at Weber State University (WSU) provides modernization of current teaching equipment, facilities to support new curricular objectives, and financial support for 24 students pursuing a BS degree in Crime Scene Investigation including:

1. Dedicated facility for crime scene processing and reconstruction training exercises to benefitting the students and community with supplies for creating and resetting scenarios.
2. Additional and updated equipment for training and practical exercises such as:
 - a. Computing resources for high end graphical and computational image processing
 - b. Next generation imaging equipment (mirrorless digital cameras and multispectral imagers)
 - c. Laser scanning and reconstruction equipment including shooting reconstruction lasers and rods
 - d. Forensic adult and child mannequin with moulage kits
3. Support for students in a 5-day per week, day and evening, campus-only based curriculum including:
 - a. Scholarships
 - b. Uniforms
4. Support for high impact educational experiences between students and the community including:
 - a. Internships and research
 - b. Joint professional trainings at WSU
 - c. Grants for students to attend external trainings
 - d. Funding for WSU CSI student/Utah K-12 STEM educational event development (classroom visits, facility tours, summer camp)

Supporting Weber State's Strategic Plan

Weber State University has been in the profession of forensic science since the 1970's including creating the first multi-agency crime scene unit in Utah, the Weber Metro Crime Scene Investigation. The present CSI program at WSU is run by faculty with over 60 years' combined experience in CSI, photography, fingerprint analysis and other forensic disciplines and we regularly use adjunct faculty from the surrounding agencies. The development of a *Crime Scene Investigation Program* assists a number of university strategic goals. The university wants to foster students' transformative experiences by specifically facilitating High Impact Educational Experiences (HIEEs) in collaborative projects. A *Crime Scene Investigation Program* would increase the HIEEs, by offering internships in the field as well as additional research experiences. Mentoring relationships will be forged between faculty, staff and students fulfilling a vital goal of the WSU strategic plan. Previous graduates from our CSI program are found in most Utah forensic organizations and across the US. We have strong connections to the forensic science community (agency partners, professions and suppliers) to create unique, collaborative experiences for students helping lead to student success.

Need

The requested funding of \$1.1M to support the *Crime Scene Investigation Program* will be used for the following:

1. \$150,000 - Dedicated CSI House for trainings and practical exercises. Funding will be used to remodel and equip an existing building space owned by WSU
2. \$360,000 - Next generation CSI equipment:
 - a. \$40,000 - 16 high end desktops (12th Gen Intel processors with 64 GB of RAM and discrete graphics processors), and 27+ in QHD monitors.
 - b. \$45,000 - 12 Nikon mirrorless cameras kits with accessories (lenses, flash, filters, cables, media)
 - c. \$160,000 - 4 Multispectral imaging systems
 - d. \$80,000 - 2 Additional FARO laser scanners
 - e. \$5,000 - Shooting trajectory and other reconstruction kits
 - f. \$30,000 - Forensic mannequins
3. \$550,000 - Endowment for Student support
 - a. Scholarships (½ time) for junior and senior CSI students (Fall and Spring semester)
 - b. Support for student travel/registration for local or external trainings or conferences, National Forensic Science Week, Forensic Science in K-12 Schools, and Summer CSI Adventure

Anticipated impact

With a new and improved CSI curriculum proposed to start Fall 2025, we expect the program to grow and excel. The program recently hired two individuals from the CSI industry and they will be bringing their expertise and experience to their new teaching/mentoring roles. Having industry standard equipment to train students coupled

with two well-respected industry leaders to educate students we will elevate our CSI program to become the best in the region and beyond. Our Weber State-trained crime scene investigators will go on to help to uncover evidence and provide valuable information to police and other law enforcement officials. They will contribute to the community by providing a more complete understanding of crime incidents, which can be invaluable in court and help to make our communities safer.

Forensic Psychology Program

Purpose

The American Psychological Association (APA) first recognized Forensic Psychology as a specialty in 2001. Since then, it is one of the fastest growing areas in the discipline. Employment in Forensic Science is projected to grow 11% in the next 10 years (BLS, 2023). In Utah, there are currently no undergraduate forensic psychology programs offered. Weber and Utah Valley University (UVU) have Forensic Science programs, and another handful of universities have a Forensic Science Lab (UVU and Utah State University). There is an increasing number of justice-involved individuals who have mental health issues. Correctional facilities and diversion programs will increasingly need a labor force with not only a background in criminal justice but also psychology and mental health advocacy. This would clearly be meeting an unmet need for the State of Utah by developing a *Forensic Psychology Program*.

Supporting Weber State's Strategic Plan

The development of a *Forensic Psychology Program* assists a number of university strategic goals. The university wants to foster students' transformative experiences by specifically facilitating High Impact Educational Experiences (HIEEs) in collaborative projects. Forensic Psychology is a subdiscipline of both Forensic Science and Psychological Science and represents the intersection of the application of the two disciplines. A *Forensic Psychology Program* would increase the HIEEs, by offering internships in the field as well as additional research experiences. This program would provide students with an interdisciplinary approach that draws on psychology, criminal justice, and forensic science. Mentoring relationships will be forged between faculty, staff and students fulfilling a vital goal of the WSU strategic plan. Students will be well-situated to pursue a variety of careers, from corrections, crime prevention programs, diversion programs, forensic examiner, law school, jury consultant, clinical forensic psychology, victim advocate, forensic social worker, thus positively impacting student success. Creating a more streamlined option for students in the *Forensic Psychology Program* will allow them to use their elective credits in other programs that would build skills in critical thinking, writing, and research. Students will be able to take courses that would complement their interests in forensic psychology, such as queer studies, diversity, sociology, and women and gender studies.

Opportunity

The *Forensic Psychology Program* will provide students with a solid foundation in psychological science, forensic psychology, criminal justice, and crime scene investigation (CSI). Students will take courses in many of the key areas of psychology

(including biopsychology, developmental psychology, and abnormal psychology). The program will offer a number of forensic psychology courses to choose from, including psychology of criminal behavior and forensic psychology. The program aims to train evidence-based psychologists that can apply the science of psychology to various aspects of the legal system and criminal justice system. The program will require students to have the core coursework in Psychology (~28 credits), the core coursework in Criminal Justice (~28 credits), and the remaining credits will consist of elective credits in either Criminal Justice, Psychology, or the CSI program, and HIEEs (research experience or internships). This program is a timely opportunity due to so few undergraduate programs focused on forensic psychology in Utah, combined with an increasing need in our community for professionals with a strong background in forensic psychology. Students graduating with a degree in forensic psychology will be situated to enter the labor force or to enter graduate programs.

Funding Need

The requested \$215,000 will be used for:

1. \$188,000 (salary + benefits) - For two (2) tenure track faculty members, one in Psychological Science and another in Criminal Justice to teach the forensic psychology courses (both Psych and CJ) on a regular basis. The faculty member from Psychological Science will have additional administrative responsibilities associated with running the program.
2. \$10,000 - Student scholarships to mitigate financial stress and free up student time for HIEE experiences.
3. \$17,000 - Professional development grants for faculty to support their work to provide transformative experiences for students and allow for the acquisition of equipment that would benefit the entire program.

Proven capabilities

The WSU Psychological Science department presently has two faculty members with expertise in Forensic Psychology, which is incredibly unique. The faculty have contacts in the community, are working on creating an internship program in Forensic Psychology, and have a variety of research experiences and topics, including eyewitness memory, lie detection, false confessions, and perceptions of sexual assault victims. Our forensic psychology faculty have received both internal and external grants to support those research endeavors. The variety of the current faculty members' expertise will reach a wide range of student interests. There are several community partners in Weber, Davis, and Salt Lake counties to provide opportunities for students in forensic psychology. These partners include diversion programs for juvenile offenders, YCC Family Crisis Center, Safe Harbor Crisis Center, police

departments and sheriff offices, Weber-Metro Crime Lab, mental health courts, and drug courts.

Presently, there is a collaborative relationship between the department of psychological science and criminal justice. There is currently a course being co-taught between a forensic psychology faculty member and a criminal justice faculty member. There are speakers and events being arranged in which there is a collaboration between our departments. These collaborations and these relationships also increase the likelihood of a successful *Forensic Psychology Program*.

Impact of a WSU Forensics Psychology Program

Students who graduate with a forensic psychology background will have an advantage when applying for jobs and graduate programs. These programs at the undergraduate level are quite unique, particularly in Utah, and this will provide them with an advantage over other applicants.

Our community will benefit from having professionals entering the workforce who have expertise and knowledge of mental health, mental health stigma, and diversity. Justice-involved individuals frequently have mental illness or a history of substance use, and a *Forensic Psychology Program* will ensure that individuals entering the field have the proper training to address these issues. The university will also benefit, as it's highly likely that this program will draw high school students who may have otherwise attended other universities. Forensic psychology is a growing interest among incoming freshmen, and this program will be a draw for those students.

Assessment

We will keep ongoing data on the number of high school students at the local high schools who are interested in forensic psychology, how many of those interested students attend Weber State and enter this *Forensic Psychology Program*. We will also keep track of where those students are doing internships and where they get jobs upon graduation. To the extent possible, we will also keep track of the starting salary of our graduates. We will also keep track of how many students enter graduate programs in forensic psychology. We will also track data on the forensic psychology students' demographics and disaggregate the data to ensure that disadvantaged students and first-generation students are performing as well as their advantaged counterparts in this program and being accepted into internships and graduate programs at equal rates.

Walker Speaker Series

Olene S. Walker Institute of Politics & Public Service

Purpose

The Olene S. Walker Institute of Politics & Public Service will bring conservative thought leaders to campus on an annual basis to honor the legacy of Olene S. Walker. The objective of the Walker Speaker Series is to politically diversify the voices that people in northern Utah see on a college campus. A 2019 Pew study found that only 44% of Republicans felt that colleges and universities are open to a wide range of opinions and viewpoints. An internal Weber State University study found something similar with conservative students reporting they feel they cannot speak. In the long term, the Walker Speaker Series will meet the need on our campus and in the Northern Utah community to diversify the range of opinions and viewpoints by demonstrating we are open to all political voices. We will show conservative students and community members that they have a place on our campus. To do this, we need a \$900K endowment, with a 4% rate of return giving us \$35,400 annually to put toward the Speaker Series.

Problem

The percentage of people who see value in higher education has gone down drastically: in 2012, 60% of Americans said that colleges and universities have a positive effect on the way things are going in the country and that number had dropped to 50% in 2019. A Gallup poll found a similar trend with the share of Americans who said they had confidence in higher education dropping from 57% to 48% between the years 2015 and 2018. In both studies, the group driving the decline was Republicans, who dropped from 53% saying that colleges and universities have a positive effect on the way things are going in the country to 33% and in the Gallup poll dropping in confidence from 56% to 39%. In both studies, Democrats remained consistently high.

Given Weber State University's mission: "Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom", we are doing a disservice to our students if conservatives do not feel welcome. Given our place in Utah, if Republicans do not think that higher education has something to offer them, we will be doing a disservice to more than half the population.

Capacity

The Walker Institute has hosted speakers for years that have spanned the political spectrum. National speakers have included ACLU directors, Fox News Contributors, Harvard University Professors, and U.S. Cabinet Secretaries. This past year we hosted the Utah Congressional District 1 Debate, the Governor of Utah, as well as national experts on elections security and a host of local speakers. We will continue to welcome the entire political spectrum and are very well equipped to provide excellent event planning. Given our location, in the sweet spot in Northern Utah between two major universities that require travel, we fill a void.

Need

The main obstacle to our hosting conservative thought leaders is the cost. A brief search of well known conservative voices revealed that most have a price point above \$200K that has to be negotiated and the lowest prices range between \$50K and \$100K. To win back trust and foster a politically diverse campus community, we need to host speakers consistently, which we plan to do once a year in November to honor Olene S. Walker's birthday. To do that we need funding that allows us to pay large honoraria in addition to travel and lodging every year.

We also need funding that is independent so we can host conservative voices. We hosted all of our previous speakers through collaboration with partners on campus, which is a good practice to follow but does limit our ability to focus on the conservative space. Private money would allow us to bring conservative thought leaders to our campus immediately as we have the infrastructure to do a good job hosting national level speakers. If we can secure funding, we will begin with our first speaker this November.

Impact

We will benefit our campus community as conservative students see themselves in the programming that is offered and liberal students see conservative thought leaders as reasonable. This would go a long way toward encouraging civil discourse capable of meeting the problems of our time as well as healing the political rifts in our community. We need to be able to see each other through our political differences and having political diversity in our campus programming over the long run will help with that.

Assessment

Our plan is to use campus wide survey data to measure our impact. While we have measured the pulse of polarization periodically for at least five years in an effort to meet the challenge of elevating civic discourse in our programming, we will begin

regularly measuring the effects of a Speaker Series that intentionally diversifies our political space. We will share the results publicly.

College of Social and Behavioral Sciences Community Outreach Program

Problem

Many first-year students, especially those from underserved-communities, are unprepared for college and lack key knowledge regarding required educational pathways leading to degrees and careers, specifically in the social sciences.

Proposed Program and Supporting Weber State's Strategic Plan

The College of Social and Behavioral Sciences (CSBS) Community Outreach Program would provide a vital link between underprivileged high school students and Weber State University, specifically the College of Social and Behavioral Sciences. The Community Outreach Program will connect these students with academic advisors, peer mentors, and faculty prior to their senior year in high school. Other aspects of the program would include summer courses to introduce students to CSBS and its fields of study, career options and networking opportunities, and other important topics such as: financial guidance, time management and study skills, and campus resources.

Inclusion in the CSBS Community Outreach Program would facilitate a smooth transition to Weber State where the students would then join a CSBS learning community as part of the First-year Academic Support & Transition or FAST Start program. (FAST Start students attend most of the same classes together and also enjoy the added benefit of extra supervision from their professors, peer mentors, and academic advisors.) These programs would work together to recruit and support students, which would also increase retention levels and aid students in achieving their goals.

The Community Outreach Program would partner with GEAR UP and the Study Abroad office to identify potential students and provide out-of-the-classroom learning opportunities. This proposed program would positively impact student success and bolster recruitment and retention. With the focus on first-year students we hope to improve educational outcomes for underserved students, particularly students of color and students from low socioeconomic status.

Proven Capabilities

Engaged Academic Advisors and Proven Peer Mentor Program - CSBS has a proven team of academic advisors and peer mentors. This team successfully supported the implementation of the FAST Start learning community program and could continue to grow to incorporate the Community Outreach Program. Expansion of the team to include additional academic advisors, graduate student assistants, and peer mentors would aid a greater number of students in need of extra support as they prepare for college and prepare for careers in the social sciences.

Location and Community Involvement - Weber State University (WSU) strives to meet each student where they are and provides support that aids students in achieving their goals. WSU is uniquely positioned to impact a large number of students from diverse backgrounds in northern Utah. WSU is committed to supporting a greater number of students who identify as Hispanic or Latinx with the goal of becoming an Emerging Hispanic-Serving Institution. CSBS is leading the

university in recruiting and retaining these students who are learning skills and entering careers in vital fields such as: mental health, criminal justice, and social work.

Funding Needed

Summer Budget: Total \$32,247

Student Mentor Salary (x3): 20 hours/wk at \$13/hr for 17/wks = \$13,262

Student Benefits (x3): 20 hours/wk at \$1.11/hr for 17/wks = \$1,133

Faculty Salary: 3 Semester Hours = \$2,910

Faculty Benefits: 3 Semester Hours = \$642

Student Tuition/Fees (x21) = \$600x 21 Participants = \$12,600

Promotional materials, literature, posters/flyers, advertisements etc. = \$400

Student Center & Tabling Event resources, Food, etc. = \$800

Uniforms, Training, Travel, Communication & Technology equipment/software = \$500

Fall Budget: Total \$20,830

Student Mentor Salary (x3): 20 hours/wk at \$13/hr for 17/wks = \$13,262

Student Benefits (x3): 20 hours/wk at \$1.11/hr for 17/wks = \$1,133

Faculty Salary: 4 Semester Hours = \$3,880

Faculty Benefits: 4 Semester Hours = \$855

Promotional materials, literature, posters/flyers, advertisements etc. = \$200

Student Center & Tabling Event resources, Food, etc. = \$800

Uniforms, Training, Travel, Communication & Technology equipment/software = \$500

Spring Budget: Total \$20,830

Student Mentor Salary (x3): 20 hours/wk at \$13/hr for 17/wks = \$13,262

Student Benefits (x3): 20 hours/wk at \$1.11/hr for 17/wks = \$1,133

Faculty Salary: 4 Semester Hours = \$3,880

Faculty Benefits: 4 Semester Hours = \$855

Promotional materials, literature, posters/flyers, advertisements etc. = \$200

Student Center & Tabling Event resources, Food, etc. = \$800

Uniforms, Training, Travel, Communication & Technology equipment/software = \$500

Impact

The goal of the CSBS Community Outreach Program is ultimately to prevent more low-income students from being left behind. Only 50.9 % of low-income students enroll in 2- or 4-year postsecondary education programs while 64.7% of middle-income and 80.7% of high-income students do the same.¹ The First Generation Foundation reports that only 11 % of low-income, first-generation students, compared to 55 % of continuing-generation students, earn a bachelor's degree within six years of enrolling.²

The CSBS Community Outreach Program would assist in closing that gap and prepare students, no matter their background, to be successful.

References

1. Snyder TD, Dillow SA. NCES 2014-015. Washington, DC: National Center for Education Statistics; 2013. Digest of Education Statistics, 2012.
2. "Low-Income, First-Generation College Students." American Sociological Association, November 28, 2022.

Student-Faculty Engagement

Board of Trustees Meeting

May 16, 2023

Presented by:
Brenda Marsteller Kowalewski
Associate Provost



WEBER STATE
UNIVERSITY

1 | Engagement in *Amplify*

Engagement valued & codified

3 | State of Engagement

By the Numbers

2 | Engagement Institutionalized

Curriculum & Co-curriculum

4 | Scaling Engagement

In the Works



1

Engagement in *Amplify* Valued & codified



WEBER STATE UNIVERSITY



We know how to *challenge* you
and we *care enough* to do it.



WEBER STATE UNIVERSITY

Amplify: Engagement

Equity, Diversity & Inclusion

...traditionally underserved populations will report a sense of belonging at the university...

Retention & Completion

...50% of WSU bachelor's degree completers will have 2 or more high-impact educational experiences (HIEE).

Community Anchor Mission

...25% of WSU faculty are engaging their teaching, research and service agendas to address challenges facing our communities.

Personal Connections & Academic Excellence

- Students have at least one mentoring relationship
- ...at least two opportunities that promote a strong connection and a sense of belonging
- WSU bachelor's degree completers will have 2 or more HIEE experiences

2

Engagement Institutionalized Curriculum & Co-curriculum





INFRASTRUCTURE:

6 centers designed to promote,
support and guide

Engagement
Institutionalized

FACULTY SUPPORT:

Professional Development
Opportunities (ACUE & COPs)

Awards & Recognition

Credit in Rank & Tenure Process

SYSTEM TO EMBED & TRACK:

7 designations on courses & co-curricular activities

STUDENT INCENTIVES:

Research Grants

Wildcat Advantage Program

Cords at Graduation

Stipends (Piloted with HEERF \$)



Undergraduate Research

Research Grants

Number of Students: average 50/year

Number of Faculty: average 40/year

Funding granted: average \$100K/year

Student to Faculty Ratio ~1:1

Travel Grants

Number of Students: average 60/year

Number of Faculty: average 50/year

Funding granted: average \$55K/year

Student to Faculty Ratio ~1:1

Course-Based Research (CRE designated)

Number of Students: 214

Number of Faculty: 16

Number of Courses: 21

Student to Faculty Ratio 13:1



Research & Engagement Symposium

Number of Students: 206

Number of Faculty: 62

Number of Projects: 102

Student to Faculty Ratio 4:1



Community Engagement Example

CAPES!

Number of WSU Students: 110

Number of Student Interns: 4

Number of Faculty: 6

Number of Classes Involved: 8 (EDUC 2010 & PEP 3660)

Number of children participating: 40

Student to Faculty Ratio 18:1

Children's Adaptive Physical Education Society
is a skill development initiative for children with disabilities in and around the Ogden community.

Weber State students work with participating children as a collaborative effort between the special education and physical education departments in the Jerry & Vickie Moyes College of Education.



WEBER STATE UNIVERSITY



2

Study Abroad Example

MAcc/MTax/MBA, Goddard School of Business & Economics

Number of Students: 15

Number of Faculty: 2

Location: Rome, Pompeii, Sorrento, Milan, and Capri, Italy

Student to Faculty Ratio 8:1

Description: Met with top international companies and accounting firms. The students were tasked with researching the companies visited, in advance, and preparing a presentation that highlights the best practices of the industry and how they can or do apply to each of the companies. Each student presented this to the international company that they researched.

As a result of this program, we have been offered international internship opportunities for our students from the organizations we met with.



WEBER STATE UNIVERSITY

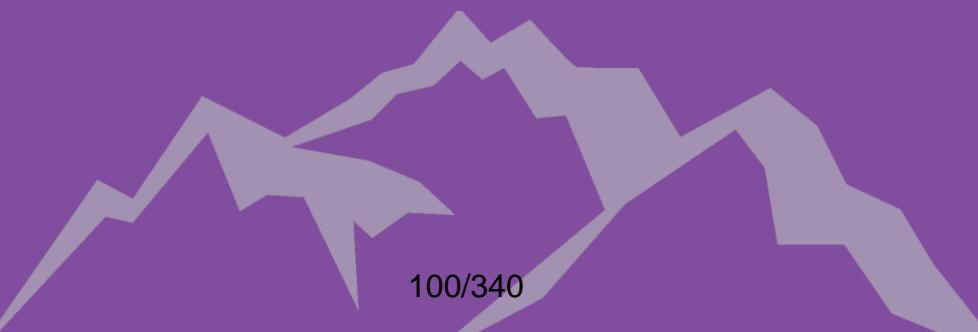


3

State of Engagement By the Numbers



WEBER STATE UNIVERSITY



100/340

STATE OF ENGAGEMENT NUMBERS



WEBER STATE UNIVERSITY

4

Scaling Engagement In the Works



102/340



WEBER STATE UNIVERSITY



INFRASTRUCTURE:

Aligning to Amplify Reorganization
puts the 6 centers under HIEE

SYSTEM TO EMBED & TRACK:

Developing Experiential Maps with
each department

Scaling

Engagement

FACULTY SUPPORT:

Summer Research Program grants
for faculty to engage students

STUDENT INCENTIVES:

Expanding Wildcat Advantage to
include a new *HIEE Pays* program

1		FIRST YEAR	MIDDLE YEARS	LAST YEAR	
2	3				
	Cultivate Learning and Academic Excellence	<ul style="list-style-type: none"> Review general education requirements and pick the best-fit thematic curriculum pathway Review program requirements with your academic advisor Register for Introduction to History (HIST 105) 	<ul style="list-style-type: none"> Apply for the Problem-Based Learning Fellowship program Consider adding a minor or certificate in another field such as business, marketing, or computer science Meet with an advisor to check progress to degree 	<ul style="list-style-type: none"> Work with an advisor to ensure you have no outstanding course requirements Complete your senior capstone Submit your capstone paper to the <i>EAB University Historical Review</i> or another journal for an opportunity to get published Apply to graduate 	<p>Academic Success Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discover library resources <input type="checkbox"/> Book an appointment with your academic advisor <input type="checkbox"/> Visit the writing and tutoring center <input type="checkbox"/> Complete FAFSA and academic scholarship applications
	Engage Globally and Locally	<ul style="list-style-type: none"> Participate in Orientation Abroad and the corresponding reflection seminar Sign up for a foreign language course and join a foreign language club Visit the International Student Center to learn about study abroad opportunities, clubs, on-campus events, and spring break community impact 	<ul style="list-style-type: none"> Speak with a professor about research opportunities in your department Submit a study abroad program and funding application to the Study Abroad Office Visit the Center for Service Learning and Civic Engagement or the Global Affairs Center for volunteer opportunities Attend speaker and special events hosted by the History Department 	<ul style="list-style-type: none"> Integrate electives with a global or local focus (Virtual DC or Sustainability in DC) Participate in multicultural events and complete the Multicultural Certificate International students interested in staying in the country should connect with the International Student Advising Center 	<p>72% Of history students study abroad</p> <p>89% Of history students complete an internship</p>
	Prepare for Post graduation Success	<ul style="list-style-type: none"> Consider taking a first-year history field exposure course Attend the College-to-Career orientation session with Career Services and fill out the career fields of interest form Speak with Career Services about on-campus and summer job opportunities 	<ul style="list-style-type: none"> Meet with Career Services about internship opportunities Take on a leadership role in a student club or association Attend the Career Fair to explore postgraduation career opportunities 	<ul style="list-style-type: none"> Attend an alumni networking event Complete the Curriculum-to-Career course to translate your experience in preparation for the student expo Assess professional skill and experience gaps and take corresponding Career Services workshops and Career Readiness courses If considering graduate school, take a scholarship proposal-writing workshop and discuss options with your advisor 	<p>Career Development Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Join a student group <input type="checkbox"/> Make an appointment with a career advisor <input type="checkbox"/> Apply for on-campus jobs <input type="checkbox"/> Complete the College-to-Career course series <input type="checkbox"/> Participate in a mock interview <input type="checkbox"/> Complete Career Services Certificate of Readiness

4 Career Information

► What Skills Do Employers Want?

- Communicate clearly and effectively
- Work in a team
- Solve problems and make decisions
- Analyze quantitative data
- Lead and influence others

► This Major Gives Me the Skills to:

- Understand how political, social, economic, and cultural change occurs
- Connect current events to historical trends and narratives
- Research and synthesize large amounts of material and identify relevant information
- Prioritize tasks, meet deadlines, and manage time
- Present ideas clearly and concisely
- Engage with complex narratives

► What Careers Can I Pursue?

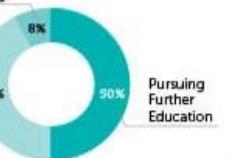
- Museum curator
- Advancement officer
- Lawyer
- Program coordinator
- Social policy researcher
- Marketer
- Government consulting

► Where Our Students Go One Year Out:

Volunteering/Interning 8%

Full-Time Employment 42%

Pursuing Further Education 50%



IGNITE
the
POWER
WITHIN



Wildcat Advantage Example Map

IGNITE
the
POWER
WITHIN

Questions?



WEBER STATE
UNIVERSITY

WSU Theatre Students Win National Awards at the Kennedy Center



Presented by Jessica Greenberg

Associate Professor of Theatre
Theatre Program Co-Director

Incoming Chair of the School of Performing Arts





The Kennedy Center

American College Theater Festival



The Kennedy Center American College Theater Festival (KCACTF) is a national theater program involving 18,000 students annually from colleges and universities across the country. KCACTF aims to:

- Encourage, recognize, and celebrate the finest and most diverse work produced in university and college theater programs
- Provide opportunities for participants to develop their theater skills and professionalism
- Improve the quality of college and university theater in the United States

Since its inception, KCACTF has given more than 400,000 college theater students the opportunity to have their work critiqued, improve their dramatic skills, and receive national recognition for excellence. More than 16 million theatergoers have attended approximately 10,000 festival productions nationwide.

Sweeney Todd: The Demon Barber of Fleet Street

WSU Theatre Program Production

Fall 2022

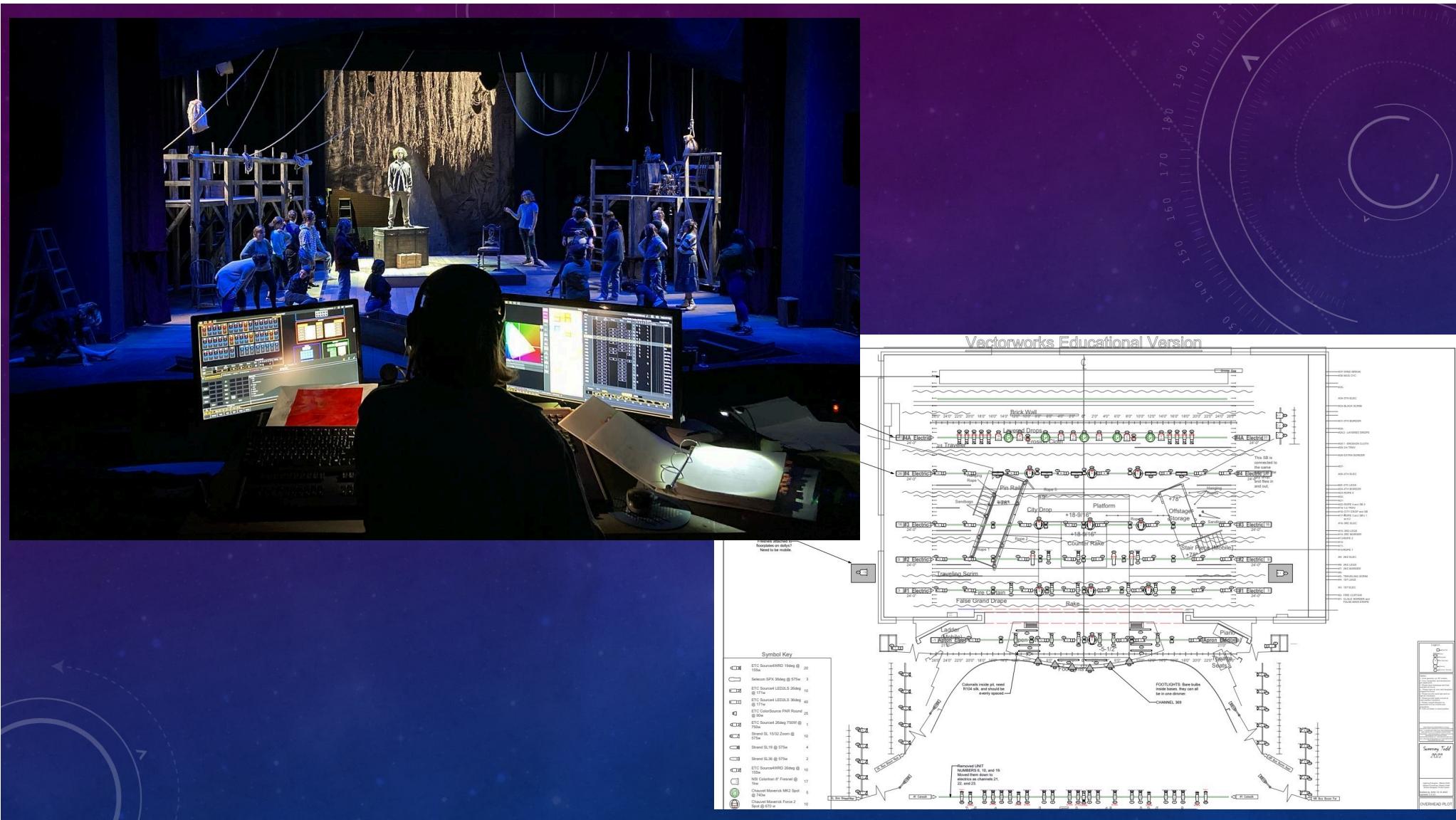
Directed by Andrew Lewis

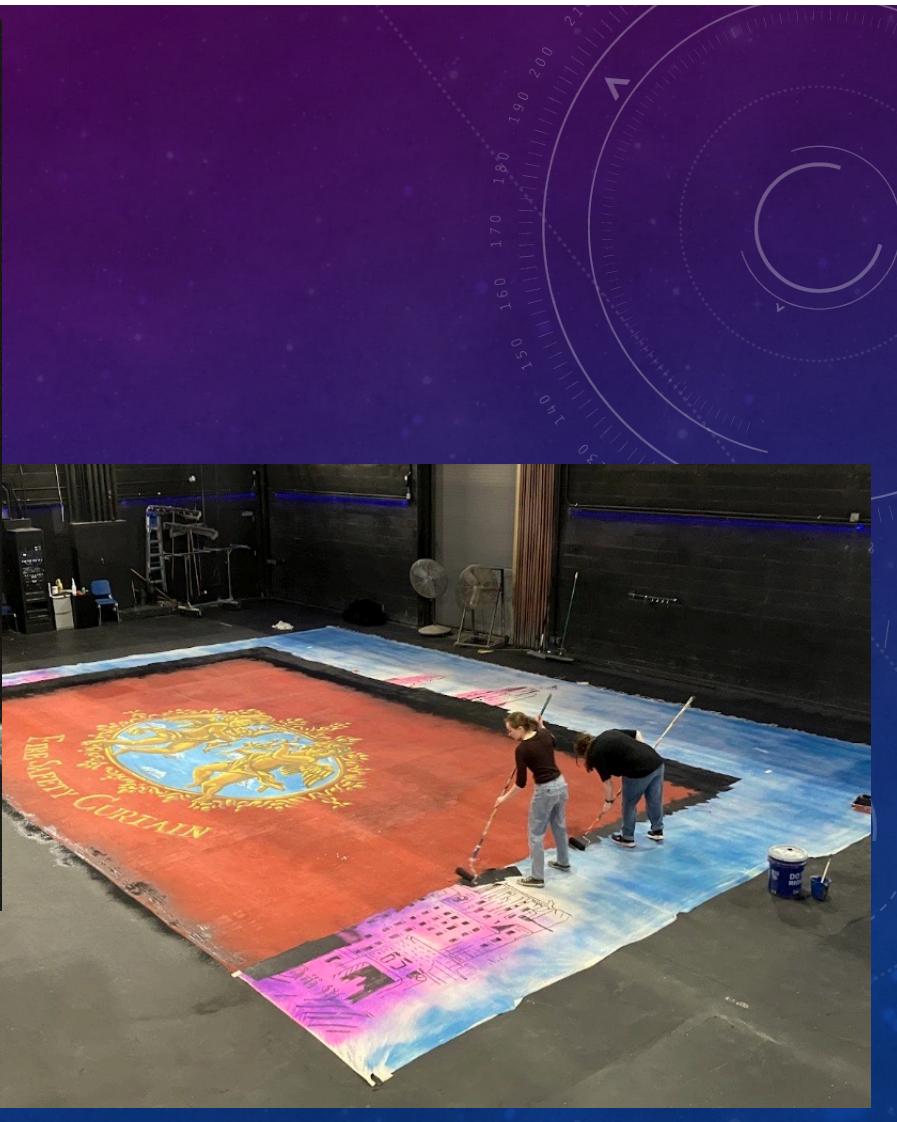
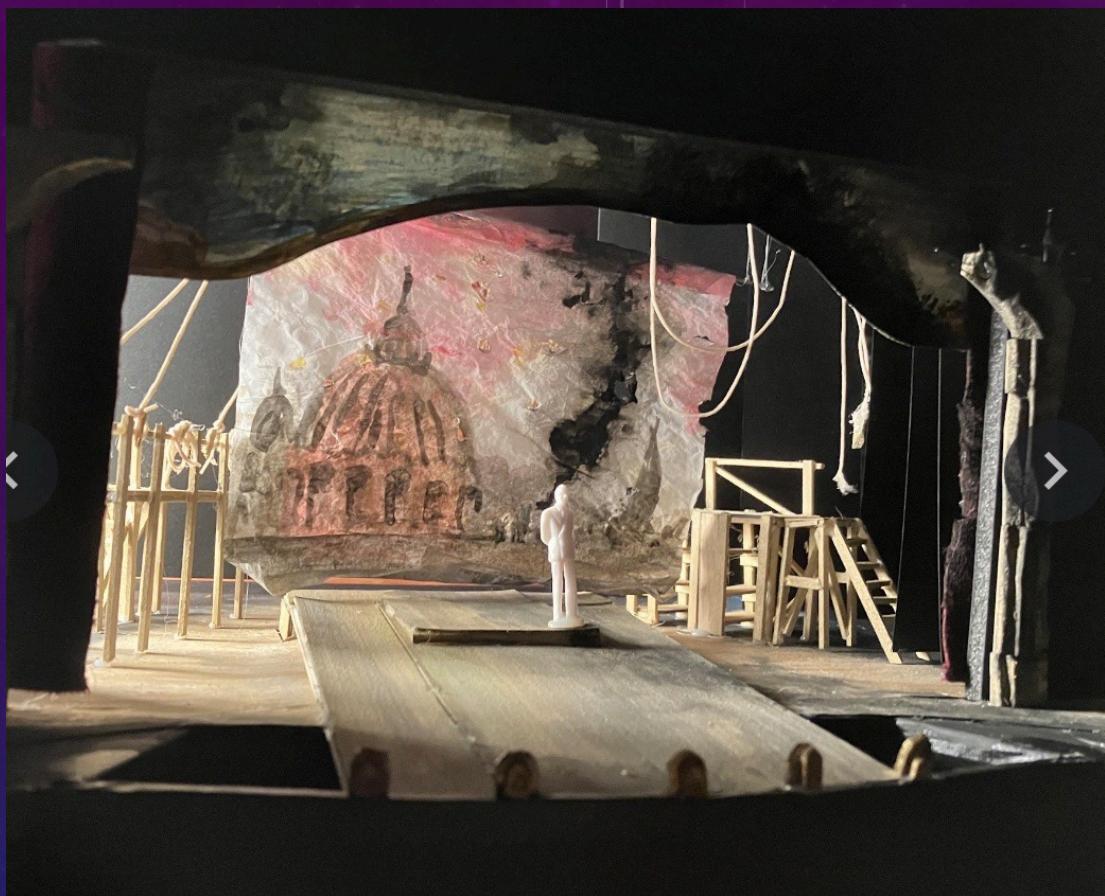
Scenic Design by Porter Lance

Lighting Design by Marley Keith









KCACTF

Region 8 Festival

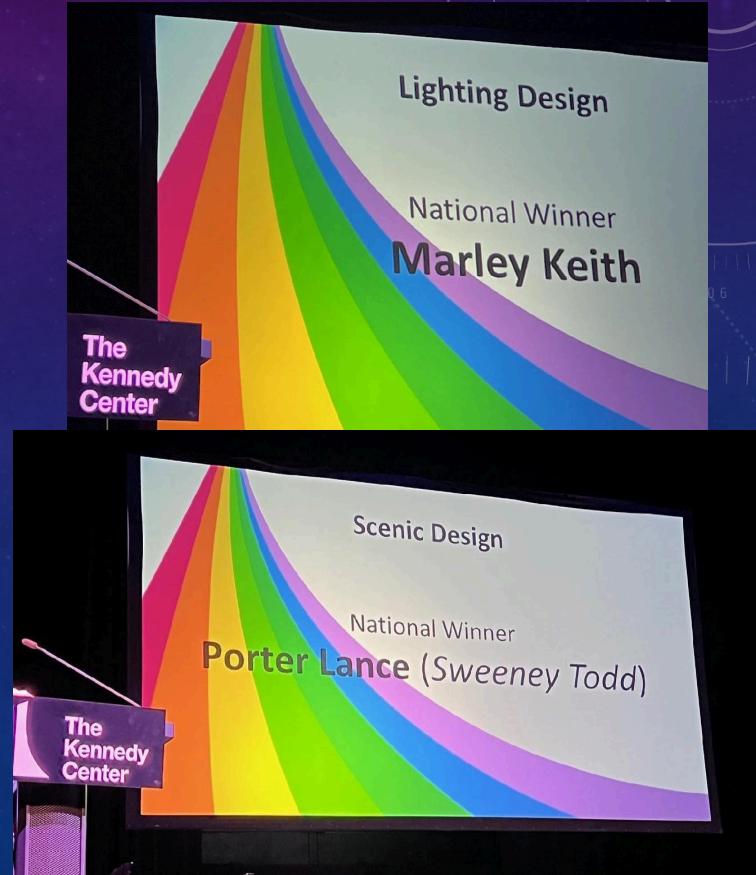
2023

Las Vegas, NV



Kennedy Center American College Theater Festival

Nationals in Washington, DC. April 2023





Prague Quadrennial
Theatre Festival
June 2023
Marley Keith presents



“Porter is one of the most ambitious and self motivated students I have ever had the pleasure of teaching. He consistently pushes the boundaries of assignments, eager for the next step, and next way to implement what he is learning. He is already building the basics of a brilliant career and I am excited to see where he goes.”

– Assistant Professor of Theatre & Scenic Design Mentor, Cully Long





POSITIONING THIS PROJECT IN CONTEXT OF LARGER CAMPUS INITIATIVES

- "Crossover" skills:
 - A&H students combine deep learning in the liberal arts with technical training that leads to viable careers.
 - Research shows that employers are looking for "bundles" of crossover skills, which include those learned in our fields
 - Imagination, communication, listening, problem solving, and critical thinking learned in the liberal arts are crucial to success in other fields
- *"There are those who believe that the 'hard' skills of science, technology, engineering, and math (STEM) are most critical to the future, and those who believe the uniquely 'human' skills of the liberal arts are the ones that will endure in the face of automation... We say, 'both, and': It is the integration of human and technical skills that will provide the best preparation for the future of work."* – Strata Institute "Future of Work" Report

POSITIONING THIS PROJECT IN CONTEXT OF LARGER CAMPUS INITIATIVES

- **High Impact Educational Experiences**

- 1. Significant investment of time and effort by students over an extended period of time
- 2. Interactions with faculty and peers about substantive matters
- 3. Inclusive experiences with people and circumstances that differ from those with which students are familiar.
- 4. Frequent, timely, and constructive feedback
- 5. Periodic, structured opportunities to reflect and integrate learning.
- 6. Opportunities to discover relevance of learning through real-world applications
- 7. Public dissemination of learning experience

POSITIONING THIS PROJECT IN CONTEXT OF LARGER CAMPUS INITIATIVES

- **Design and Technology**

- CTE Career Technical Education pathways
- New AA Degree in Technical Theatre
- New Sound Recording Minor and Associates Degree
- Browning Center for Design

THEATRE PROGRAM CONNECTING WITH CAMPUS INITIATIVES

- **Sustainability**
 - An “all green” theater production Spring 2023
 - A Summer 2024 production in New York about the Great Salt Lake environmental issues
- **Interdisciplinary Work**
 - Various projects with Computer Science, Environmental Science, Visual Art, Music, Dance, Spanish
- **Hispanic Serving Institution University goals**
 - New faculty hire with a specialty in Spanish Language translation and performance
- **Career Ready Skills**
 - Design and technology graduates have a nearly 100 percent job placement in their fields

Thank you!



Access

UPDATE: Undocumented students get scholarships to WSU via [TheDream.US](#) | 31 students will attend Weber State in 2023-24 thanks to TheDream.US National Scholarship, which helps undocumented and DACA students who have significant, unmet financial needs.

UPDATE: ['The College Tour'](#) filming wraps | To help boost enrollment, Weber State will star in a 30-minute episode of *The College Tour*, set to stream on Amazon Prime Video in October. The show features 10 WSU students from health professions, computer science, education and more.

[WSU students organize, participate in affinity graduations](#) | Smaller, more intimate ceremonies provided opportunities for underrepresented communities to celebrate graduation prior to main commencement.

WSU to score air time on [TelevisaUnivision](#) | In June, the Spanish-language channel will air a six-minute interview with Yudi Lewis, WSU's executive director of Hispanic-Serving Initiatives, to help reach larger Hispanic and Latino audiences.

Learning

[Weber State celebrates thousands of graduates during 160th commencement](#) | More than 3,400 students graduated from among WSU's seven academic colleges. The most popular majors were nursing, psychological science, criminal justice, communication, computer science and professional sales.

[WSU building design program inspires redesign of grad's future](#) | Abigail Trejo and her family were recipients of a Habitat for Humanity home built by WSU's construction program. Now she's a graduate of that same program.

Community

[WSU honors 4 inspiring Utahns with honorary degrees](#) | WSU recognized Steve Starks, Javier Chavez Sr., Forrest Crawford and Karen Mayne for achievements in education, business, government and community leadership.

[Ballet Folclórico returning to WSU for free performance](#) | Ballet Folclórico Guadalajara and Mariachi Femenil Estrella de México are bringing Mexican tradition back to Ogden with a free performance June 7. [Tickets are available online](#).

WSU to promote art and science throughout June | Weber State will host [Arts in the Parks](#) June 5–9 at Lorin Farr Park, June 12–16 at Monroe Park, and June 20–23 at West Ogden (E Street) Park. [Science in the Parks](#) will take place June 12 at Lorin Farr Park, June 20 at Monroe Park, and June 26 at West Ogden (E Street) Park.

University Advancement

The **comprehensive campaign** launched in July 2020 is now in year three with a goal to raise \$150 million. Total to date: \$58,574,581.

As part of the **Be Brilliant** marketing campaign, Marketing & Communications is in the planning stages to produce a commercial that speaks to Weber State's target personas: [Quality Seekers](#), [Pragmatic Life Balancers](#) and [Strivers](#).



**WEBER STATE
UNIVERSITY**

Alumni Association

**Board of Trustees Report
Alumni Relations
May 2023**

License Plate Program:

- The new license plates designs have been submitted to the DMV for approval. Once approved, the DMV will have up to six months to have the new plates in circulation. At that time, we will release a marketing campaign which will share the designs and a QR code to sign up. No need to go to the DMV.



- So far, this fiscal year we have received \$15,500 in revenue from the DMV to fund student scholarships.
- A waiver for the first year fee for a WSU license plate has been offered to all new graduates. This is our fifth semester offering the gift. We have 170 new grads who have opted in during 2023, with more anticipated as we continue the campaign.

Grad Finale:

- Grad Finale was held Tuesday, April 11, 2023 at the Dee Event Center. WSUAA gave out graduation gifts, a WSU Alumni Association license plate frame. Graduates are offered a one year waiver for the WSU state license plate program. Graduates were also given the president's graduation medallion. Cat2Cat donors were able to donate in the amount of their graduation year, \$20.23 and picked up their green philanthropy cord. There were 1,470 attendees.

Concurrent Enrollment Graduation Celebration:

- The new Concurrent Enrollment grad celebration was held at the Davis Campus on April 12, 2023. This event was specifically designed to celebrate our concurrent enrollment and NUAMES seniors. The celebration featured information about commencement and convocations, cap and gown, tassels, and honor cord pick up. Seniors were also given an alumni license plate cover, the president's graduation medallion, food, music and prizes.

Graduation Celebrations:

- Graduation was a busy and exciting week on campus. In addition to the customary completion of finals and graduates preparing for well deserved ceremonies, some honorary degree recipients were preparing for celebrations as well. Forest Crawford, Karen Manes, Steve Starks, and Javier Chavez are four honorary degree recipients, with Steve Starks as the commencement speaker. Rob Higginson, WSUAA president, kicked off the Commencement with a 'welcome to the alumni family' message and introduced President Mortensen. There is an invitation to be part of the Alumni Association inside the diploma covers, the insert shared ways to stay involved with the Alumni Association, such as to sign up for a license plate, join the New Alumni Council.

Cat2Cat Scholarship:

- **23-24 Scholarship Interest Forms Update:**

WSUAA: 359 Student Interest Form Submissions:

Evaluated by WSUAA Board of Directors members serving on the WSUAA Scholarship Task Force:

Evaluations took place between Mar. 15, 2023-Apr. 30, 2023

Cat2Cat: 109 Student Interest Form Submissions:

Evaluated by WSUAA New Alumni Council members serving on the Cat2Cat Scholarship Task Force:

Evaluations took place between Mar. 16, 2023-May 1, 2023

- **Cat2Cat Fundraising Numbers for Spring 2023:**

The Student Alumni Association Council hosted several fundraisers for Cat2Cat during the Spring 2023 semester, with great success.

In-person Fundraisers/Awareness events:

April 11: Grad Finale at the Dee Events Center - \$3,723.02 (187 donors)

April 12: Concurrent Enrollment Grad Celebration at Davis Campus \$242.55 (12 donors)

April 20 : Awareness event for Cat2Cat (\$0 raised, 0 donors)

Spring 2023 (Jan. 1, 2023-May 2, 2023) Cat2Cat Fundraising Campaign Results:

\$6,106.18 and 293 donors (includes above numbers, and online donations- does not include any donations from Quarters 1 and 2).

Students who donated received a green Student Philanthropy Cord to wear at graduation, signifying them as an official donor to the university. Thank you to those who helped with the Grad Finale.

Board and Council Recruiting:

- Several board members voiced their support and shared that they would be willing to serve in any capacity needed. The co-chair positions have been nice to facilitate new board members to move in with a seasoned member, so that when they move on it's just passing the baton, and we're not starting over new each year. Rob Higginson commented that being a member of the executive board is a great resume builder.
- Rob Higginson will remain president. Curtis Funk will be out of the 'past president' role. We will need to choose someone as Vice-president. We are following up with everyone submitting their Intent to Return forms and specifying which committees they want to be on and/or if they are willing to chair. Brandie Bringhurst and Matt Dixon are finishing their first 3-year term, and we need to show support for them to continue.

Marketing and Communications:

- The email campaign for the New Alumni Council Farmington Station Networking Event worked well to catch the attention of some Spring and Summer WSU graduates. A thank you email was sent following the event, which included a survey for comments and suggestions from the attendees. The results that were gathered from the survey were extremely positive.
- The Alumni Relations staff, councils and board members received new polo shirts with their respective roles embroidered on them. This update in attire is meant to help give the groups a fresh and easy to identify look as well as making the members feel recognized and appreciated.
- The College Tour has recently visited Weber State! Weber State students were filmed at various times to share their experience with the university, which will be included in a College Tour film. The Alumni Association is collaborating with MarComm to have access to the final video(s) to organize a watch party and behind the scenes access to the videos.
- For the most recent Grad Finale, we redesigned the message in our diploma inserts to focus more on staying connected with the Alumni Association through social media, being a part of the New Alumni Council, the license plate program. In addition to these

updates, we conveyed this welcoming message through retractable banners and a large banner above our station during Grad Finale.

- In collaboration with Marketing and Communications, we are updating the Make Ogden Purple logo and brand assets for this year's Make Ogden Purple and Purple Paw Parade. These updates are meant to make the promotional items that we give away more of a collectors item (e.g.: stickers, tee shirts and bandanas). They are also meant to draw attention to the Purple Paw Parade since it is going to be a larger part of the Make Ogden Purple event this year. Additionally, MarComm is creating a similar logo in this group of assets to be utilized for our Service Week event. This particular logo will be put on stickers and shirts to be sent to people to wear while they do service in their respective communities and send the photos back to us.
- The Alumni Association is working with Anthology/Encompass, to rebuild the blueprint for our website. We plan to have an updated version of the website up and running by Fall.
- The Weber State Alumni Association's Instagram page has made a total of 16 posts in the last 30 days. In that amount of time we have reached almost 800 accounts. The account's total followers is now 239, which is an increase of 25.1% compared to the previous month.

The New Alumni Council:

- NAC Spring Cleanup Event: The New Alumni Council has an upcoming activity on Saturday, May 20th, to work in collaboration with WSU Outdoor Recreation. Volunteers will be working to clean up debris and trash around the 21st Street Pond in Ogden.
- Ogden Marathon Shirts: WSUAA partnered with MarComm to design and purchase 400 t-shirts for participants and volunteers at the 2023 Ogden Marathon. Participants can register online to request the free t-shirts. The shirts can be picked up at the Lindquist's Alumni Office. In addition, WSUAA will have a table at the Ogden Marathon Expo on Friday, May 19th to promote WSUAA and hand out remaining shirts.
- New Alumni Council: We had 16 individuals attend the Farmington Station networking event on April 14th. Brett Merrell, Director of Career Services for the Goddard School of Business was the guest speaker.

The Student Alumni Council:

- The SAA Council hosted a Cat2Cat fundraiser table during WSU's Grad Finale on Apr. 11 at the Dee Events Center, and raised over \$3,700 on that day/at that event alone.
- The SAA also hosted a Cat2Cat fundraiser/awareness event during the Apr. 12 CE Graduation Celebration, and the Apr. 20 Senior Send-off.
- In April 2023 alone, we raised over \$5,500 for the WSU Cat2Cat Student Scholarship.

- On April 14, the SAA hosted a table at WSU's Weber Stock, engaged potential SAA Club members, and promoted the SAA.
- On Apr. 18, we hosted the SAA Appreciation Dinner. The SAA Appreciation Dinner was well attended, with approximately 40 attendees. We had a great keynote speaker, our SAA Council President, Hannah Olsen.

Alumni Association Student Sustainability Award:

- Curtis Soderberg, from the Department of Geography, Environment & Sustainability received the Alumni Association Student Sustainability Award. Curtis will receive a \$500 cash award from the Alumni Association. Below are the details on his project:

Project Title:

Mapping threats to solitude: The spatial and temporal distribution of the signs of human activity in the Mount Timpanogos Wilderness Area in 2022.

Brief description:

The Mount Timpanogos Wilderness Area in central Utah is a federally designated wilderness area that frequently experiences crowded conditions that may not be sustainable. Crowding has a negative impact both on the natural environment and on the experiences of users whose health and well-being may be impacted by decreased or degraded opportunities to recreate in nature.

The Emeriti Alumni Council:

- The Emeriti Alumni Council presented a Purple Paw Award to Lois Richins. Lois is a lifelong Wildcat and supporter of Weber State University. The Council is wrapping up their end-of-the-year business. Council nominations are being accepted and will be voted upon at the EAC meeting on June 7th. We will be honoring 11 current Council members at the Board and Councils appreciation dinner on May 16th.
- The council also participated in the following volunteer opportunities:
 - WSU Opera Program *Hansel and Gretel*
 - Grad Finale (Dee Events Center)
 - Concurrent Enrollment Grad Celebration (Davis Campus)
 - WSU Graduation luncheon

Alumni Golf Classic:

- WSUAA encourages you to invite your friends, colleagues, and business associates to support the golf tournament. Help us meet our fundraising goal of **\$100,000** this year. This is our biggest fundraiser each year for the WSUAA Student Scholarship fund! The Alumni Golf Classic will be held at the Barn on June 2, 2023. Sponsorship donations and registrations can be made at alumni.weber.edu/golfclassic, by sending a check to 1235

Village Dr. Dept 3701 Ogden Ut, 84408, or by calling Jason Nelson at 801-791-2414. WSU Alumni Golf Classic “**Purple**” sponsorship opportunity is a \$50 donation to the Purple Sponsorship. Please go to alumni.weber.edu/golfclassic and select the “Classic Sponsor” to donate online or stop by the Alumni Office to make a donation. All proceeds go directly to the student scholarship fund.



Staff Advisory Council Report
May 2023

The Staff Advisory Council met on May 2, 2023, both in-person and via Zoom. 8 visitors attended the meeting.

1. Liaison Updates

a. Faculty Senate— Jason Francis, Chair of Faculty Senate

Chair Francis shared updates from the last Faculty Senate meeting of the academic year. He explained that the Senate had voted to move the Equity, Diversity and Inclusion and Assessment committees from ad hoc to standing committees. He also shared updates on a vote that passed senate that would allow for a SAC ex officio seat on the Assessment, Standards, and Student Affairs committee.

2. Subcommittee Highlights

a. Policy Subcommittee

SAC reviewed proposed changes to PPM 6-22, Student Code, PPM 9-7, Faculty Responsibilities to the Institution, and PPM 9-8, Faculty Responsibilities to the Community via email. Anticipated staff impacts were discussed, and a vote held. SAC voted unanimously in support of these policy changes.

3. Discussions

a. Summer Training Opportunities

i. Briana Scroggins, IT Staff Training and Developer, presented information about a set of planned summer trainings, titled the “Staff Digital Development Series.” She explained that this series has been developed specifically for staff. She requested feedback on the series topics and schedule and requested SAC’s help in publicizing these opportunities.

b. SAC Elections

i. Amanda Geilman announced the election results for the 2023-2024 SAC Vice Chair. She shared the Raymond Ruiz has been elected as the Vice Chair, and reminded the group that he will serve as Chair the following academic year.

c. Other Discussions

i. The final agenda item of each Staff Advisory Council meeting is an opportunity for both SAC members and guests to ask general questions. This month’s questions included topics such as requesting that the convocation calendar be set for multiple years in advance, asking for updates on the redesign of the Supervisor Training program, asking questions about the employee review process, and posing questions about the university’s reorganizational changes.

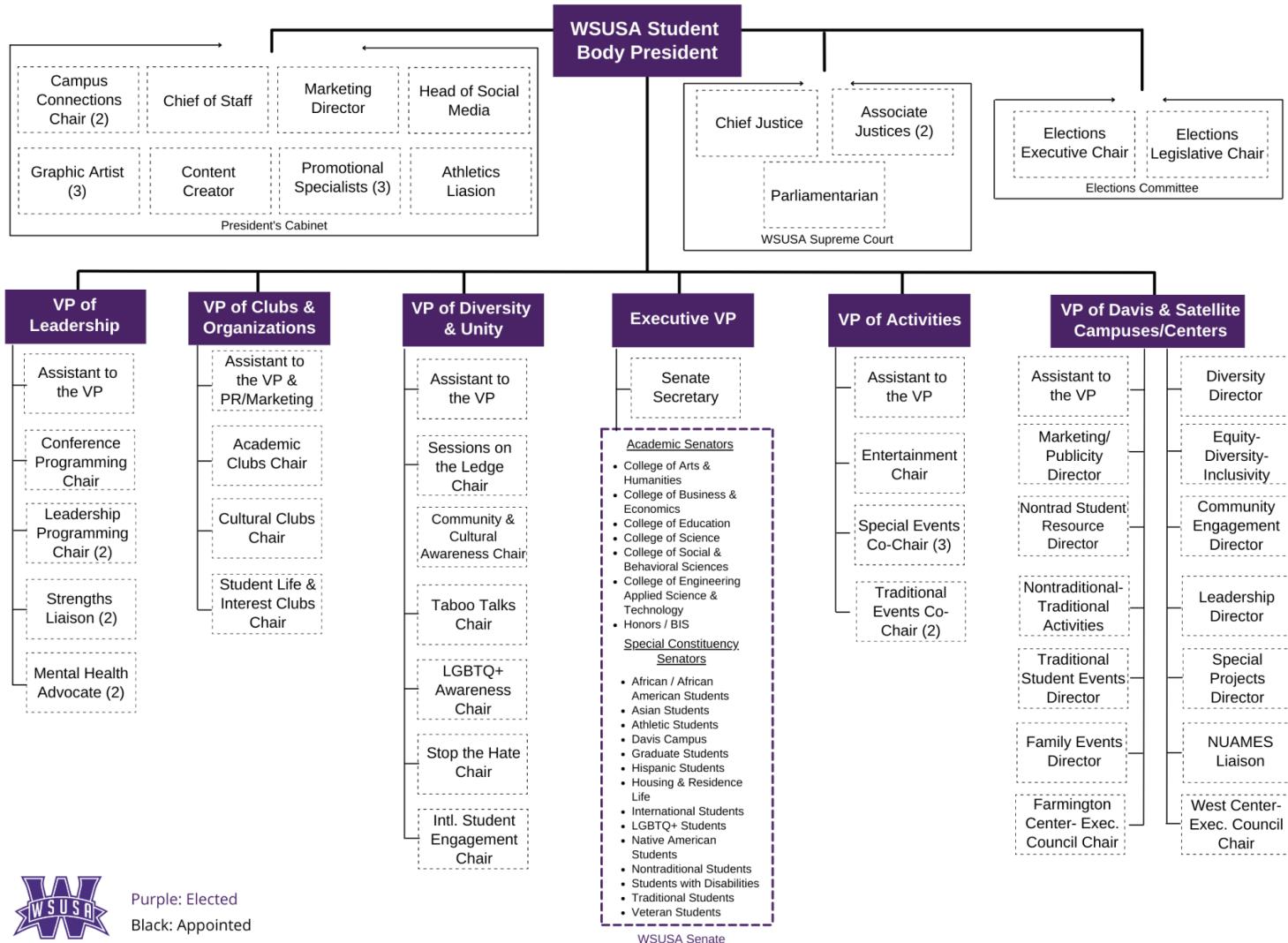
Respectfully,
Aubrey Jenkins Lord
2022-2023 Chair, Staff Advisory Council

WSUSA Board of Trustee Report May 2023

WSUSA President: Ashley Potokar

- WSUSA Leaders

- The structure of WSUSA Leaders has changed due to the community engagement team being moved to CCEL. Here is an updated document of the current structure.
- If you would like to learn more about the teams, here is the link to our [website](#).



Purple: Elected
Black: Appointed

WSU Upcoming Events 2022

May 2023

May 19: NUAMES combined Davis and North graduation, 1 p.m. at the Dee Events Center. For questions, call 801-395-3480.

May 22: Weber State University Alumni Association and WSU Athletics will host Wildcat Coaches' Caravan, a night to meet the new head coaches for football, men's basketball and women's basketball. Light refreshments and a raffle from 5:30–7:30 p.m. at Goldenwest Credit Union, 7926 S. 1300 E., Sandy, UT 84094. Tickets [available online](#) for \$10 per person or \$30 per family.

May 23: Weber State University Alumni Association and WSU Athletics will host Wildcat Coaches' Caravan, a night to meet the new head coaches for football, men's basketball and women's basketball. Light refreshments and a raffle from 5:30–7:30 p.m. at Lifetime Products at the Freeport Center, D-12, Clearfield, UT 84016. Tickets [available online](#) for \$10 per person or \$30 per family.

May 24: Weber State University Alumni Association and WSU Athletics will host Wildcat Coaches' Caravan, a night to meet the new head coaches for football, men's basketball and women's basketball. Light refreshments and a raffle from 5:30–7:30 p.m. at Bloomington Country Club, 3174 S. Bloomington Drive East, St. George, UT 84790. Tickets [available online](#) for \$10 per person or \$30 per family.

May 29: Memorial Day Holiday

June 2023

June 7: Ballet Folclórico Guadalajara, 7 p.m. in the Val A. Browning Center

June 19: Juneteenth Holiday



Academic Policy Committee Meeting

Davis Stewart Center (D3) Room 203 | 2750 University Park Blvd, Layton, UT 84041

[Zoom](#) | ID: 940 1628 6742 | Password: 33kG6SYC

Tuesday, May 16, 2023 | 8:00 AM to 9:30 AM

AGENDA

1. Call to Order and Identification of Any Potential or Perceived Conflicts of Interest*
(8:00 AM) *Louenda Downs, Committee Chair*
2. Action: Approval of Minutes (8:05 AM) *Committee Chair Downs*
 - a. April 27, 2023, Academic Policy Committee Meeting
3. Action: Policy Changes (8:10 AM) *Committee Chair Downs*
 - a. PPM 1-13, Faculty Senate Constitution and Bylaws (Summary, Redline, Clean)
 - b. PPM 6-22, Student Code (Summary, Redline, Clean)
 - c. PPM 9-7, Faculty Responsibilities to the Institution (Summary, Redline, Clean)
 - d. PPM 9-8, Faculty Responsibilities to the Community (Summary, Redline, Clean)
4. Action: Unit Name Change (8:45 AM) *Committee Chair Downs*
 - a. Department of Foreign Languages to Department of World Languages and Cultures
5. Action: Program Name Changes (8:50 AM) *Committee Chair Downs*
 - a. BA in Communication, Emphasis in Public Relations & Advertising to BA in Communication, Emphasis in Public Relations & Strategic Communication
 - b. BS in Communication, Emphasis in Public Relations & Advertising to BS in Communication, Emphasis in Public Relations & Strategic Communication
 - c. Music Major Performance and Pedagogy (BM), Instrumental Performance Emphasis to Music Major (BM), Instrumental Performance Emphasis
 - d. Music Major Performance and Pedagogy (BM), Keyboard Pedagogy Emphasis to Music Major (BM), Keyboard Pedagogy Emphasis
 - e. Music Major Performance and Pedagogy (BM), Keyboard Performance Emphasis to Music Major (BM), Keyboard Performance Emphasis
 - f. Music Major Performance and Pedagogy (BM), Stringed Instrument Pedagogy Emphasis to Music Major (BM), Stringed Instrument Pedagogy Emphasis
 - g. Music Major Performance and Pedagogy (BM), Vocal Pedagogy Emphasis to Music Major (BM), Vocal Pedagogy Emphasis
 - h. Music Major Performance and Pedagogy (BM), Vocal Performance Emphasis to Music Major (BM), Vocal Performance Emphasis
6. Action: New Program (9:10 AM) *Committee Chair Downs*

- a. Associate of Science in Entrepreneurship
- 7. Action: Program Review (9:15 AM) *Committee Chair Downs*
 - a. Automotive Technology
- 8. Action: Recommendations (9:20 AM) *Committee Chair Downs*
 - a. Tenure Recommendation Memo
 - b. Promotion Recommendation Memo
- 9. Adjourn (9:30 AM) *Committee Chair Downs*

*When a board member has a potential or perceived conflict of interest, they should alert the chair at the beginning of the meeting that they will need a moment to recuse themselves from board business and identify the point in the agenda when they would need to be excused. The board member will be excused at the appropriate time while the board proceeds with the action. The board member will be alerted when they may rejoin the proceedings.



Policy Proposal Summary

Policy Title: PPM 1-13, Faculty Senate Constitution and Bylaws

Policy Sponsor (President or VP): Provost Ravi Krovi

Responsible Office: Academic Affairs

Reason for Policy Proposal and Brief Summary (Word limit 200):

Faculty Senate proposes the following to move the Assessment Committee and the Committee on Equity, Diversity, and Inclusion from ad hoc committees to standing committees.

Faculty Senate proposes to fix wording in PPM 1-13 related to ex-officio members of the Committee on Admissions, Standards, and Student Affairs (ASSA). The proposed wording emphasizes that no more than one-fifth of the committee will be ex-officio members.

Impact on the University and steps needed for implementation (Word limit 200):

Ad hoc committees will become standing committees. New members may be added to ASSA.

Potential Stakeholders (Word limit 200):

The potential stakeholders include faculty and staff who support or may be members of the committees identified above.



**WEBER STATE
UNIVERSITY**

PPM 1-13, Faculty Senate Constitution and Bylaws

Responsible Office: Academic Affairs

CONSTITUTION OF THE WEBER STATE UNIVERSITY FACULTY GOVERNMENT

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

ARTICLE C-I. THE GENERAL FACULTY

Section 1. Membership

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

Section 2. Officers

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

Section 3. Meetings

Meetings shall be held

3.1 on the call of the President or chair.

3.2 on the call of the Faculty Senate.

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

ARTICLE C-II. FACULTY SENATE

Section 1. Name

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

Section 2. Powers

2.1 Formulation of Policy

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

2.1.1 standards for admission and retention of students

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

2.1.3 curriculum

2.1.4 appointment, promotion, tenure and dismissal of faculty personnel

2.1.5 standards for student activities and general student conduct

2.1.6 academic freedom for faculty personnel

2.1.7 grievances which may arise

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

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

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

2.1.10 expenditure of funds allocated for instruction, research, and travel.

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

2.1.12 selection and retention of academic administrators.

2.1.13 teaching load of faculty personnel.

2.2 Establishment and Maintenance of Committees

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

2.3 Ratification and Review of Policy by General Faculty

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

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

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

2.4 Emergency Business

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

Section 3. Membership

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

3.1 Faculty Members

Faculty members shall consist of members of the general faculty chosen in ratios proportionate to the number of members in each organizational unit as hereinafter provided in the Bylaws.

Members shall be elected for three-year terms. No member shall be eligible to serve more than two (2) consecutive terms. The appropriate ratios shall be set yearly by the Committee on Constitutional Review, Apportionment, and Organization. Any professor, associate professor, assistant professor, instructor or instructor specialist of the general faculty may be elected a member of the Faculty Senate.

3.2 Administrative Members

The President, the Provost and eleven (11) additional administrators of the University shall be administrative members of the Faculty Senate without the right to vote but with the right to discuss, to make motions and to second motions. The eleven (11) administrative members shall be appointed by the President for a term of not less than one (1) academic year. Administrators above the position of department chair shall be eligible for appointment as administrative members of the Senate but shall not be eligible for election as faculty members.

3.3 Student Members

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

3.4 Adjunct Faculty Members

Adjunct faculty members shall consist of two (2) designated adjunct faculty duly elected by the adjunct faculty (as defined in PPM 3-2), as directed by the Executive Committee of Faculty Senate. The adjunct faculty members may not be in the same organizational unit. All adjunct faculty who have taught in the academic year immediately preceding the election, with the exception of those who concurrently hold executive appointments, are eligible to be elected to the Faculty Senate. The term of an adjunct member is one year, but serving as adjunct senator does not guarantee ongoing University employment. Adjunct faculty member's eligibility to serve depends on continued employment as adjunct faculty. No adjunct faculty may serve more than six (6) consecutive one-year terms. Adjunct faculty members shall have the right to discuss, make motions, second motions, and to vote.

Section 4. Officers

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

Section 5. Executive Committee

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

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

Section 6. Meetings

6.1 Regular Meetings

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

6.2 Special Meetings

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

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

6.2.2 upon request by a majority of the Executive Committee,

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

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

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

6.3 Faculty Attendance at Senate Meetings

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

6.4 Rules and Procedures

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

ARTICLE C-III. AMENDMENTS

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

ballots will be announced to all faculty. (For amendments to the Bylaws see Article B-XIII Amendments.)

ARTICLE C-IV. BYLAWS

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

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

CONSTITUTIONAL BYLAWS OF THE WEBER STATE UNIVERSITY FACULTY GOVERNMENT

ARTICLE B-I. RIGHTS AND RESPONSIBILITIES OF FACULTY SENATE

Section 1. Rights of Members

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

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

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

1.4 Adjunct members shall have the right to vote and to introduce and second motions.

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

Section 2. Attendance Requirement

A Senate member, without academic assignment for one semester during the regular academic year, must be replaced by election per policy in Article II, Section 4. In other cases, absence of an elected member from three regular meetings of the Senate during the academic year, unless due to illness or official assignment, shall lead to forfeiture of membership. Any seat unoccupied, or that will obviously be unoccupied, for longer than three (3) months for any reason shall be declared vacant by the chair.

Section 3. Availability of Members

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

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

Section 1. Terms of Office

Members shall be elected for three (3) year terms by each organizational unit. In these elections, only persons eligible for elective membership in the Senate shall vote.

Section 2. Ratios for Representation

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

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

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

Section 3. Election of New Members

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

Section 4. Election Procedures

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

Section 5. Disputed Elections

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

Section 6. Maximum Representation

No more than three (3) members of any one department shall serve in the Senate at the same time.

Section 7. Election Procedures Results

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

7.2 Prior to the eleventh week of spring semester, the Executive Committee shall conduct a formal, documented vote of the general faculty for the purpose of electing members of the Executive Committee for the following year. The faculty must vote for nine (9) members; and in the case of a tie for the ninth member, it shall be decided by the flip of a coin. A secret ballot shall be used. There is no requirement that every organizational unit be represented on the secret ballot. The highest vote recipient from each organizational unit represented on the secret ballot shall serve as an elected member of the Executive Committee. The next highest vote recipients shall also be elected to the Executive Committee. No more than two (2) members from the same organizational unit shall serve on the Executive Committee at the same time; for this purpose, a top-vote recipient will be eliminated in favor of the next highest vote recipient from another organizational unit.

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

Section 8. Vacancies

A declared vacancy for one (1) year or less shall be filled according to the election procedures established by the faculty of the organizational unit which elected said Senate member. A person serving a partial term shall be eligible for re-election to only one full term without a lapse of time.

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

Section 1. Powers of the Chair

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

1.1 Power to Call Special Meetings

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

1.2 Spokesperson for the Senate

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

1.3 Spokesperson for the Executive Committee

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

1.4 Supervisor of the Activities of the Secretary

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

Section 2. Powers of the Vice Chair

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

Section 3. Secretarial Duties

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

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

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

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

Section 2. Vacancies

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

Section 3. Composition of the Executive Committee

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

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

Section 4. Powers and Duties of the Executive Committee

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

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

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

4.4 Committee reports to be placed on the Senate agenda must be submitted to the Executive Committee at least four (4) days in advance of the Executive Committee meeting preceding the Senate meeting at which consideration of the report is planned and shall be distributed with the agenda to members of the Faculty Senate.

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

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

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

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

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

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

ARTICLE B-V. COMMITTEES OF THE FACULTY SENATE

Section 1. General Provisions

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

Section 2. Action on Committee Reports

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

Section 3. Membership of Standing Committees

3.1 Faculty members are appointed to three-year terms with the immediate eligibility for reappointment at the discretion of the Faculty Senate. Those who have completed two (2) consecutive three-year terms on the same committee are not eligible for reappointment until at least one (1) calendar year has elapsed. Adjunct faculty may be appointed to committees for one-year terms contingent on continued employment, with immediate eligibility for reappointment. Adjunct faculty who have completed six (6) consecutive one-year terms on the same committee are not eligible for reappointment until at least one (1) calendar year has elapsed. Students may be appointed to committees for one-year terms with immediate eligibility for reappointment. A student may not serve more than two (2) terms on one committee. General faculty, adjunct faculty, and student committee members have full participation privileges in the work of committees. The number of members on a committee will vary according to the functions of the respective committee.

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

3.3 Ex officio members are appointed by the Faculty Senate at the recommendation of the Executive Committee and Standing Committee. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of ex officio members may vary but will not exceed ~~more than~~ one-fifth of the total membership of the committee. ~~unless otherwise specified in B-V, Section 4.~~

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

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

Section 4. Standing Committees

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

4.1 Committee on Academic Resources and Computing

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

4.2 Committee on Admissions, Standards and Student Affairs

The Committee on Admissions, Standards and Student Affairs Committee shall be concerned with standards for admission, retention, and graduation from the University and policies pertaining to student affairs. This committee may have up to five ex officio members.

4.3 Committee on Appointment, Promotion, Academic Freedom and Tenure

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

4.4 Committee on Constitutional Review, Apportionment and Organization

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

4.5 Committee on Curriculum

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

4.6 Environmental Initiatives Committee

The Environmental Initiatives Committee, working in conjunction with the Sustainability Practices and Research Center (SPARC), facilitates the integration of environmental and sustainability initiatives into Academic Affairs, Student Affairs, and Facilities Management. This committee also supports SPARC in its activities and role as a local and statewide resource for scientifically-based information and for leadership in addressing sustainability challenges. The committee serves as both advisory board to SPARC and a rotating working group of faculty from across the colleges, which studies, evaluates, and makes recommendations for sustainability-supportive policy affecting

the campus community. The committee shall be led by co-chairs: one faculty member from the EIC and the other the Director of the SPARC, or the Director's designee.

4.7 Committee on General Education Improvement and Assessment

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

4.8 Committee on Honorary Degrees

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

4.9 Committee on Research, Scholarship and Professional Growth

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

4.10 Committee on Salary, Benefits, Budget and Fiscal Planning

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

This committee shall not exceed nine (9) members with representation from each organization unit. The Faculty Senate chair shall serve as the Executive Committee liaison. A subcommittee shall serve under the direction of this committee and represent the faculty in salary and related negotiations with the University administration. No two (2) members of this subcommittee shall be from the same organizational unit. This subcommittee shall consist of the Faculty Senate chair, the chair of the Committee on Salary, Benefits, Budget, and Fiscal Planning and a third member nominated by the committee and approved by the Faculty Senate.

4.11 Committee on Teaching and Learning

The Committee on Teaching and Learning endeavors to enhance the learning environment at Weber State University. When the opportunity and need arise, and as charged by the Executive Committee of the Faculty Senate, the committee studies, evaluates, and makes recommendations on issues affecting the teaching environment at Weber State University. This committee also supports the Teaching and Learning Forum in its mission to provide faculty development opportunities to enhance the teaching and learning environment at the University.

This committee shall have one faculty representative from each organizational unit. The Director of the Teaching and Learning Forum shall serve on the committee as an ex officio member.

4.12 Committee on Assessment

The Committee on Assessment shall review current assessment practices and templates using scholarly assessment literature as guidance. The committee will provide direction to department chairs in completing assessment reports and shall assume responsibility for the peer-review and feedback of these reports. The committee will review the annual feedback to identify training that will support program assessment and reporting practices (e.g., technology use, data gathering and reporting within assessments) in coordination with Academic Affairs. The committee shall seek to have representation from each organizational unit and the Director of the Office of Institutional Effectiveness shall serve on the committee as an ex officio member.

4.13 Committee on Equity, Diversity, and Inclusion

The Committee on Equity, Diversity, and Inclusion shall provide advice and support to the administration and Faculty Senate consistent with the University's equity framework.

Section 5. Establishment of Subcommittees

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

Section 6. Establishment of Ad Hoc Committees

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

Section 7. Committee Procedures

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

Section 8. Staffing of Committees

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

Section 9. Attendance Requirement

Absence of a member or a member's designated alternate from three (3) meetings of a committee, unless due to illness or official assignment, shall lead to forfeiture of membership. The chair of the Faculty Senate shall be notified of the vacancy on the committee.

Section 10. Review of Committee Functions and Responsibilities

The Faculty Senate shall inform faculty members of the organization and operation of the University's committee system; shall keep a record of the names, functions and membership of all committees in an office; shall keep files of the minutes of committees and shall make an annual review of the University committee system, including the functions and responsibilities of each of the committees; and shall submit an annual report to the general faculty.

ARTICLE B-VI. REVIEW FUNCTIONS OF THE FACULTY

Section 1. Areas of Application

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

Section 2. The Faculty Board of Review

The review function of the faculty shall be exercised by the Faculty Board of Review. The Faculty Board of Review shall be composed of seven (7) regular members and two (2) alternate members; each member must be a tenured member of the teaching faculty. When issues dictate, up to two (2) student members may be added to the Board. The Faculty Senate shall elect at least three (3) regular members and two (2) alternate members each year from a slate of nominees presented by the Executive Committee as the Faculty Board of Review. The Executive Committee shall recommend to the Faculty Senate the chair for the Faculty Board of Review Committee and require Faculty Senate approval of that appointment via motion. Regular members shall serve a term of two (2) years; alternate members shall serve a term of one (1) year. The term of office begins immediately after the last day of spring semester for all members. Members shall be available for summer reviews, as needed. (See PPM 9-10.) A member shall complete the review of any case in which consideration began prior to the expiration of the member's term of office. At least one year shall elapse between terms of office. No more than one member of the Faculty Board of Review shall

serve at any one time from a single department of the University, or where departments do not exist, from any single program.

Section 3. Responsibilities of the Faculty Board of Review

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

Section 4. Faculty Code of Rights and Responsibilities

4.1 Academic Freedom, Tenure, Discipline and Termination

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

4.2 Hearing

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

4.3 Procedure of the Faculty Board of Review

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

4.4 Publicity

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

4.5 Report to the Faculty Senate

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

Section 5. Disqualification

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

Section 6. Personal Disqualification

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

Section 7. Appointment of Temporary Member

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

Section 8. Disposition of Records

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

ARTICLE B-VII. QUORUMS

Section 1. Faculty Senate Quorum

A majority of elected members shall constitute a quorum of the Faculty Senate. Section 2. Committee Quorums

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

ARTICLE B-VIII. PROCEDURES TO FORMALIZE SENATE ACTIONS

Section 1. Voting in the Faculty Senate

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

Section 2. Effective Dates of Action Taken

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

Section 3. Transmittal to the Board of Trustees

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

Section 4. Transmittal to the Board of Trustees and the Utah Board of Higher Education

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

ARTICLE B-IX. PARLIAMENTARY AUTHORITY

Section 1. Authorities Utilized

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

ARTICLE B-X. POLL AND CHALLENGE PROCEDURE

Section 1. Poll Procedure

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

Section 2. Challenge Procedures

Upon petition to the chair of the Senate, signed by one-tenth of the members of the general faculty, any vote of the Faculty Senate shall be submitted to the general faculty at a meeting that shall be called for that purpose. This petition must be submitted to the chair not more than fourteen (14) days after the minutes of the Faculty Senate are distributed. The meeting of the general faculty must be held in not more than fourteen (14) days after the petition has been submitted (Saturdays and Sundays shall be included). The chair or one whom the chair may designate will preside. In computation of elapsed time, as provided for in this section, the fourteen (14) day period excludes vacation periods and academic holidays. The person initiating the objecting petition shall select at

least two other signers of the petition to form a committee to propose and lead the presentation of the case for the opposition. The composition of this committee shall be published in the call to meeting of the general faculty. The meeting shall be conducted according to the same parliamentary authority that governs meetings of the Faculty Senate and its committees. Amendments to the Senate's action may be adopted at this meeting; however, no final vote on the original action of the Senate, on an amended action, or on a new proposal, shall be taken at this meeting.

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

ARTICLE B-XI. RECONSIDERATION BY THE FACULTY SENATE

Section 1. Veto Procedures

When the action of the Senate does not meet with approval of the President, the President shall return it, together with the reasons for vetoing it, to the Executive Committee within twenty-one (21) days. The Executive Committee shall resubmit the action to the Senate with a motion to reconsider. The Senate shall decide whether to suspend, rescind, amend, or confirm its previous action. If the Senate reconfirms its previous action, it shall direct the Executive Committee to prepare an explanatory statement of the Senate's position. If, after the Senate's response to the President's disapproval has been transmitted to the President, agreement between the Senate and President cannot be reached, either party may elect to submit the matter to the Board of Trustees. Such transmittal from the Senate shall be through the President.

Section 2. Board of Trustees' Requests

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

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

Section 1. Closed Session

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

ARTICLE B-XIII. AMENDMENTS

Section 1. The Amending Process

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

Revision History
Creation Date: 4-20-77
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**WEBER STATE
UNIVERSITY**

PPM 1-13, Faculty Senate Constitution and Bylaws

Responsible Office: Academic Affairs

CONSTITUTION OF THE WEBER STATE UNIVERSITY FACULTY GOVERNMENT

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

ARTICLE C-I. THE GENERAL FACULTY

Section 1. Membership

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

Section 2. Officers

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

Section 3. Meetings

Meetings shall be held

3.1 on the call of the President or chair.

3.2 on the call of the Faculty Senate.

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

ARTICLE C-II. FACULTY SENATE

Section 1. Name

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

Section 2. Powers

2.1 Formulation of Policy

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

2.1.1 standards for admission and retention of students

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

2.1.3 curriculum

2.1.4 appointment, promotion, tenure and dismissal of faculty personnel

2.1.5 standards for student activities and general student conduct

2.1.6 academic freedom for faculty personnel

2.1.7 grievances which may arise

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

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

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

2.1.10 expenditure of funds allocated for instruction, research, and travel.

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

2.1.12 selection and retention of academic administrators.

2.1.13 teaching load of faculty personnel.

2.2 Establishment and Maintenance of Committees

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

2.3 Ratification and Review of Policy by General Faculty

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

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

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

2.4 Emergency Business

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

Section 3. Membership

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

3.1 Faculty Members

Faculty members shall consist of members of the general faculty chosen in ratios proportionate to the number of members in each organizational unit as hereinafter provided in the Bylaws.

Members shall be elected for three-year terms. No member shall be eligible to serve more than two (2) consecutive terms. The appropriate ratios shall be set yearly by the Committee on Constitutional Review, Apportionment, and Organization. Any professor, associate professor, assistant professor, instructor or instructor specialist of the general faculty may be elected a member of the Faculty Senate.

3.2 Administrative Members

The President, the Provost and eleven (11) additional administrators of the University shall be administrative members of the Faculty Senate without the right to vote but with the right to discuss, to make motions and to second motions. The eleven (11) administrative members shall be appointed by the President for a term of not less than one (1) academic year. Administrators above the position of department chair shall be eligible for appointment as administrative members of the Senate but shall not be eligible for election as faculty members.

3.3 Student Members

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

3.4 Adjunct Faculty Members

Adjunct faculty members shall consist of two (2) designated adjunct faculty duly elected by the adjunct faculty (as defined in PPM 3-2), as directed by the Executive Committee of Faculty Senate. The adjunct faculty members may not be in the same organizational unit. All adjunct faculty who have taught in the academic year immediately preceding the election, with the exception of those who concurrently hold executive appointments, are eligible to be elected to the Faculty Senate. The term of an adjunct member is one year, but serving as adjunct senator does not guarantee ongoing University employment. Adjunct faculty member's eligibility to serve depends on continued employment as adjunct faculty. No adjunct faculty may serve more than six (6) consecutive one-year terms. Adjunct faculty members shall have the right to discuss, make motions, second motions, and to vote.

Section 4. Officers

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

Section 5. Executive Committee

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

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

Section 6. Meetings

6.1 Regular Meetings

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

6.2 Special Meetings

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

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

6.2.2 upon request by a majority of the Executive Committee,

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

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

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

6.3 Faculty Attendance at Senate Meetings

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

6.4 Rules and Procedures

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

ARTICLE C-III. AMENDMENTS

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

ballots will be announced to all faculty. (For amendments to the Bylaws see Article B-XIII Amendments.)

ARTICLE C-IV. BYLAWS

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

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

CONSTITUTIONAL BYLAWS OF THE WEBER STATE UNIVERSITY FACULTY GOVERNMENT

ARTICLE B-I. RIGHTS AND RESPONSIBILITIES OF FACULTY SENATE

Section 1. Rights of Members

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

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

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

1.4 Adjunct members shall have the right to vote and to introduce and second motions.

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

Section 2. Attendance Requirement

A Senate member, without academic assignment for one semester during the regular academic year, must be replaced by election per policy in Article II, Section 4. In other cases, absence of an elected member from three regular meetings of the Senate during the academic year, unless due to illness or official assignment, shall lead to forfeiture of membership. Any seat unoccupied, or that will obviously be unoccupied, for longer than three (3) months for any reason shall be declared vacant by the chair.

Section 3. Availability of Members

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

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

Section 1. Terms of Office

Members shall be elected for three (3) year terms by each organizational unit. In these elections, only persons eligible for elective membership in the Senate shall vote.

Section 2. Ratios for Representation

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

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

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

Section 3. Election of New Members

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

Section 4. Election Procedures

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

Section 5. Disputed Elections

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

Section 6. Maximum Representation

No more than three (3) members of any one department shall serve in the Senate at the same time.

Section 7. Election Procedures Results

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

7.2 Prior to the eleventh week of spring semester, the Executive Committee shall conduct a formal, documented vote of the general faculty for the purpose of electing members of the Executive Committee for the following year. The faculty must vote for nine (9) members; and in the case of a tie for the ninth member, it shall be decided by the flip of a coin. A secret ballot shall be used. There is no requirement that every organizational unit be represented on the secret ballot. The highest vote recipient from each organizational unit represented on the secret ballot shall serve as an elected member of the Executive Committee. The next highest vote recipients shall also be elected to the Executive Committee. No more than two (2) members from the same organizational unit shall serve on the Executive Committee at the same time; for this purpose, a top-vote recipient will be eliminated in favor of the next highest vote recipient from another organizational unit.

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

Section 8. Vacancies

A declared vacancy for one (1) year or less shall be filled according to the election procedures established by the faculty of the organizational unit which elected said Senate member. A person serving a partial term shall be eligible for re-election to only one full term without a lapse of time.

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

Section 1. Powers of the Chair

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

1.1 Power to Call Special Meetings

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

1.2 Spokesperson for the Senate

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

1.3 Spokesperson for the Executive Committee

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

1.4 Supervisor of the Activities of the Secretary

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

Section 2. Powers of the Vice Chair

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

Section 3. Secretarial Duties

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

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

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

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

Section 2. Vacancies

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

Section 3. Composition of the Executive Committee

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

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

Section 4. Powers and Duties of the Executive Committee

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

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

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

4.4 Committee reports to be placed on the Senate agenda must be submitted to the Executive Committee at least four (4) days in advance of the Executive Committee meeting preceding the Senate meeting at which consideration of the report is planned and shall be distributed with the agenda to members of the Faculty Senate.

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

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

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

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

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

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

ARTICLE B-V. COMMITTEES OF THE FACULTY SENATE

Section 1. General Provisions

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

Section 2. Action on Committee Reports

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

Section 3. Membership of Standing Committees

3.1 Faculty members are appointed to three-year terms with the immediate eligibility for reappointment at the discretion of the Faculty Senate. Those who have completed two (2) consecutive three-year terms on the same committee are not eligible for reappointment until at least one (1) calendar year has elapsed. Adjunct faculty may be appointed to committees for one-year terms contingent on continued employment, with immediate eligibility for reappointment. Adjunct faculty who have completed six (6) consecutive one-year terms on the same committee are not eligible for reappointment until at least one (1) calendar year has elapsed. Students may be appointed to committees for one-year terms with immediate eligibility for reappointment. A student may not serve more than two (2) terms on one committee. General faculty, adjunct faculty, and student committee members have full participation privileges in the work of committees. The number of members on a committee will vary according to the functions of the respective committee.

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

3.3 Ex officio members are appointed by the Faculty Senate at the recommendation of the Executive Committee and Standing Committee. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of ex officio members may vary but will not exceed one-fifth of the total membership of the committee, unless otherwise specified in B-V, Section 4.

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

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

Section 4. Standing Committees

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

4.1 Committee on Academic Resources and Computing

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

4.2 Committee on Admissions, Standards and Student Affairs

The Committee on Admissions, Standards and Student Affairs shall be concerned with standards for admission, retention, and graduation from the University and policies pertaining to student affairs. This committee may have up to five ex officio members.

4.3 Committee on Appointment, Promotion, Academic Freedom and Tenure

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

4.4 Committee on Constitutional Review, Apportionment and Organization

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

4.5 Committee on Curriculum

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

4.6 Environmental Initiatives Committee

The Environmental Initiatives Committee, working in conjunction with the Sustainability Practices and Research Center (SPARC), facilitates the integration of environmental and sustainability initiatives into Academic Affairs, Student Affairs, and Facilities Management. This committee also supports SPARC in its activities and role as a local and statewide resource for scientifically-based information and for leadership in addressing sustainability challenges. The committee serves as both advisory board to SPARC and a rotating working group of faculty from across the colleges, which studies, evaluates, and makes recommendations for sustainability- supportive policy

affecting the campus community. The committee shall be led by co-chairs: one faculty member from the EIC and the other the Director of the SPARC, or the Director's designee.

4.7 Committee on General Education Improvement and Assessment

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

4.8 Committee on Honorary Degrees

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

4.9 Committee on Research, Scholarship and Professional Growth

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

4.10 Committee on Salary, Benefits, Budget and Fiscal Planning

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

This committee shall not exceed nine (9) members with representation from each organization unit. The Faculty Senate chair shall serve as the Executive Committee liaison. A subcommittee shall serve under the direction of this committee and represent the faculty in salary and related negotiations with the University administration. No two (2) members of this subcommittee shall be from the same organizational unit. This subcommittee shall consist of the Faculty Senate chair, the chair of the Committee on Salary, Benefits, Budget, and Fiscal Planning and a third member nominated by the committee and approved by the Faculty Senate.

4.11 Committee on Teaching and Learning

The Committee on Teaching and Learning endeavors to enhance the learning environment at Weber State University. When the opportunity and need arise, and as charged by the Executive Committee of the Faculty Senate, the committee studies, evaluates, and makes recommendations on issues affecting the teaching environment at Weber State University. This committee also supports the Teaching and Learning Forum in its mission to provide faculty development opportunities to enhance the teaching and learning environment at the University.

This committee shall have one faculty representative from each organizational unit. The Director of the Teaching and Learning Forum shall serve on the committee as an ex officio member.

4.12 Committee on Assessment

The Committee on Assessment shall review current assessment practices and templates using scholarly assessment literature as guidance. The committee will provide direction to department chairs in completing assessment reports and shall assume responsibility for the peer-review and feedback of these reports. The committee will review the annual feedback to identify training that will support program assessment and reporting practices (e.g., technology use, data gathering and reporting within assessments) in coordination with Academic Affairs. The committee shall seek to have representation from each organizational unit and the Director of the Office of Institutional Effectiveness shall serve on the committee as an ex officio member.

4.13 Committee on Equity, Diversity, and Inclusion

The Committee on Equity, Diversity, and Inclusion shall provide advice and support to the administration and Faculty Senate consistent with the University's equity framework.

Section 5. Establishment of Subcommittees

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

Section 6. Establishment of Ad Hoc Committees

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

Section 7. Committee Procedures

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

Section 8. Staffing of Committees

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

Section 9. Attendance Requirement

Absence of a member or a member's designated alternate from three (3) meetings of a committee, unless due to illness or official assignment, shall lead to forfeiture of membership. The chair of the Faculty Senate shall be notified of the vacancy on the committee.

Section 10. Review of Committee Functions and Responsibilities

The Faculty Senate shall inform faculty members of the organization and operation of the University's committee system; shall keep a record of the names, functions and membership of all committees in an office; shall keep files of the minutes of committees and shall make an annual review of the University committee system, including the functions and responsibilities of each of the committees; and shall submit an annual report to the general faculty.

ARTICLE B-VI. REVIEW FUNCTIONS OF THE FACULTY

Section 1. Areas of Application

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

Section 2. The Faculty Board of Review

The review function of the faculty shall be exercised by the Faculty Board of Review. The Faculty Board of Review shall be composed of seven (7) regular members and two (2) alternate members; each member must be a tenured member of the teaching faculty. When issues dictate, up to two (2) student members may be added to the Board. The Faculty Senate shall elect at least three (3) regular members and two (2) alternate members each year from a slate of nominees presented by the Executive Committee as the Faculty Board of Review. The Executive Committee shall recommend to the Faculty Senate the chair for the Faculty Board of Review Committee and require Faculty Senate approval of that appointment via motion. Regular members shall serve a term of two (2) years; alternate members shall serve a term of one (1) year. The term of office begins immediately after the last day of spring semester for all members. Members shall be available for summer reviews, as needed. (See PPM 9-10.) A member shall complete the review of any case in which consideration began prior to the expiration of the member's term of office. At least one year shall elapse between terms of office. No more than one member of the Faculty Board of Review shall

serve at any one time from a single department of the University, or where departments do not exist, from any single program.

Section 3. Responsibilities of the Faculty Board of Review

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

Section 4. Faculty Code of Rights and Responsibilities

4.1 Academic Freedom, Tenure, Discipline and Termination

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

4.2 Hearing

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

4.3 Procedure of the Faculty Board of Review

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

4.4 Publicity

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

4.5 Report to the Faculty Senate

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

Section 5. Disqualification

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

Section 6. Personal Disqualification

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

Section 7. Appointment of Temporary Member

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

Section 8. Disposition of Records

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

ARTICLE B-VII. QUORUMS

Section 1. Faculty Senate Quorum

A majority of elected members shall constitute a quorum of the Faculty Senate. Section 2. Committee Quorums

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

ARTICLE B-VIII. PROCEDURES TO FORMALIZE SENATE ACTIONS

Section 1. Voting in the Faculty Senate

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

Section 2. Effective Dates of Action Taken

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

Section 3. Transmittal to the Board of Trustees

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

Section 4. Transmittal to the Board of Trustees and the Utah Board of Higher Education

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

ARTICLE B-IX. PARLIAMENTARY AUTHORITY

Section 1. Authorities Utilized

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

ARTICLE B-X. POLL AND CHALLENGE PROCEDURE

Section 1. Poll Procedure

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

Section 2. Challenge Procedures

Upon petition to the chair of the Senate, signed by one-tenth of the members of the general faculty, any vote of the Faculty Senate shall be submitted to the general faculty at a meeting that shall be called for that purpose. This petition must be submitted to the chair not more than fourteen (14) days after the minutes of the Faculty Senate are distributed. The meeting of the general faculty must be held in not more than fourteen (14) days after the petition has been submitted (Saturdays and Sundays shall be included). The chair or one whom the chair may designate will preside. In computation of elapsed time, as provided for in this section, the fourteen (14) day period excludes vacation periods and academic holidays. The person initiating the objecting petition shall select at

least two other signers of the petition to form a committee to propose and lead the presentation of the case for the opposition. The composition of this committee shall be published in the call to meeting of the general faculty. The meeting shall be conducted according to the same parliamentary authority that governs meetings of the Faculty Senate and its committees. Amendments to the Senate's action may be adopted at this meeting; however, no final vote on the original action of the Senate, on an amended action, or on a new proposal, shall be taken at this meeting.

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

ARTICLE B-XI. RECONSIDERATION BY THE FACULTY SENATE

Section 1. Veto Procedures

When the action of the Senate does not meet with approval of the President, the President shall return it, together with the reasons for vetoing it, to the Executive Committee within twenty-one (21) days. The Executive Committee shall resubmit the action to the Senate with a motion to reconsider. The Senate shall decide whether to suspend, rescind, amend, or confirm its previous action. If the Senate reconfirms its previous action, it shall direct the Executive Committee to prepare an explanatory statement of the Senate's position. If, after the Senate's response to the President's disapproval has been transmitted to the President, agreement between the Senate and President cannot be reached, either party may elect to submit the matter to the Board of Trustees. Such transmittal from the Senate shall be through the President.

Section 2. Board of Trustees' Requests

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

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

Section 1. Closed Session

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

ARTICLE B-XIII. AMENDMENTS

Section 1. The Amending Process

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

Revision History
Creation Date: 4-20-77
Amended: 9-13-18; 5-19-21; 4-20-22 [insert date]

Policy Proposal Summary

Policy Title: PPM 6-22, Student Code

Policy Sponsor (President or VP): Provost Ravi Krovi

Responsible Office: Vice President for Student Affairs

Reason for Policy Proposal and Brief Summary (Word limit 200):

The process for amending the Student Code has not been inclusive of Staff Advisory Council and the mechanics for revision have been onerous. After considerable discussion with stakeholders, this proposal includes Staff Advisory Council in review processes and streamlines processes more consistent with PPM 1-20, Policy Governing Policies.

Impact on the University and steps needed for implementation (Word limit 200):

The Admissions Standards and Student Affairs Committee and the Policy Office will need to work together to create processes and procedures for carrying out the revisions.

Potential Stakeholders (Word limit 200):

Students, faculty, staff, leadership, and the Policy Office.

Visit the WSU Policies and Procedures Manual at
weber.edu/ppm

Proposed Revision of PPM 6-22, Student Code - Redline



**WEBER STATE
UNIVERSITY**

PPM 6-22, Student Code

Responsible Office: Dean of Students Office

1.0 PURPOSE

Weber State University recognizes students as adults pursuing their education and cannot assume the responsibility of parents for the conduct of students. The underlying goals of the Weber State University Student Code (Student Code or Code) are to: 1) contribute to the development of appropriate individual and group behavior and 2) encourage responsible citizenship within the University community. The administration of student policies should be conducted in a manner that will foster the ethical development and personal integrity of students and promote an environment that is in accord with the overall educational mission of the University.

2.0 REFERENCES

- 2.1 PPM 1-20, Policy Governing Policies**
- 2.2 PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX)**
- 2.3 PPM 3-34, Americans with Disabilities Act & Section 504 Requests for Accommodations**
- 2.4 PPM 3-67, Violence Prevention**
- 2.5 PPM 5-36a, Safety, Response, and Reporting (Clery)**
- 2.6 Utah Code Ann. § 76-5-107.5**
- 2.7 Utah Code Ann. § 76-8-701, *et. seq.***

3.0 DEFINITIONS

The following definitions have been accepted by the University to apply to the various terms used in describing the procedures of academic due process as outlined in Sections 5.0 through 12.0 below:

3.1 Academic Dishonesty - includes, but is not limited to, those actions identified in Section 6.0.

3.2 Academic Disruption - behaviors that, by virtue of their intensity and/or repetitiveness, substantially interfere with and disrupt the teaching or learning process in a University academic activity (e.g., classroom, remote or online learning environments, lecture, lab, workshop, or other instructional activity, whether the University activity is conducted in an on-campus, off-campus, or virtual setting). This may include but is not limited to: creating noise that obstructs the learning process; repeatedly interrupting others; monopolizing or dominating discussion outside the bounds of reasonable classroom engagement after being notified of the problem; repeatedly entering and leaving the classroom without authorization; threatening the instructor or other

students, directly or indirectly; or harassment. Mere expression of disagreement or differences of opinion, or of differing values or beliefs do not in and of themselves constitute academic disruption. (See section 6.4.8 and PPM 9-5.)

3.3 Advisor - any individual selected by the respondent or complainant to attend the pre-hearing conference or hearing, including legal counsel, if desired.

3.4 Arbitrary and capricious – a decision that is not supported by substantial evidence or exceeds the bounds of reasonableness and rationality. A decision is supported by substantial evidence if a reasonable mind could reach the same conclusion as did the decision maker based on the evidence available to the decision maker.

3.5 Cheating - seeking to obtain an unfair advantage by fraud, deception, or the violation of University rules or agreements.

3.6 Complaint - an informal accusation that a violation of University policy has allegedly occurred.

3.7 Complainant - any member of the University community (individual or group) who registers a complaint or files a charge. The individual who registers the complaint need not also be the individual who files an associated charge.

3.8 Due Process – For clarification, Constitutional due process is afforded where a student has a property or liberty interest and procedures will comply with constitutionally defined due process of notice and an opportunity to be heard. However, all references to “due process” used herein refer only to the process the University will endeavor to provide under this policy, as described herein.

3.9 Due Process Officer - a member of the University administration, faculty, or staff, appointed by the President, to perform the following functions:

3.9.1 Facilitate implementation of the due process provisions of the Student Code;

3.9.2 Serve as a resource to members of the University community, including students, providing clarification of issues and assistance in utilizing appropriate processes related to grievances involving students;

3.9.3 Provide adequate orientation to the due process system, hearing formats, consultation, and assistance to those involved in the dispute resolution process involving students;

3.9.4 Interpret due process provisions of the Student Code in consultation with University Legal Counsel;

3.9.5 Maintain records of decisions and/or sanctions imposed by hearing committees;

3.9.6 Hear and decide all appeals filed under the provisions of this Student Code;

3.9.7 Report annually on the operation of this Student Code to the Vice President of Student Affairs and the Provost.

3.9.8 Review the due process provisions of this Code every three (3) years and make recommendations for revisions as needed to the Vice President of Student Affairs and the Provost.

3.10 Faculty Member –an individual holding academic rank or title as defined in PPM 8-6.

3.11 Harassment – any unwelcome written, verbal, or physical act or any electronic communication, directed toward an individual that would cause a reasonable individual to suffer (and that actually causes an individual to suffer) physical harm or substantial emotional distress, and thereby adversely affects the ability of another person to participate in or benefit from the University's educational programs or activities. Harassment does not include constitutional or legally protected activity. Discriminatory harassment based on protected categories is defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX).

3.12 Hazing – intentionally, knowingly, or recklessly engaging in an act, or causing another to commit an act, that endangers the mental or physical health or safety of another, including but not limited to acts described in Utah Code Ann. 76-5-107.5(2). Hazing may be further defined in University handbooks or rules applicable to specific student activities.

3.13 Legal Counsel – University Legal Counsel or the lawyer assigned to the University by the Attorney General's Office. The Legal Counsel will serve as a representative of the University to provide advice at any stage of the due process procedure to the Due Process Officer. It should be recognized by all parties, however, that in this assignment the University Legal Counsel serves to protect the interests of the University.

3.14 Organization - refers to any group of individuals who have complied with the formal requirements of registration for a University organization at Weber State University.

3.15 Reasonable Care - the level of performance recognized in the academic profession as reasonable in light of obligations one has assumed, competing demands upon energy and time, the nature and quality of the work, and all other circumstances that the University community, after being fully informed, would properly take into account in determining whether responsibilities have been discharged at an acceptable performance level.

3.16 Reasonable Cause - cause that a person of ordinary prudence would consider sufficient to justify an action under all of the circumstances.

3.17 Respondent - a student, faculty member, staff member, or administrator against whom a complaint has been made or a charge has been issued.

3.18 Sanctions - includes measures or disciplinary actions which are imposed as a penalty for the violation of University policy. The sanctions authorized under this code are defined above.

3.19 Student - includes all persons taking courses at the University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating this code, as well as individuals who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered "students," as are persons who are living in the University residence halls, although not enrolled in this institution.

3.20 Student Code - title of this provision of the PPM which set forth the rights and responsibilities and jurisdictional and due process policies and procedures applicable to students attending Weber State University.

3.21 University Community - includes any individual who is a student, faculty member, staff member, administrator, or any other person employed by the University.

3.22 University Premises - includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including streets and sidewalks).

3.23 University Policy - written regulations of the University as found in the Weber State University Policies and Procedures Manual (PPM).

3.24 Working Day - those days which fall during an official University semester with the exception of Saturday, Sunday, and legal or University holidays.

4.0 PREFACE

4.1 Weber State University derives its legal authority from the State of Utah to provide programs and services to students. This authorization, established by the State Legislature, is administered by the Governor and delegated to the State Board of Higher Education, the Weber State University Board of Trustees, and the Weber State University President. The Weber State University President has the option of delegating specific elements of University authority to various entities including University administrators, faculty, staff, and student governance systems. The administration of the Student Code has been delegated to the Vice President of Student Affairs.

4.2 As members of the Weber State University academic community, students have significant opportunities and special privileges, but they also assume the obligations thereof. Students are responsible for becoming familiar with the Student Code.

5.0 STUDENT RIGHTS

5.1 Weber State University students retain and enjoy all rights guaranteed to citizens by the Constitution and laws of the United States and the Constitution and laws of the State of Utah. Examples of such rights include but are not limited to the following:

5.1.1 The right of reasonable access to University facilities and programs and the right to learn free from unlawful discrimination or other arbitrary and capricious treatment;

5.1.2 The right of free inquiry, expression, and assembly subject to constitutional limitations;

5.1.3 The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures. Privacy rights are not absolute and are governed by this and other University policies, which outline further privacy expectations.

5.2 In addition to the foregoing, Weber State University will make reasonable efforts to promote an environment that provides:

5.2.1 The right to form and operate an organized student government within the guidelines prescribed by the University;

5.2.2 Student representation through the Weber State University Student Association (WSUSA) on University committees, councils, commissions, and other formally constituted bodies that make general policy decisions affecting students or that govern student activities and conduct;

5.2.3 University due process, as described further in section 10.2;

5.2.4 Procedural safeguards and privacy with respect to testing for drugs and infectious diseases;

5.2.5 The right to be reasonably informed about the full cost of tuition, activity fees, lab fees, etc., and about available financial aid programs, their attendant obligations, procedures, loan repayment schedules, consequences of non-payment, etc.;

5.2.6 The right of reasonable access to and use of University services and programs such as financial aid, orientation, counseling, academic advisement, career planning, library services, etc.;

5.2.7 The right to competent academic instruction and advisement such that students may:

5.2.7.1 Expect to complete the course work required for specific programs within a reasonable period of time and with reasonable scheduling options to meet program and institutional requirements as outlined in the University catalog;

5.2.7.2 Inquire and be informed of course, program, major, and institutional requirements, and expect that such requirements will not be changed for students already enrolled in a program without reasonable alternatives being provided;

5.2.7.3 Expect that courses offered will be comparable with their catalog descriptions, and that reasonable attempts will be made to offer periodically all courses listed in the catalog;

5.2.7.4 Expect that program changes will be well-planned, widely communicated, and will incorporate an orderly transition from the old to the new;

5.2.7.5 Receive academic credit and/or academic degrees when all specified requirements have been satisfied;

5.2.7.6 Receive appropriate credit or notations for work included in faculty publications or other endeavors;

5.2.7.7 Expect faculty members to conduct themselves ethically and professionally, in accordance with University policies and directives and accepted professional standards;

5.2.7.8 Expect faculty members, when reasonably possible, to provide a syllabus which outlines course requirements and faculty members availability to be distributed the first week of class;

5.2.7.9 Experience academic evaluation through orderly procedures and criteria, which are announced within fourteen (14) calendar days of the first day of class and which are designed to prevent prejudice and arbitrary judgment;

5.2.7.10 Inquire and be informed by faculty members of sanctions they may impose in the different courses they teach for the basic types of inappropriate behavior and academic dishonesty;

5.2.7.11 Have access to faculty members in formal classes, during scheduled office hours, and/or by scheduling appointments;

5.2.7.12 Have the right of intellectual inquiry, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, class size, reasonable faculty members availability, and other exigencies defined by the University;

5.2.7.13 Have the opportunity, through course evaluation and/or access to the department chair, to assess the personal value of a course and make suggestions about its direction, including the opportunity to complete anonymous evaluations of both the faculty members and the instruction they have received;

5.2.7.14 Expect that the University or any of its departments will not require unreasonable absences from classes in order to maintain extracurricular or academic scholarships and/or positions;

5.2.7.15 Expect faculty members to allow students absent from class while engaged in official University activities, or students absent due to mandatory military orders that do not exceed 20% of total participation for the course, a reasonable opportunity to make up missed quizzes, exams, and/or assignments or complete some comparable activity.

5.2.7.16 Request a resolution of conflict between course content and the student's core-beliefs. See PPM 6-22 6.4.8.

6.0 STUDENT RESPONSIBILITIES

6.1 Students at Weber State University assume the personal obligation to conduct themselves in a manner that is compatible with the University's role as a public institution of higher education. By enrolling at Weber State University, students agree to maintain certain standards of conduct,

which if violated, may result in the imposition of sanctions or other forms of University discipline.

6.2 General categories of misconduct for which students may be subjected to University discipline are listed below.

6.2.1 Conduct which violates federal, state, or local law;

6.2.2 Conduct which violates Weber State University rules or regulations;

6.2.3 Conduct which unreasonably disrupts, adversely affects, or otherwise interferes with the lawful functions of the University, or the rights of any individual to pursue an education at Weber State University;

6.2.4 Conduct which results in injury or damage to persons affiliated with the University or property owned or controlled by the University.

6.3 As members of the Weber State University community, students shall avoid conduct which violates the provisions of Section 6.2 above. Examples of such prohibited conduct include but are not limited to the following:

6.3.1 Engaging in or supporting hazing, harassment, violent behavior, or other behavior as described in PPM 3-67, Violence Prevention;

6.3.2 Harassment and/or discrimination based on "protected classifications" as defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct and as handled through those processes. This includes sexual assault, stalking, dating violence, or domestic violence, as those terms are defined in PPM 5-36a, Safety, Response, and Reporting (Clery);

6.3.3 Disorderly, lewd, indecent, defamatory, or obscene conduct or expression on University-owned or controlled property or at University-sponsored or supervised functions or events.

6.3.4 Participating in demonstrations, rallies, assemblies, performances, showings, exhibits, pickets, etc. in violation of any law or University policy;

6.3.5 Distributing, publishing or posting materials, soliciting funds, selling items, engaging in commercial activity, erecting structures, exhibiting items, displaying films and videos, using official University insignia or materials, or participating in performances and activities without proper authorization or not in accordance with University policy;

6.3.6 Obstructing or disrupting teaching (including engaging in academic disruption), research, administration, disciplinary procedures, computing services, other University-sponsored activities, services, or events, including public service functions;

6.3.7 Deliberate interference with academic freedom and freedom of speech, including not only instructional activities, but also interference with performances, exhibits, displays, dissemination

of information, demonstrations, or the freedom of any speaker invited by any segment of the University community to express views;

6.3.8 Initiating or causing to be initiated any intentionally false report warning;

6.3.9 Leaving children unattended on University premises or allowing them to create a disruption on University premises or at University-sponsored functions;

6.3.10 Failing to meet contractual obligations with the University;

6.3.11 Knowingly violating terms of any disciplinary sanction;

6.3.12 Intentionally furnishing false information, including false identification;

6.3.13 Forging, altering, misusing, or mutilating University documents, records, identification, educational materials, or other University property;

6.3.14 Influencing or attempting to influence the academic process or any University administrative process through explicit or implied bribery, threats, sexual behavior, etc;

6.3.15 Theft or misappropriation of property, equipment, materials, services, or data;

6.3.16 Theft or other abuse of computer facilities and resources, including but not limited to:

6.3.16.1 Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose;

6.3.16.2 Unauthorized transfer of a file;

6.3.16.3 Use of another individual's identification and/or password;

6.3.16.4 Use of computing facilities and resources to interfere with the work of another student, faculty member, or University official;

6.3.16.5 Use of computing facilities and resources to send obscene or abusive messages;

6.3.16.6 Use of computing facilities and resources in violation of state or federal law or University policies, or for any illegal purpose;

6.3.16.7 Use of computing facilities and resources to interfere with normal operation of the University computing system;

6.3.16.8 Use of computing facilities and resources in violation of copyright laws;

6.3.16.9 Any violation of the University Acceptable Use Policy.

6.3.17 Knowingly possessing stolen property, equipment, materials, services, or data;

6.3.18 Intentionally or recklessly destroying, defacing, vandalizing, damaging, or misusing the property, equipment, materials, services, or data of the University or other University community members, or aiding, abetting, or contributing to such actions;

6.3.19 Unauthorized entry upon or use of University facilities, equipment, materials, data, premises, or services;

6.3.20 Unauthorized possession or use of a key to any University facility;

6.3.21 Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on University premises or use of any such items, even if legally possessed, in a manner that harms, threatens, or causes reasonable fear of imminent bodily harm;

6.3.22 Unlawful use, possession, distribution, sale, manufacture, or possession for purposes of distribution or sale of any controlled substance or illegal drug;

6.3.23 Sale, possession, manufacture, distribution, or consumption of alcoholic beverages on University premises;

6.3.24 Unauthorized sale, possession, manufacture, distribution, or consumption of alcoholic beverages at any official off-campus University-sponsored function or event;

6.3.25 Smoking in unauthorized locations on University premises in violation of state law, University, or public health regulations;

6.3.26 Aiding, abetting, or inciting others to commit any act prohibited by law or University policy;

6.3.27 Violating University parking regulations or other misuse of a vehicle which violates the law or University policy;

6.3.28 Refusing to respond to reasonable requests and directions from University or local government officials while in the performance of their duties, including but not limited to course directions provided orally or in writing by a faculty member;

6.3.29 Abuse of the Student Code system, including but not limited to:

6.3.29.1 Failure to obey the notice from a University official to appear for a meeting or hearing as part of the Student Code system;

6.3.29.2 Falsification, distortion, or misrepresentation of information before a hearing committee;

6.3.29.3 Disruption or interference with the orderly conduct of a hearing committee proceeding;

6.3.29.4 Initiation of a Student Code proceeding in bad faith;

6.3.29.5 Attempting to discourage an individual's proper participation in, or use of, the Student Code system;

6.3.29.6 Attempting to influence the impartiality of a member of a hearing committee prior to and/or during the course of the proceeding;

6.3.29.7 Harassment (verbal or physical) and/or intimidation of a member of a hearing committee prior to, during, and/or after a Student Code proceeding;

6.3.29.8 Failure to comply with the sanction(s) imposed under the Student Code;

6.3.29.9 Influencing or attempting to influence another person to commit an abuse of the Student Code system.

6.3.30 Any other violation of clearly stated proscriptions of any legal authority or any published rule or regulation promulgated by any official, University administrator, committee, commission, or council acting within the scope of their authority.

6.4 In addition to the foregoing, as members of the Weber State University academic community, students shall:

6.4.1 Maintain academic standards including institutional, school, departmental, program, and individual course standards;

6.4.2 Maintain academic ethics and honesty. To this end, the following activities are specifically prohibited:

6.4.2.1 Cheating, which includes but is not limited to the following examples:

- Copying from another student's test;
- Using materials during a test not authorized by the person giving the test;
- Collaborating with any other person during a test without authorization;
- Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test without authorization of the appropriate University official;
- Bribing any other person to obtain any test;
- Soliciting or receiving unauthorized information about any test;
- Substituting for another student or permitting any other person to substitute for oneself to take a test;
- Knowingly obtaining academic credit for work that is not one's own regardless of the source of the work
- Knowingly involved in arranging fraudulent academic credit or false transcripts.

6.4.2.2 Plagiarism, which is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers;

6.4.2.3 Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit;

6.4.2.4 Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process;

6.4.2.5 Giving, selling, or receiving unauthorized course or test information;

6.4.2.6 Using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity;

6.4.2.7 Infringing on the copyright law of the United States which prohibits the making of reproductions of copyrighted material except under certain specified conditions.

6.4.3 Obtain the faculty member's permission at least one (1) working day before bringing any children (including infants) into a classroom, workshop, or laboratory setting. In the case of an emergency, prior approval may be sought up to the beginning of the class or activity. If the child becomes disruptive in any way during an approved visit, the responsible person must remove the child immediately;

6.4.4 In the absence of the faculty members, remain in the classroom at least fifteen (15) minutes from the class starting time, unless otherwise notified;

6.4.5 Notify their faculty members as far in advance as possible of any planned absence for participation in University-approved or requested group activities, and discuss the terms, options, and possible outcomes of these absences with faculty members;

6.4.6 Avoid unethical, wasteful, and/or inappropriate use of any computer system, library, or other campus resource, or interference with the productivity of other users;

6.4.7 Avoid misrepresentation of a research project or paper for other than its original intended usage.

6.4.8 Determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the faculty member. This policy does not oblige the faculty member to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the faculty member in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.

Any student found in violation of the aforementioned examples of dishonesty may, in addition to the appropriate academic sanctions imposed by the faculty member, have his/her name forwarded to the Dean of Students and/or other designated individuals/entities for appropriate institutional sanctions identified below. All members of the University community have the obligation to report instances of academic dishonesty to the responsible faculty member.

6.6 Recordings

6.6.1 Restrictions Purpose. The University restricts students' permission, as described in Sections 6.6.2, 6.6.3, and 6.6.4, to make audio or visual recordings (including still and audio recordings) of other people and instructional materials on University premises and in University sponsored activities in the furtherance of the following University interests:

- 6.6.1.1** To protect intellectual property, privacy, and personality rights;
- 6.6.1.2** To promote the marketplace of ideas and reasonable pedagogical concerns;
- 6.6.1.3** To encourage the free exchange of ideas in an environment where students are learning and exploring new concepts;
- 6.6.1.4** To prevent substantial disruptions, material interferences with activities, defamation, and illegal activity; and
- 6.6.1.5** To promote other reasonable, important, substantial, and compelling interests.

Violations of this Section 6.6 may result in any of the disciplinary actions listed in Section 11.0 and the student may be required to remove and delete such recordings.

6.6.2 Recording in Private Places. Students may not make an audio or visual recording of any person in a private place, where the person reasonably expects to be safe from casual or hostile intrusion or surveillance without the person's permission. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.

6.6.3 Academic Recording.

6.6.3.1 Student Responsibilities. Students must obtain a faculty member's permission before making audio or visual recordings of non-public University-sponsored academic experiences, supervised by faculty and designed to impart particular knowledge or skills to students, including classes, course related activities, and related academic meetings. Where a faculty member grants permission, students may only use these recordings for personal educational purposes unless otherwise agreed in writing by the faculty member. Students who have been granted permission to record may not share these recordings with other people through any means (e.g. sharing on social media, posting online, giving to other students, etc.) unless each recorded person gives their written permission.

6.6.3.2 Faculty Responsibilities. Each faculty member may grant permission to make recordings by a blanket policy established in the syllabus or on a case-by-case basis. Faculty members shall include a recording policy statement in their syllabi. This policy statement outlines the faculty member's policies on the recording and use of instructional materials. The absence of a statement in the syllabi describing restrictions on the recording and use of instructional materials by default is not permission to make these recordings.

6.6.3.3 Recordings for Accommodations. Where students seek to make recordings for purposes of accommodating a disability, students must contact Disability Services, who will work with the faculty member to provide an academic adjustment and will enter into a written agreement outlining parameters of use, consistent with this policy (see PPM 3-34).

6.6.4 Students must not make or use audio or visual recordings in any way that violates the Student Code. This includes making and using recordings in a manner that engages in prohibited behaviors described in Section 6.0, such as hazing, violence, discrimination, and cheating.

6.7 Weber State University reserves the right to take appropriate action against any individual or group which is found to pose an unreasonable risk of harm to the health, safety, or welfare of the University community, subject to applicable due process rights outlined herein.

7.0 STUDENT ORGANIZATIONS AND ACTIVITIES

7.1 Weber State University believes in student participation in the government of the institution. As constituents of the University community, students are encouraged individually and collectively to express their views concerning policy to the administration. The WSUSA constitution establishes the governing bodies for students of the University by a delegation of authority through the President of the University.

7.2 Student organizations may be established within the University for any lawful purpose. All organizations must register with the WSUSA. By virtue of registering as a student organization, such organizations do not become official agencies of Weber State University.

8.0 FREEDOM OF EXPRESSION

8.1 Academic freedom, the free flow of ideas, the right to speak, and the right to hear must be protected not only from censorship, but also from those committed to interfere with free expression through acts of disruption. It is the responsibility of all members of the University community to refrain from conduct which interferes with free speech. The University shall apply appropriate sanctions under proper procedural safeguards to those who violate this obligation.

8.2 Members of the University community shall have the right to freedom of speech and assembly without prior restraint or censorship, subject only to constitutional guidelines and clearly stated, reasonable, and nondiscriminatory rules and regulations.

8.3 By virtue of regulating the exercise of free speech on the University premises, unless expressly stated otherwise, the University does not sponsor or sanction the messages being stated or the methods of speech being used. Nothing in these regulations shall be construed as authorizing or condoning unlawful, defamatory, or obscene exercises of speech rights defined under these regulations and national, state, or local laws.

9.0 STUDENT RECORDS

9.1 The privacy and confidentiality of all student records shall be preserved in accordance with the law and University policy. The Family Educational Rights and Privacy Act of 1974

(“FERPA”), establishes the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data.

9.2 Students also have the right to file complaints with the Registrar concerning alleged failures by Weber State University to comply with FERPA. Questions regarding this Act and the related University policies may be referred to the Registrar.

9.3 The complete listing of official student records, information regarding their confidentiality, their access, and the access and/or accuracy of the challenge/hearing process, may be obtained from the Registrar.

10.0 RESOLUTION OF STUDENT CODE ISSUES AND UNIVERSITY DUE PROCESS

10.1 Overview. Procedures and hearings of all Weber State University bodies that have the potential of sanctioning students or providing relief to students will follow guidelines specified in the Student Code. Jurisdiction of bodies hearing types of grievances is as outlined in this Section 10.3. Actions that seek imposition of sanctions on staff/faculty members of Weber State University and/or its administrative entities will follow guidelines and procedures outlined in the Weber State University PPM. All other hearing bodies shall create rules outlining procedures, time frames, and due process requirements that must be consistent with the due process objectives described below and approved by the Student Code Procedural Committee. This committee shall be comprised of the Due Process Officer, the Dean of Students, a member of Faculty Executive Committee, an administrator designated by the Provost’s office, and a student appointed by Student Senate, and shall be advised by University Legal Counsel. This committee shall be guided by principles of consistency, efficiency, fairness, and will be consistent with applicable law. All rules governing procedures or hearings that implicate discrimination or harassment based on protected classifications or Title IX considerations will follow rules outlined in PPMs 5-36a, 3-32, or other applicable policies. All rules created under this Section 10.3 shall be made publicly available on a website made easily accessible to all students and the University community. Students shall also be provided a hard copy of such rules, upon request to the Dean of Students.

10.2 University Due Process Objectives.

10.2.1 In General.

Due process in an academic setting is a system of procedures designed to produce fair and reasonable judgments in those situations in higher education that may yield a serious adverse action against students and other members of the University community. In general, due process seeks a clear, orderly, and fair way of rendering decisions by providing procedural and substantive safeguards. Due process furnishes the structure for a reasonable and fair administration of justice in institutions of higher learning. Complaints or charges requiring due process may be originated by an individual or group (complainant) from outside or from within the University community, yet the process itself involves the University community. It may be initiated in the interest of the University community or the public to ensure accountability under these policies.

10.2.2 Procedural Due Process

Procedural due process refers to the receipt of adequate notice, timeliness, and deliberative actions in accordance with established policies and procedures. In general, procedural due process will be deemed to have been afforded when the greater weight of evidence shows individuals took reasonable care in following established procedures. Reasonable care in the performance of the various roles of committee members and administrators (allowing for exigencies and unanticipated problems) is sufficient to meet the requirements for procedural due process. However, the University recognizes that procedures may be deviated from due to circumstances in an individual matter. Therefore, only in cases where prejudicial failure to meet procedural guidelines is shown will there be sufficient reason for reconsideration.

The level of procedural due process required depends on the circumstances and possible sanctions that may be imposed on a student. Generally due process includes:

10.2.2.1 adequate notice of the charges or basis of action,

10.2.2.2 an impartial decision maker,

10.2.2.3 an opportunity to be heard,

10.2.2.4 an opportunity to present evidence to the decision maker,

10.2.2.5 a decision based on the record with a statement of the basis for the decision.

Different levels of procedural due process may be required, depending on the type of grievance or sanction that may be imposed or as otherwise required by law.

10.2.3 Substantive Due Process

Substantive due process refers to rational and professional decision making in the resolution of disputes and/or imposition of sanctions. Examples of substantive due process violations include decisions that are unsupported by evidence or are arbitrary or capricious.

10.2.4 Appeal. Some form of appeal will be provided for purposes of reviewing due process concerns, consistent with the standards outlined herein, unless prohibited by applicable law. The Student Code Procedural Committee shall create rules regarding appeal processes and make them available as described in this Section 10.1.

10.3 Jurisdiction

10.3.1 Scope. Generally, University jurisdiction and discipline shall be limited to conduct that occurs on University premises, or in University activities that occur off-campus or virtually, and that adversely affects the University community and/or the pursuit of its objectives. Off-campus behavior by students or student groups acting as official representatives of the University or utilizing the name of the University in any capacity or by students or student groups engaged in any violent behavior (as further described in PPM 3-67, Violence Prevention) may be referred by any interested party to the Dean of Students for review. Where a reasonable person would believe the behavior presents a risk to the safety or welfare of the University community or security of University property, University action may be taken and sanctions may be imposed.

10.3.2 Specific Issues. Procedures that foster dialogue and promote resolution between the immediate parties involved in a dispute are encouraged. Every effort should be made to resolve disputes at the lowest possible level (e.g., individual, supervisor, department chairperson, program director, and/or dean). In all cases, students must meet designated time frames for initiating a complaint. Time frames may be extended to accommodate extraordinary circumstances. In cases not involving allegations of harassment or discrimination, the University may require students to exhaust levels of administrative review prior to proceeding to the next, unless there are unusual or extenuating circumstances that would warrant otherwise. This determination is made by the Due Process Officer. In order to promote the resolution of disputes in an efficient and effective manner, the power to resolve particular issues shall be exercised as follows:

10.3.2.1 Academic Issues. Academic issues generally include, but are not limited to, concerns regarding academic dishonesty, grade disputes, course sanctions, standing in restricted enrollment programs, and program completion. Academic complaints are generally reviewed within the academic program in which they arose. Whenever possible, such complaints should be resolved at the lowest level (e.g. faculty member, staff member, director, etc.). Further procedures for handling and resolving academic complaints shall be created and made available as described in this 10.1.

10.3.2.2 Administrative Issues. Administrative issues generally include concerns regarding residency, tuition, course waivers, credit adjustment, graduation, participation in specific activities, financial aid, parking and traffic, and residence halls. Administrative issues are generally reviewed by the administrative unit governing the issue. Further procedures for handling and resolving administrative complaints shall be created and made available as described in this Section 10.1. Financial and business obligations such as payment of tuition, parking fees, residence hall charges, financial aid, etc., are considered business transactions and are covered by legal agreements in addition to the Student Code.

10.3.2.3 Behavioral Issues. Unless otherwise specified herein, behavioral issues involving the alleged violation of the Student Code are generally reviewed by the Dean of Students. Further procedures for handling and resolving behavioral issues shall be created and made available as described in this Section 10.1.

10.3.2.4 Student Grievances Against Faculty. Grievances against an individual faculty member on grounds other than grading, course sanctions, academic dishonesty, or admission/standing in restricted enrollment programs shall be referred to the appropriate department chair, dean, vice president, or other responsible administrator for resolution according to the provisions of Section 9 of the PPM. Specific guidance with respect to this procedure should be obtained from the Due Process Officer. Individuals should submit their petitions as soon as possible but no later than six (6) months after the event or issue being contested. Where the interests of justice require, however, this time limit may be extended with the approval of the Due Process Officer. The student's petition must contain a statement of the relief sought (desired outcome) and a short account of the facts, reasons, and rationale to support the desired outcome.

10.3.2.5 Student Grievances Against Staff/Administration. Whenever possible, complaints or grievances should be resolved at the lowest level possible (ie: staff member, supervisor, director, etc.). If unresolved, grievances against an individual member of the University staff or administration should be referred to the vice president having supervisory jurisdiction over the subject matter of the complaint for resolution according to the provisions of the Student Code or other relevant portions of the PPM. (See PPM 3-31a). Specific guidance with respect to this procedure should be obtained from the Due Process Officer.

10.3.2.6 Discrimination/Harassment. Complaints of discrimination and harassment based on “protected classifications,” including sexual harassment, as more fully identified in that policy and herein, are handled in accordance with PPM 3-32, Discrimination and Harassment.

10.3.2.7 Criminal Activity/Civil Court Actions. The jurisdiction of federal, state, and local courts and law enforcement officials is recognized by the University with regard to criminal offenses and civil matters. Courts have jurisdiction over cases involving violations of civil and criminal law. Weber State University has jurisdiction over violations of University rules and regulations. When an act allegedly violates both civil or criminal law and University rules, there is concurrent jurisdiction. University Police have the responsibility to investigate criminal acts and enforce court orders as mandated by the requirements of their duly constituted offices. When a charge has been filed against a respondent and criminal or civil charges on the same or closely related acts are pending in a court of law, hearing proceedings under University policy may be postponed at the discretion of the appropriate hearing committee, in accordance with applicable law, after considering the arguments of the parties, and with the concurrence of the University Legal Counsel.

10.3.2.8 Referral Power. If jurisdiction is not clear or the issues exceed the jurisdictional scope of a particular hearing committee, the matter shall be referred to the Due Process Officer for assignment to an appropriate committee. An appropriate committee may be fashioned for specific purposes, so long as appropriate University due process procedures are followed.

11.0 SANCTIONS AND REMEDIES

11.1 General Considerations

When a sanction is imposed, the individual/group will be informed in writing of the specific action, the appeals processes available, and reasonably prompt time frames established to avail the individual/group of an appeal process, where available.

11.2 Sanctions Against Students: General Considerations

11.2.1 Sanctions shall be imposed pursuant to administrative procedures outlined in the Weber State University PPM.

11.2.2 No hearing committee may impose sanctions which exceed its specific jurisdiction. If the committee concludes that additional sanctions are warranted, it may refer the case to the Due Process Officer for further action.

11.2.3 Reasonable efforts should be made to see that:

11.2.3.1 The severity of sanctions imposed is reasonable in light of the violation committed;

11.2.3.2 A similar range of sanctions is imposed under similar circumstances.

11.2.4 Relevant factors may be considered, including but not limited to:

11.2.4.1 Present attitude;

11.2.4.2 Past disciplinary records of the individual/group charged with violations;

11.2.4.3 Nature of the offense;

11.2.4.4 Severity of any damage, injury, or harm resulting from the offense.

11.2.4.5 Repeated violations or an aggravated violation of any University policy or procedure may result in the imposition of a more severe sanction.

11.2.5 Attempts to commit acts prohibited by University policy may be subject to sanctions to the same extent as completed violations.

11.3 Possible Sanctions Against Students

A hearing committee is authorized to impose the following punitive disciplinary actions under this Code:

11.3.1 Academic Sanctions

11.3.1.1 Grade Adjustment. Receipt of a lower grade as determined and administered by the faculty member. A hearing committee may recommend this action to faculty members;

11.3.1.2 Loss of Credit. A hearing committee may mandate loss of credit for a particular academic course.

11.3.2 Institutional Sanctions

11.3.2.1 Warning. Verbal or written notice to a student that his/her conduct may be in violation of University rules and regulations and that the continuation of such conduct or actions may result in further disciplinary action;

11.3.2.2 Reprimand. A verbal or written censure by the faculty member or University official involved;

11.3.2.3 Probation. A specified period of observation and review of conduct during which the student must demonstrate compliance with University rules and regulations. Counseling or participation in specific courses or workshops may be required. Terms of probation and the probationary period will be determined at the time the sanction is imposed. Appropriate University officials shall be notified of the imposition of the sanction;

11.3.2.4 Denial of or Suspension from Participation in a Restricted Enrollment Program.

The opportunity to participate in a restricted enrollment program may be denied or suspended;

11.3.2.5 Suspension of Specific Privileges. The opportunity to participate in extracurricular activities, attend University activities, or utilize facilities, resources, or services on the University premises may be suspended;

11.3.2.6 Suspension of Use of Specific University Services. The right to access and receive transcripts, register, etc. may be suspended for a specific period of time or until specific conditions are met;

11.3.2.7 Deferred Suspension. Deferred suspension is used for offenses found serious enough to warrant suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Deferred suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the Code of Student Conduct. A deferred suspension may be accompanied by a transcript remark. If, during the period of the deferred suspension, the student is again found responsible for violating any University rule or regulation or an order of the Dean of Students or hearing committee, the student may be immediately suspended from the University;

11.3.2.8 Suspension. Separation of the student from the University for a specified or indefinite period of time. Temporary and/or permanent notification may appear on the student's transcript. Participation in any University-sponsored activity or the student's physical presence on the University premises may be restricted;

11.3.2.9 Expulsion. Permanent separation of the student from the University. A permanent indication of expulsion will be made on the student's transcript. The student can also be barred from the University premises or activities. This sanction must be approved by the Weber State University President before being implemented;

11.3.3 Monetary Sanctions

11.3.3.1 Forfeiture. Loss of tuition, monies due to an individual or group, and other appropriate fees may be imposed jointly with expulsion, suspension, suspension of specific privileges, probation, or restitution;

11.3.3.2 Restitution. Reimbursement for damage to or misappropriation of property, which may take the form of direct financial compensation, the individual obligation to perform up to twenty-five (25) hours of uncompensated work for the University, community service, or other forms of indirect compensation as outlined in the official decision;

11.3.3.3 Fines. Payment of up to two hundred (200) dollars in punitive fines may be required. Fines may be imposed separately or in conjunction with any other individual sanction or combination of sanctions. A portion of the fine may be suspended pending successful completion

of other sanctions. Those groups or individuals who fail to pay may be subject to further sanctions.

11.3.4 Personal Development Sanctions

Requirements or recommendations for counseling and/or enrollment in specific courses or workshops may be made. If requirements are not met, probation and further sanctions may result.

11.3.5 Group Sanctions

Any single sanction or combination of sanctions listed in this Code, including the loss of Clubs and Organizations status, may be imposed against an entire group, individual group officers, or individual group members, arising from their conduct in or leadership of the group, pursuant to the provisions for personal conduct outlined in this Code. Notification of any sanction listed may be made to national affiliates and officials.

11.3.6 Temporary Interim/Emergency Sanctions

In special circumstances, any sanction listed above may be temporarily implemented prior to a hearing.

11.3.6.1 Such circumstances include situations in which there is reasonable cause to believe the continued presence of the student/student group on the University premises or at University events poses an unreasonable risk of harm to the health, safety, or welfare of the University community or its individuals, such as:

- Inflicting bodily harm on oneself or others;
- Inflicting serious emotional or mental distress on oneself or others;
- Creating a substantial disruption of University functions including instruction;
- Presenting a threat to the stability and continuance of any University function;
- Being criminally charged with a felony;
- Engaging in behavior that would violate PPM 3-67, Violence Prevention or Utah Code Ann. § 76-8-701, et.seq.

11.3.6.2 Any student may be immediately removed from a classroom for behavior outlined in this Section 11.3.6.1 for up to one class period. If the faculty member requests removal for a longer period of time, the faculty member must notify the Dean of Students of the removal within twenty-four (24) hours of the removal with a written statement documenting the behavior necessitating the removal. The Dean of Students, or his or her designee, must review the action prior to the next time the class meets, to determine what further action(s) need(s) to be taken and will notify the faculty member and student of any disciplinary actions or recommendations. The student may not return to that class until given approval by the Dean of Students or designee, or due process has been granted as further outlined in this Section 11.3.6.

11.3.6.3 Any student/student group receiving a sanction on an interim basis shall be given the opportunity for a review by the chair of the appropriate hearing committee within ten working days from the effective date of the action.

11.3.6.4 If, after a review, it is determined that the student or registered student organization did not violate University policy or fall under the provisions of this emergency sanction, arrangements will be made so that any missed academic work may be made up.

11.3.6.5 As soon as practical, the chair of the appropriate hearing committee will schedule a hearing to determine if temporary sanctions should become permanent.

11.3.7 Pending Civil or Criminal Actions

Civil or criminal court actions may be grounds for sanctions imposed by the University.

11.3.7.1 University actions in addition to formal legal action may be considered at the request of University Police or other interested parties by referral of an issue to the Due Process Officer for further action.

11.3.7.2 Temporary sanctions may be imposed before courts have determined guilt or civil liability based on guidelines outlined in this Code.

11.3.7.3 Permanent sanctions may be imposed after a court decision is reached.

11.3.7.4 The due process procedures and guidelines outlined in this Code must be followed in any process in which permanent sanctions or additional University sanctions may be imposed.

11.4 Remedy of Students: General Considerations. Subject to the concerns of academic freedom applicable in grading cases (see Section 11.5 below), if the hearing committee finds that the imposition of a sanction or other adverse institutional action is not justified, based on the greater weight of the evidence, it shall have the power to set aside the sanction or decision and to fashion an appropriate remedy.

11.5 Remedy of Students: Academic Freedom Considerations. No hearing committee may interfere with a faculty member's academic freedom to manage the learning process and grading evaluations within a particular course. Hearing committees may take one or more of the following actions:

11.5.1 Encourage the faculty member to alter a course sanction and/or to submit a change of grade.

11.5.2 Expunge relevant elements (courses etc.) of the student's academic record.

11.5.3 Authorize a student to retake a particular course(s) or designated equivalent at no additional charge.

11.5.4 Authorize the refund of tuition and/or full/partial student fees for a particular course(s).

11.5.5 Waive relevant course(s) as requirements or prerequisites in the individual's academic program.

In cases in which the hearing committee determines that the charge of academic dishonesty has not been proven, the faculty member shall rescind any reduced grade for academic dishonesty and shall evaluate and grade the student's performance in the course, examination, or academic assignment without consideration of the charge of academic dishonesty.

12.0 AMENDMENTS

12.1 Amendments to this Code follow this process, rather than the process under PPM 1-20, except as outlined herein. Amendments may be proposed by the Board of Trustees, the President of the University, the Vice President for Student Affairs, the Provost, the Due Process Officer, the Faculty Senate, the Staff Advisory Council (SAC), the WSUSA Student Senate (WSUSA), or by written petition of not less than two hundred and fifty (250) members of the University community through a designated representative.

12.2 Proposed amendments shall be submitted to the Admissions, Standards, and Student Affairs Committee (ASSA) Committee and the Policy Office. The ASSA Committee shall, within sixty (60) working days of receiving amendment(s), publish notice of the same and solicit comment from the members of the University community via open hearings. Following these activities, the ASSA Committee shall transmit the proposed amendment(s) to the WSUSA Student Senate. The Policy Office will solicit feedback from SAC, WSUSA, and Faculty Senate (hereafter collectively referred to as “University entities”), and all faculty, staff, and students, through its normal circulation processes described in PPM 1-20 section 4.3.5, and transmit any feedback to ASSA. If any University entity requests an open hearing to solicit feedback on the proposal, ASSA will conduct the hearing, assisted by the Policy Office in accordance with protocols created by the Policy Office.

12.3 The WSUSA Student Senate shall consider the proposed amendment(s) and return its findings to the ASSA Committee within 60 working days. The If needed, ASSA Committee, at this point, has the responsibility to attempt to reconcile the feedback into a consensus amendment. different versions of the amendment(s). The ASSA Committee, shall submit its the original proposal and any proposed amendment(s) to the University entities and the original proposer. The Faculty Senate, shall consider the proposal at its next regularly scheduled meeting and shall forward the ASSA proposal, the original proposal, and the recommendation from the Faculty Senate to the President. In the event that the proposed amendments from the WSUSA Student Senate and the WSU Faculty Senate are irreconcilable, either body Any University entity or the original proposer may, choose to submit its proposed amendment(s) to the President or provide additional feedback to the President, either in writing or in a presentation, with an opportunity for representatives of all the University entities and the original proposer to be present during a presentation, with the opportunity for students and faculty to be present during such a presentation.

12.4 The President shall, after considering all feedback, approve or disapprove of the amendment(s), within sixty (60) working days of receiving the proposed amendment(s), recommend any of the submitted either proposals without change or a modified version thereof to the Board of Trustees, or return it to any stage with instruction for further consideration.

~~12.5 The Board of Trustees shall, within sixty (60) working days of receiving the proposed amendment(s) from the President, act thereon.~~ The Board of Trustees may approve or disapprove the amendment(s), or may approve the same with modifications as it deems necessary appropriate, or return it to any stage with instruction for further consideration.

~~12.6 The due process provisions of this Code shall be reviewed every three (3) years under the direction of the Due Process Officer who shall make recommendations for revisions to the Vice President of Student Affairs and the Provost.~~ Any question of interpretation regarding the due process provisions of this Code shall be referred to the Due Process Officer for final determination in consultation with the University Legal Counsel.

Revision History
Creation Date: 4-20-77 Amended: 9-13-18; 4-21-21 [insert date]

 WEBER STATE UNIVERSITY	PPM 6-22, Student Code
	Responsible Office: Dean of Students Office

1.0 PURPOSE

Weber State University recognizes students as adults pursuing their education and cannot assume the responsibility of parents for the conduct of students. The underlying goals of the Weber State University Student Code (Student Code or Code) are to: 1) contribute to the development of appropriate individual and group behavior and 2) encourage responsible citizenship within the University community. The administration of student policies should be conducted in a manner that will foster the ethical development and personal integrity of students and promote an environment that is in accord with the overall educational mission of the University.

2.0 REFERENCES

- 2.1 PPM 1-20, Policy Governing Policies**
- 2.2 PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX)**
- 2.3 PPM 3-34, Americans with Disabilities Act & Section 504 Requests for Accommodations**
- 2.4 PPM 3-67, Violence Prevention**
- 2.5 PPM 5-36a, Safety, Response, and Reporting (Clery)**
- 2.6 Utah Code Ann. § 76-5-107.5**
- 2.7 Utah Code Ann. § 76-8-701, *et. seq.***

3.0 DEFINITIONS

The following definitions have been accepted by the University to apply to the various terms used in describing the procedures of academic due process as outlined in Sections 5.0 through 12.0 below:

3.1 Academic Dishonesty - includes, but is not limited to, those actions identified in Section 6.0.

3.2 Academic Disruption - behaviors that, by virtue of their intensity and/or repetitiveness, substantially interfere with and disrupt the teaching or learning process in a University academic activity (e.g., classroom, remote or online learning environments, lecture, lab, workshop, or other instructional activity, whether the University activity is conducted in an on-campus, off-campus, or virtual setting). This may include but is not limited to: creating noise that obstructs the learning process; repeatedly interrupting others; monopolizing or dominating discussion outside the bounds of reasonable classroom engagement after being notified of the problem; repeatedly entering and leaving the classroom without authorization; threatening the instructor or other students, directly or indirectly; or harassment. Mere expression of disagreement or differences of

opinion, or of differing values or beliefs do not in and of themselves constitute academic disruption. (See section 6.4.8 and PPM 9-5.)

3.3 Advisor - any individual selected by the respondent or complainant to attend the pre-hearing conference or hearing, including legal counsel, if desired.

3.4 Arbitrary and capricious – a decision that is not supported by substantial evidence or exceeds the bounds of reasonableness and rationality. A decision is supported by substantial evidence if a reasonable mind could reach the same conclusion as did the decision maker based on the evidence available to the decision maker.

3.5 Cheating - seeking to obtain an unfair advantage by fraud, deception, or the violation of University rules or agreements.

3.6 Complaint - an informal accusation that a violation of University policy has allegedly occurred.

3.7 Complainant - any member of the University community (individual or group) who registers a complaint or files a charge. The individual who registers the complaint need not also be the individual who files an associated charge.

3.8 Due Process – For clarification, Constitutional due process is afforded where a student has a property or liberty interest and procedures will comply with constitutionally defined due process of notice and an opportunity to be heard. However, all references to “due process” used herein refer only to the process the University will endeavor to provide under this policy, as described herein.

3.9 Due Process Officer - a member of the University administration, faculty, or staff, appointed by the President, to perform the following functions:

3.9.1 Facilitate implementation of the due process provisions of the Student Code;

3.9.2 Serve as a resource to members of the University community, including students, providing clarification of issues and assistance in utilizing appropriate processes related to grievances involving students;

3.9.3 Provide adequate orientation to the due process system, hearing formats, consultation, and assistance to those involved in the dispute resolution process involving students;

3.9.4 Interpret due process provisions of the Student Code in consultation with University Legal Counsel;

3.9.5 Maintain records of decisions and/or sanctions imposed by hearing committees;

3.9.6 Hear and decide all appeals filed under the provisions of this Student Code;

3.9.7 Report annually on the operation of this Student Code to the Vice President of Student Affairs and the Provost.

3.9.8 Review the due process provisions of this Code every three (3) years and make recommendations for revisions as needed to the Vice President of Student Affairs and the Provost.

3.10 Faculty Member –an individual holding academic rank or title as defined in PPM 8-6.

3.11 Harassment – any unwelcome written, verbal, or physical act or any electronic communication, directed toward an individual that would cause a reasonable individual to suffer (and that actually causes an individual to suffer) physical harm or substantial emotional distress, and thereby adversely affects the ability of another person to participate in or benefit from the University’s educational programs or activities. Harassment does not include constitutional or legally protected activity. Discriminatory harassment based on protected categories is defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX).

3.12 Hazing – intentionally, knowingly, or recklessly engaging in an act, or causing another to commit an act, that endangers the mental or physical health or safety of another, including but not limited to acts described in Utah Code Ann. 76-5-107.5(2). Hazing may be further defined in University handbooks or rules applicable to specific student activities.

3.13 Legal Counsel – University Legal Counsel or the lawyer assigned to the University by the Attorney General's Office. The Legal Counsel will serve as a representative of the University to provide advice at any stage of the due process procedure to the Due Process Officer. It should be recognized by all parties, however, that in this assignment the University Legal Counsel serves to protect the interests of the University.

3.14 Organization - refers to any group of individuals who have complied with the formal requirements of registration for a University organization at Weber State University.

3.15 Reasonable Care - the level of performance recognized in the academic profession as reasonable in light of obligations one has assumed, competing demands upon energy and time, the nature and quality of the work, and all other circumstances that the University community, after being fully informed, would properly take into account in determining whether responsibilities have been discharged at an acceptable performance level.

3.16 Reasonable Cause - cause that a person of ordinary prudence would consider sufficient to justify an action under all of the circumstances.

3.17 Respondent - a student, faculty member, staff member, or administrator against whom a complaint has been made or a charge has been issued.

3.18 Sanctions - includes measures or disciplinary actions which are imposed as a penalty for the violation of University policy. The sanctions authorized under this code are defined above.

3.19 Student - includes all persons taking courses at the University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating this code, as well as individuals who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered "students," as are persons who are living in the University residence halls, although not enrolled in this institution.

3.20 Student Code - title of this provision of the PPM which set forth the rights and responsibilities and jurisdictional and due process policies and procedures applicable to students attending Weber State University.

3.21 University Community - includes any individual who is a student, faculty member, staff member, administrator, or any other person employed by the University.

3.22 University Premises - includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including streets and sidewalks).

3.23 University Policy - written regulations of the University as found in the Weber State University Policies and Procedures Manual (PPM).

3.24 Working Day - those days which fall during an official University semester with the exception of Saturday, Sunday, and legal or University holidays.

4.0 PREFACE

4.1 Weber State University derives its legal authority from the State of Utah to provide programs and services to students. This authorization, established by the State Legislature, is administered by the Governor and delegated to the State Board of Higher Education, the Weber State University Board of Trustees, and the Weber State University President. The Weber State University President has the option of delegating specific elements of University authority to various entities including University administrators, faculty, staff, and student governance systems. The administration of the Student Code has been delegated to the Vice President of Student Affairs.

4.2 As members of the Weber State University academic community, students have significant opportunities and special privileges, but they also assume the obligations thereof. Students are responsible for becoming familiar with the Student Code.

5.0 STUDENT RIGHTS

5.1 Weber State University students retain and enjoy all rights guaranteed to citizens by the Constitution and laws of the United States and the Constitution and laws of the State of Utah. Examples of such rights include but are not limited to the following:

5.1.1 The right of reasonable access to University facilities and programs and the right to learn free from unlawful discrimination or other arbitrary and capricious treatment;

5.1.2 The right of free inquiry, expression, and assembly subject to constitutional limitations;

5.1.3 The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures. Privacy rights are not absolute and are governed by this and other University policies, which outline further privacy expectations.

5.2 In addition to the foregoing, Weber State University will make reasonable efforts to promote an environment that provides:

5.2.1 The right to form and operate an organized student government within the guidelines prescribed by the University;

5.2.2 Student representation through the Weber State University Student Association (WSUSA) on University committees, councils, commissions, and other formally constituted bodies that make general policy decisions affecting students or that govern student activities and conduct;

5.2.3 University due process, as described further in section 10.2;

5.2.4 Procedural safeguards and privacy with respect to testing for drugs and infectious diseases;

5.2.5 The right to be reasonably informed about the full cost of tuition, activity fees, lab fees, etc., and about available financial aid programs, their attendant obligations, procedures, loan repayment schedules, consequences of non-payment, etc.;

5.2.6 The right of reasonable access to and use of University services and programs such as financial aid, orientation, counseling, academic advisement, career planning, library services, etc.;

5.2.7 The right to competent academic instruction and advisement such that students may:

5.2.7.1 Expect to complete the course work required for specific programs within a reasonable period of time and with reasonable scheduling options to meet program and institutional requirements as outlined in the University catalog;

5.2.7.2 Inquire and be informed of course, program, major, and institutional requirements, and expect that such requirements will not be changed for students already enrolled in a program without reasonable alternatives being provided;

5.2.7.3 Expect that courses offered will be comparable with their catalog descriptions, and that reasonable attempts will be made to offer periodically all courses listed in the catalog;

5.2.7.4 Expect that program changes will be well-planned, widely communicated, and will incorporate an orderly transition from the old to the new;

5.2.7.5 Receive academic credit and/or academic degrees when all specified requirements have been satisfied;

5.2.7.6 Receive appropriate credit or notations for work included in faculty publications or other endeavors;

5.2.7.7 Expect faculty members to conduct themselves ethically and professionally, in accordance with University policies and directives and accepted professional standards;

5.2.7.8 Expect faculty members, when reasonably possible, to provide a syllabus which outlines course requirements and faculty members availability to be distributed the first week of class;

5.2.7.9 Experience academic evaluation through orderly procedures and criteria, which are announced within fourteen (14) calendar days of the first day of class and which are designed to prevent prejudice and arbitrary judgment;

5.2.7.10 Inquire and be informed by faculty members of sanctions they may impose in the different courses they teach for the basic types of inappropriate behavior and academic dishonesty;

5.2.7.11 Have access to faculty members in formal classes, during scheduled office hours, and/or by scheduling appointments;

5.2.7.12 Have the right of intellectual inquiry, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, class size, reasonable faculty members availability, and other exigencies defined by the University;

5.2.7.13 Have the opportunity, through course evaluation and/or access to the department chair, to assess the personal value of a course and make suggestions about its direction, including the opportunity to complete anonymous evaluations of both the faculty members and the instruction they have received;

5.2.7.14 Expect that the University or any of its departments will not require unreasonable absences from classes in order to maintain extracurricular or academic scholarships and/or positions;

5.2.7.15 Expect faculty members to allow students absent from class while engaged in official University activities, or students absent due to mandatory military orders that do not exceed 20% of total participation for the course, a reasonable opportunity to make up missed quizzes, exams, and/or assignments or complete some comparable activity.

5.2.7.16 Request a resolution of conflict between course content and the student's core-beliefs. See PPM 6-22 6.4.8.

6.0 STUDENT RESPONSIBILITIES

6.1 Students at Weber State University assume the personal obligation to conduct themselves in a manner that is compatible with the University's role as a public institution of higher education. By enrolling at Weber State University, students agree to maintain certain standards of conduct,

which if violated, may result in the imposition of sanctions or other forms of University discipline.

6.2 General categories of misconduct for which students may be subjected to University discipline are listed below.

6.2.1 Conduct which violates federal, state, or local law;

6.2.2 Conduct which violates Weber State University rules or regulations;

6.2.3 Conduct which unreasonably disrupts, adversely affects, or otherwise interferes with the lawful functions of the University, or the rights of any individual to pursue an education at Weber State University;

6.2.4 Conduct which results in injury or damage to persons affiliated with the University or property owned or controlled by the University.

6.3 As members of the Weber State University community, students shall avoid conduct which violates the provisions of Section 6.2 above. Examples of such prohibited conduct include but are not limited to the following:

6.3.1 Engaging in or supporting hazing, harassment, violent behavior, or other behavior as described in PPM 3-67, Violence Prevention;

6.3.2 Harassment and/or discrimination based on "protected classifications" as defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct and as handled through those processes. This includes sexual assault, stalking, dating violence, or domestic violence, as those terms are defined in PPM 5-36a, Safety, Response, and Reporting (Clery);

6.3.3 Disorderly, lewd, indecent, defamatory, or obscene conduct or expression on University-owned or controlled property or at University-sponsored or supervised functions or events.

6.3.4 Participating in demonstrations, rallies, assemblies, performances, showings, exhibits, pickets, etc. in violation of any law or University policy;

6.3.5 Distributing, publishing or posting materials, soliciting funds, selling items, engaging in commercial activity, erecting structures, exhibiting items, displaying films and videos, using official University insignia or materials, or participating in performances and activities without proper authorization or not in accordance with University policy;

6.3.6 Obstructing or disrupting teaching (including engaging in academic disruption), research, administration, disciplinary procedures, computing services, other University-sponsored activities, services, or events, including public service functions;

6.3.7 Deliberate interference with academic freedom and freedom of speech, including not only instructional activities, but also interference with performances, exhibits, displays, dissemination

of information, demonstrations, or the freedom of any speaker invited by any segment of the University community to express views;

6.3.8 Initiating or causing to be initiated any intentionally false report warning;

6.3.9 Leaving children unattended on University premises or allowing them to create a disruption on University premises or at University-sponsored functions;

6.3.10 Failing to meet contractual obligations with the University;

6.3.11 Knowingly violating terms of any disciplinary sanction;

6.3.12 Intentionally furnishing false information, including false identification;

6.3.13 Forging, altering, misusing, or mutilating University documents, records, identification, educational materials, or other University property;

6.3.14 Influencing or attempting to influence the academic process or any University administrative process through explicit or implied bribery, threats, sexual behavior, etc;

6.3.15 Theft or misappropriation of property, equipment, materials, services, or data;

6.3.16 Theft or other abuse of computer facilities and resources, including but not limited to:

6.3.16.1 Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose;

6.3.16.2 Unauthorized transfer of a file;

6.3.16.3 Use of another individual's identification and/or password;

6.3.16.4 Use of computing facilities and resources to interfere with the work of another student, faculty member, or University official;

6.3.16.5 Use of computing facilities and resources to send obscene or abusive messages;

6.3.16.6 Use of computing facilities and resources in violation of state or federal law or University policies, or for any illegal purpose;

6.3.16.7 Use of computing facilities and resources to interfere with normal operation of the University computing system;

6.3.16.8 Use of computing facilities and resources in violation of copyright laws;

6.3.16.9 Any violation of the University Acceptable Use Policy.

6.3.17 Knowingly possessing stolen property, equipment, materials, services, or data;

6.3.18 Intentionally or recklessly destroying, defacing, vandalizing, damaging, or misusing the property, equipment, materials, services, or data of the University or other University community members, or aiding, abetting, or contributing to such actions;

6.3.19 Unauthorized entry upon or use of University facilities, equipment, materials, data, premises, or services;

6.3.20 Unauthorized possession or use of a key to any University facility;

6.3.21 Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on University premises or use of any such items, even if legally possessed, in a manner that harms, threatens, or causes reasonable fear of imminent bodily harm;

6.3.22 Unlawful use, possession, distribution, sale, manufacture, or possession for purposes of distribution or sale of any controlled substance or illegal drug;

6.3.23 Sale, possession, manufacture, distribution, or consumption of alcoholic beverages on University premises;

6.3.24 Unauthorized sale, possession, manufacture, distribution, or consumption of alcoholic beverages at any official off-campus University-sponsored function or event;

6.3.25 Smoking in unauthorized locations on University premises in violation of state law, University, or public health regulations;

6.3.26 Aiding, abetting, or inciting others to commit any act prohibited by law or University policy;

6.3.27 Violating University parking regulations or other misuse of a vehicle which violates the law or University policy;

6.3.28 Refusing to respond to reasonable requests and directions from University or local government officials while in the performance of their duties, including but not limited to course directions provided orally or in writing by a faculty member;

6.3.29 Abuse of the Student Code system, including but not limited to:

6.3.29.1 Failure to obey the notice from a University official to appear for a meeting or hearing as part of the Student Code system;

6.3.29.2 Falsification, distortion, or misrepresentation of information before a hearing committee;

6.3.29.3 Disruption or interference with the orderly conduct of a hearing committee proceeding;

6.3.29.4 Initiation of a Student Code proceeding in bad faith;

6.3.29.5 Attempting to discourage an individual's proper participation in, or use of, the Student Code system;

6.3.29.6 Attempting to influence the impartiality of a member of a hearing committee prior to and/or during the course of the proceeding;

6.3.29.7 Harassment (verbal or physical) and/or intimidation of a member of a hearing committee prior to, during, and/or after a Student Code proceeding;

6.3.29.8 Failure to comply with the sanction(s) imposed under the Student Code;

6.3.29.9 Influencing or attempting to influence another person to commit an abuse of the Student Code system.

6.3.30 Any other violation of clearly stated proscriptions of any legal authority or any published rule or regulation promulgated by any official, University administrator, committee, commission, or council acting within the scope of their authority.

6.4 In addition to the foregoing, as members of the Weber State University academic community, students shall:

6.4.1 Maintain academic standards including institutional, school, departmental, program, and individual course standards;

6.4.2 Maintain academic ethics and honesty. To this end, the following activities are specifically prohibited:

6.4.2.1 Cheating, which includes but is not limited to the following examples:

- Copying from another student's test;
- Using materials during a test not authorized by the person giving the test;
- Collaborating with any other person during a test without authorization;
- Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test without authorization of the appropriate University official;
- Bribing any other person to obtain any test;
- Soliciting or receiving unauthorized information about any test;
- Substituting for another student or permitting any other person to substitute for oneself to take a test;
- Knowingly obtaining academic credit for work that is not one's own regardless of the source of the work;
- Knowingly involved in arranging fraudulent academic credit or false transcripts.

6.4.2.2 Plagiarism, which is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers;

6.4.2.3 Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit;

6.4.2.4 Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process;

6.4.2.5 Giving, selling, or receiving unauthorized course or test information;

6.4.2.6 Using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity;

6.4.2.7 Infringing on the copyright law of the United States which prohibits the making of reproductions of copyrighted material except under certain specified conditions.

6.4.3 Obtain the faculty member's permission at least one (1) working day before bringing any children (including infants) into a classroom, workshop, or laboratory setting. In the case of an emergency, prior approval may be sought up to the beginning of the class or activity. If the child becomes disruptive in any way during an approved visit, the responsible person must remove the child immediately;

6.4.4 In the absence of the faculty members, remain in the classroom at least fifteen (15) minutes from the class starting time, unless otherwise notified;

6.4.5 Notify their faculty members as far in advance as possible of any planned absence for participation in University-approved or requested group activities, and discuss the terms, options, and possible outcomes of these absences with faculty members;

6.4.6 Avoid unethical, wasteful, and/or inappropriate use of any computer system, library, or other campus resource, or interference with the productivity of other users;

6.4.7 Avoid misrepresentation of a research project or paper for other than its original intended usage.

6.4.8 Determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the faculty member. This policy does not oblige the faculty member to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the faculty member in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.

6.5 Any student found in violation of the aforementioned examples of dishonesty may, in addition to the appropriate academic sanctions imposed by the faculty member, have his/her name forwarded to the Dean of Students and/or other designated individuals/entities for appropriate institutional sanctions identified below. All members of the University community

have the obligation to report instances of academic dishonesty to the responsible faculty member.

6.6 Recordings

6.6.1 Restrictions Purpose. The University restricts students' permission, as described in Sections 6.6.2, 6.6.3, and 6.6.4, to make audio or visual recordings (including still and audio recordings) of other people and instructional materials on University premises and in University sponsored activities in the furtherance of the following University interests:

6.6.1.1 To protect intellectual property, privacy, and personality rights;

6.6.1.2 To promote the marketplace of ideas and reasonable pedagogical concerns;

6.6.1.3 To encourage the free exchange of ideas in an environment where students are learning and exploring new concepts;

6.6.1.4 To prevent substantial disruptions, material interferences with activities, defamation, and illegal activity; and

6.6.1.5 To promote other reasonable, important, substantial, and compelling interests.

Violations of this Section 6.6 may result in any of the disciplinary actions listed in Section 11.0 and the student may be required to remove and delete such recordings.

6.6.2 Recording in Private Places. Students may not make an audio or visual recording of any person in a private place, where the person reasonably expects to be safe from casual or hostile intrusion or surveillance without the person's permission. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.

6.6.3 Academic Recording.

6.6.3.1 Student Responsibilities. Students must obtain a faculty member's permission before making audio or visual recordings of non-public University-sponsored academic experiences, supervised by faculty and designed to impart particular knowledge or skills to students, including classes, course related activities, and related academic meetings. Where a faculty member grants permission, students may only use these recordings for personal educational purposes unless otherwise agreed in writing by the faculty member. Students who have been granted permission to record may not share these recordings with other people through any means (e.g. sharing on social media, posting online, giving to other students, etc.) unless each recorded person gives their written permission.

6.6.3.2 Faculty Responsibilities. Each faculty member may grant permission to make recordings by a blanket policy established in the syllabus or on a case-by-case basis. Faculty members shall include a recording policy statement in their syllabi. This policy statement outlines the faculty member's policies on the recording and use of instructional materials. The

absence of a statement in the syllabi describing restrictions on the recording and use of instructional materials by default is not permission to make these recordings.

6.6.3.3 Recordings for Accommodations. Where students seek to make recordings for purposes of accommodating a disability, students must contact Disability Services, who will work with the faculty member to provide an academic adjustment and will enter into a written agreement outlining parameters of use, consistent with this policy (see PPM 3-34).

6.6.4 Students must not make or use audio or visual recordings in any way that violates the Student Code. This includes making and using recordings in a manner that engages in prohibited behaviors described in Section 6.0, such as hazing, violence, discrimination, and cheating.

6.7 Weber State University reserves the right to take appropriate action against any individual or group which is found to pose an unreasonable risk of harm to the health, safety, or welfare of the University community, subject to applicable due process rights outlined herein.

7.0 STUDENT ORGANIZATIONS AND ACTIVITIES

7.1 Weber State University believes in student participation in the government of the institution. As constituents of the University community, students are encouraged individually and collectively to express their views concerning policy to the administration. The WSUSA constitution establishes the governing bodies for students of the University by a delegation of authority through the President of the University.

7.2 Student organizations may be established within the University for any lawful purpose. All organizations must register with the WSUSA. By virtue of registering as a student organization, such organizations do not become official agencies of Weber State University.

8.0 FREEDOM OF EXPRESSION

8.1 Academic freedom, the free flow of ideas, the right to speak, and the right to hear must be protected not only from censorship, but also from those committed to interfere with free expression through acts of disruption. It is the responsibility of all members of the University community to refrain from conduct which interferes with free speech. The University shall apply appropriate sanctions under proper procedural safeguards to those who violate this obligation.

8.2 Members of the University community shall have the right to freedom of speech and assembly without prior restraint or censorship, subject only to constitutional guidelines and clearly stated, reasonable, and nondiscriminatory rules and regulations.

8.3 By virtue of regulating the exercise of free speech on the University premises, unless expressly stated otherwise, the University does not sponsor or sanction the messages being stated or the methods of speech being used. Nothing in these regulations shall be construed as authorizing or condoning unlawful, defamatory, or obscene exercises of speech rights defined under these regulations and national, state, or local laws.

9.0 STUDENT RECORDS

9.1 The privacy and confidentiality of all student records shall be preserved in accordance with the law and University policy. The Family Educational Rights and Privacy Act of 1974 (“FERPA”), establishes the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data.

9.2 Students also have the right to file complaints with the Registrar concerning alleged failures by Weber State University to comply with FERPA. Questions regarding this Act and the related University policies may be referred to the Registrar.

9.3 The complete listing of official student records, information regarding their confidentiality, their access, and the access and/or accuracy of the challenge/hearing process, may be obtained from the Registrar.

10.0 RESOLUTION OF STUDENT CODE ISSUES AND UNIVERSITY DUE PROCESS

10.1 Overview. Procedures and hearings of all Weber State University bodies that have the potential of sanctioning students or providing relief to students will follow guidelines specified in the Student Code. Jurisdiction of bodies hearing types of grievances is as outlined in this Section 10.3. Actions that seek imposition of sanctions on staff/faculty members of Weber State University and/or its administrative entities will follow guidelines and procedures outlined in the Weber State University PPM. All other hearing bodies shall create rules outlining procedures, time frames, and due process requirements that must be consistent with the due process objectives described below and approved by the Student Code Procedural Committee. This committee shall be comprised of the Due Process Officer, the Dean of Students, a member of Faculty Executive Committee, an administrator designated by the Provost’s office, and a student appointed by Student Senate, and shall be advised by University Legal Counsel. This committee shall be guided by principles of consistency, efficiency, fairness, and will be consistent with applicable law. All rules governing procedures or hearings that implicate discrimination or harassment based on protected classifications or Title IX considerations will follow rules outlined in PPMs 5-36a, 3-32, or other applicable policies. All rules created under this Section 10.3 shall be made publicly available on a website made easily accessible to all students and the University community. Students shall also be provided a hard copy of such rules, upon request to the Dean of Students.

10.2 University Due Process Objectives.

10.2.1 In General.

Due process in an academic setting is a system of procedures designed to produce fair and reasonable judgments in those situations in higher education that may yield a serious adverse action against students and other members of the University community. In general, due process seeks a clear, orderly, and fair way of rendering decisions by providing procedural and substantive safeguards. Due process furnishes the structure for a reasonable and fair administration of justice in institutions of higher learning. Complaints or charges requiring due process may be originated by an individual or group (complainant) from outside or from within the University community, yet the process itself involves the University community. It may be

initiated in the interest of the University community or the public to ensure accountability under these policies.

10.2.2 Procedural Due Process

Procedural due process refers to the receipt of adequate notice, timeliness, and deliberative actions in accordance with established policies and procedures. In general, procedural due process will be deemed to have been afforded when the greater weight of evidence shows individuals took reasonable care in following established procedures. Reasonable care in the performance of the various roles of committee members and administrators (allowing for exigencies and unanticipated problems) is sufficient to meet the requirements for procedural due process. However, the University recognizes that procedures may be deviated from due to circumstances in an individual matter. Therefore, only in cases where prejudicial failure to meet procedural guidelines is shown will there be sufficient reason for reconsideration.

The level of procedural due process required depends on the circumstances and possible sanctions that may be imposed on a student. Generally due process includes:

10.2.2.1 adequate notice of the charges or basis of action,

10.2.2.2 an impartial decision maker,

10.2.2.3 an opportunity to be heard,

10.2.2.4 an opportunity to present evidence to the decision maker,

10.2.2.5 a decision based on the record with a statement of the basis for the decision.

Different levels of procedural due process may be required, depending on the type of grievance or sanction that may be imposed or as otherwise required by law.

10.2.3 Substantive Due Process

Substantive due process refers to rational and professional decision making in the resolution of disputes and/or imposition of sanctions. Examples of substantive due process violations include decisions that are unsupported by evidence or are arbitrary or capricious.

10.2.4 Appeal. Some form of appeal will be provided for purposes of reviewing due process concerns, consistent with the standards outlined herein, unless prohibited by applicable law. The Student Code Procedural Committee shall create rules regarding appeal processes and make them available as described in this Section 10.1.

10.3 Jurisdiction

10.3.1 Scope. Generally, University jurisdiction and discipline shall be limited to conduct that occurs on University premises, or in University activities that occur off-campus or virtually, and that adversely affects the University community and/or the pursuit of its objectives. Off-campus behavior by students or student groups acting as official representatives of the University or utilizing the name of the University in any capacity or by students or student groups engaged in

any violent behavior (as further described in PPM 3-67, Violence Prevention) may be referred by any interested party to the Dean of Students for review. Where a reasonable person would believe the behavior presents a risk to the safety or welfare of the University community or security of University property, University action may be taken and sanctions may be imposed.

10.3.2 Specific Issues. Procedures that foster dialogue and promote resolution between the immediate parties involved in a dispute are encouraged. Every effort should be made to resolve disputes at the lowest possible level (e.g., individual, supervisor, department chairperson, program director, and/or dean). In all cases, students must meet designated time frames for initiating a complaint. Time frames may be extended to accommodate extraordinary circumstances. In cases not involving allegations of harassment or discrimination, the University may require students to exhaust levels of administrative review prior to proceeding to the next, unless there are unusual or extenuating circumstances that would warrant otherwise. This determination is made by the Due Process Officer. In order to promote the resolution of disputes in an efficient and effective manner, the power to resolve particular issues shall be exercised as follows:

10.3.2.1 Academic Issues. Academic issues generally include, but are not limited to, concerns regarding academic dishonesty, grade disputes, course sanctions, standing in restricted enrollment programs, and program completion. Academic complaints are generally reviewed within the academic program in which they arose. Whenever possible, such complaints should be resolved at the lowest level (e.g. faculty member, staff member, director, etc.). Further procedures for handling and resolving academic complaints shall be created and made available as described in this 10.1.

10.3.2.2 Administrative Issues. Administrative issues generally include concerns regarding residency, tuition, course waivers, credit adjustment, graduation, participation in specific activities, financial aid, parking and traffic, and residence halls. Administrative issues are generally reviewed by the administrative unit governing the issue. Further procedures for handling and resolving administrative complaints shall be created and made available as described in this Section 10.1. Financial and business obligations such as payment of tuition, parking fees, residence hall charges, financial aid, etc., are considered business transactions and are covered by legal agreements in addition to the Student Code.

10.3.2.3 Behavioral Issues. Unless otherwise specified herein, behavioral issues involving the alleged violation of the Student Code are generally reviewed by the Dean of Students. Further procedures for handling and resolving behavioral issues shall be created and made available as described in this Section 10.1.

10.3.2.4 Student Grievances Against Faculty. Grievances against an individual faculty member on grounds other than grading, course sanctions, academic dishonesty, or admission/standing in restricted enrollment programs shall be referred to the appropriate department chair, dean, vice president, or other responsible administrator for resolution according to the provisions of Section 9 of the PPM. Specific guidance with respect to this procedure should be obtained from the Due Process Officer. Individuals should submit their petitions as soon as possible but no later than six (6) months after the event or issue being contested. Where the interests of justice require, however, this time limit may be extended with

the approval of the Due Process Officer. The student's petition must contain a statement of the relief sought (desired outcome) and a short account of the facts, reasons, and rationale to support the desired outcome.

10.3.2.5 Student Grievances Against Staff/Administration. Whenever possible, complaints or grievances should be resolved at the lowest level possible (ie: staff member, supervisor, director, etc.). If unresolved, grievances against an individual member of the University staff or administration should be referred to the vice president having supervisory jurisdiction over the subject matter of the complaint for resolution according to the provisions of the Student Code or other relevant portions of the PPM. (See PPM 3-31a). Specific guidance with respect to this procedure should be obtained from the Due Process Officer.

10.3.2.6 Discrimination/Harassment. Complaints of discrimination and harassment based on “protected classifications,” including sexual harassment, as more fully identified in that policy and herein, are handled in accordance with PPM 3-32, Discrimination and Harassment.

10.3.2.7 Criminal Activity/Civil Court Actions. The jurisdiction of federal, state, and local courts and law enforcement officials is recognized by the University with regard to criminal offenses and civil matters. Courts have jurisdiction over cases involving violations of civil and criminal law. Weber State University has jurisdiction over violations of University rules and regulations. When an act allegedly violates both civil or criminal law and University rules, there is concurrent jurisdiction. University Police have the responsibility to investigate criminal acts and enforce court orders as mandated by the requirements of their duly constituted offices. When a charge has been filed against a respondent and criminal or civil charges on the same or closely related acts are pending in a court of law, hearing proceedings under University policy may be postponed at the discretion of the appropriate hearing committee, in accordance with applicable law, after considering the arguments of the parties, and with the concurrence of the University Legal Counsel.

10.3.2.8 Referral Power. If jurisdiction is not clear or the issues exceed the jurisdictional scope of a particular hearing committee, the matter shall be referred to the Due Process Officer for assignment to an appropriate committee. An appropriate committee may be fashioned for specific purposes, so long as appropriate University due process procedures are followed.

11.0 SANCTIONS AND REMEDIES

11.1 General Considerations

When a sanction is imposed, the individual/group will be informed in writing of the specific action, the appeals processes available, and reasonably prompt time frames established to avail the individual/group of an appeal process, where available.

11.2 Sanctions Against Students: General Considerations

11.2.1 Sanctions shall be imposed pursuant to administrative procedures outlined in the Weber State University PPM.

11.2.2 No hearing committee may impose sanctions which exceed its specific jurisdiction. If the committee concludes that additional sanctions are warranted, it may refer the case to the Due Process Officer for further action.

11.2.3 Reasonable efforts should be made to see that:

11.2.3.1 The severity of sanctions imposed is reasonable in light of the violation committed;

11.2.3.2 A similar range of sanctions is imposed under similar circumstances.

11.2.4 Relevant factors may be considered, including but not limited to:

11.2.4.1 Present attitude;

11.2.4.2 Past disciplinary records of the individual/group charged with violations;

11.2.4.3 Nature of the offense;

11.2.4.4 Severity of any damage, injury, or harm resulting from the offense.

11.2.4.5 Repeated violations or an aggravated violation of any University policy or procedure may result in the imposition of a more severe sanction.

11.2.5 Attempts to commit acts prohibited by University policy may be subject to sanctions to the same extent as completed violations.

11.3 Possible Sanctions Against Students

A hearing committee is authorized to impose the following punitive disciplinary actions under this Code:

11.3.1 Academic Sanctions

11.3.1.1 Grade Adjustment. Receipt of a lower grade as determined and administered by the faculty member. A hearing committee may recommend this action to faculty members;

11.3.1.2 Loss of Credit. A hearing committee may mandate loss of credit for a particular academic course.

11.3.2 Institutional Sanctions

11.3.2.1 Warning. Verbal or written notice to a student that his/her conduct may be in violation of University rules and regulations and that the continuation of such conduct or actions may result in further disciplinary action;

11.3.2.2 Reprimand. A verbal or written censure by the faculty member or University official involved;

11.3.2.3 Probation. A specified period of observation and review of conduct during which the student must demonstrate compliance with University rules and regulations. Counseling or participation in specific courses or workshops may be required. Terms of probation and the probationary period will be determined at the time the sanction is imposed. Appropriate University officials shall be notified of the imposition of the sanction;

11.3.2.4 Denial of or Suspension from Participation in a Restricted Enrollment

Program. The opportunity to participate in a restricted enrollment program may be denied or suspended;

11.3.2.5 Suspension of Specific Privileges. The opportunity to participate in extracurricular activities, attend University activities, or utilize facilities, resources, or services on the University premises may be suspended;

11.3.2.6 Suspension of Use of Specific University Services. The right to access and receive transcripts, register, etc. may be suspended for a specific period of time or until specific conditions are met;

11.3.2.7 Deferred Suspension. Deferred suspension is used for offenses found serious enough to warrant suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Deferred suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the Code of Student Conduct. A deferred suspension may be accompanied by a transcript remark. If, during the period of the deferred suspension, the student is again found responsible for violating any University rule or regulation or an order of the Dean of Students or hearing committee, the student may be immediately suspended from the University;

11.3.2.8 Suspension. Separation of the student from the University for a specified or indefinite period of time. Temporary and/or permanent notification may appear on the student's transcript. Participation in any University-sponsored activity or the student's physical presence on the University premises may be restricted;

11.3.2.9 Expulsion. Permanent separation of the student from the University. A permanent indication of expulsion will be made on the student's transcript. The student can also be barred from the University premises or activities. This sanction must be approved by the Weber State University President before being implemented;

11.3.3 Monetary Sanctions

11.3.3.1 Forfeiture. Loss of tuition, monies due to an individual or group, and other appropriate fees may be imposed jointly with expulsion, suspension, suspension of specific privileges, probation, or restitution;

11.3.3.2 Restitution. Reimbursement for damage to or misappropriation of property, which may take the form of direct financial compensation, the individual obligation to perform up to

twenty-five (25) hours of uncompensated work for the University, community service, or other forms of indirect compensation as outlined in the official decision;

11.3.3.3 Fines. Payment of up to two hundred (200) dollars in punitive fines may be required. Fines may be imposed separately or in conjunction with any other individual sanction or combination of sanctions. A portion of the fine may be suspended pending successful completion of other sanctions. Those groups or individuals who fail to pay may be subject to further sanctions.

11.3.4 Personal Development Sanctions

Requirements or recommendations for counseling and/or enrollment in specific courses or workshops may be made. If requirements are not met, probation and further sanctions may result.

11.3.5 Group Sanctions

Any single sanction or combination of sanctions listed in this Code, including the loss of Clubs and Organizations status, may be imposed against an entire group, individual group officers, or individual group members, arising from their conduct in or leadership of the group, pursuant to the provisions for personal conduct outlined in this Code. Notification of any sanction listed may be made to national affiliates and officials.

11.3.6 Temporary Interim/Emergency Sanctions

In special circumstances, any sanction listed above may be temporarily implemented prior to a hearing.

11.3.6.1 Such circumstances include situations in which there is reasonable cause to believe the continued presence of the student/student group on the University premises or at University events poses an unreasonable risk of harm to the health, safety, or welfare of the University community or its individuals, such as:

- Inflicting bodily harm on oneself or others;
- Inflicting serious emotional or mental distress on oneself or others;
- Creating a substantial disruption of University functions including instruction;
- Presenting a threat to the stability and continuance of any University function;
- Being criminally charged with a felony;
- Engaging in behavior that would violate PPM 3-67, Violence Prevention or Utah Code Ann. § 76-8-701, et.seq.

11.3.6.2 Any student may be immediately removed from a classroom for behavior outlined in this Section 11.3.6.1 for up to one class period. If the faculty member requests removal for a longer period of time, the faculty member must notify the Dean of Students of the removal within twenty-four (24) hours of the removal with a written statement documenting the behavior necessitating the removal. The Dean of Students, or his or her designee, must review the action prior to the next time the class meets, to determine what further action(s) need(s) to be taken and will notify the faculty member and student of any disciplinary actions or recommendations. The student may not return to that class until given approval by the Dean of Students or designee, or due process has been granted as further outlined in this Section 11.3.6.

11.3.6.3 Any student/student group receiving a sanction on an interim basis shall be given the opportunity for a review by the chair of the appropriate hearing committee within ten working days from the effective date of the action.

11.3.6.4 If, after a review, it is determined that the student or registered student organization did not violate University policy or fall under the provisions of this emergency sanction, arrangements will be made so that any missed academic work may be made up.

11.3.6.5 As soon as practical, the chair of the appropriate hearing committee will schedule a hearing to determine if temporary sanctions should become permanent.

11.3.7 Pending Civil or Criminal Actions

Civil or criminal court actions may be grounds for sanctions imposed by the University.

11.3.7.1 University actions in addition to formal legal action may be considered at the request of University Police or other interested parties by referral of an issue to the Due Process Officer for further action.

11.3.7.2 Temporary sanctions may be imposed before courts have determined guilt or civil liability based on guidelines outlined in this Code.

11.3.7.3 Permanent sanctions may be imposed after a court decision is reached.

11.3.7.4 The due process procedures and guidelines outlined in this Code must be followed in any process in which permanent sanctions or additional University sanctions may be imposed.

11.4 Remedy of Students: General Considerations. Subject to the concerns of academic freedom applicable in grading cases (see Section 11.5 below), if the hearing committee finds that the imposition of a sanction or other adverse institutional action is not justified, based on the greater weight of the evidence, it shall have the power to set aside the sanction or decision and to fashion an appropriate remedy.

11.5 Remedy of Students: Academic Freedom Considerations. No hearing committee may interfere with a faculty member's academic freedom to manage the learning process and grading evaluations within a particular course. Hearing committees may take one or more of the following actions:

11.5.1 Encourage the faculty member to alter a course sanction and/or to submit a change of grade.

11.5.2 Expunge relevant elements (courses etc.) of the student's academic record.

11.5.3 Authorize a student to retake a particular course(s) or designated equivalent at no additional charge.

11.5.4 Authorize the refund of tuition and/or full/partial student fees for a particular course(s).

11.5.5 Waive relevant course(s) as requirements or prerequisites in the individual's academic program.

In cases in which the hearing committee determines that the charge of academic dishonesty has not been proven, the faculty member shall rescind any reduced grade for academic dishonesty and shall evaluate and grade the student's performance in the course, examination, or academic assignment without consideration of the charge of academic dishonesty.

12.0 AMENDMENTS

12.1 Amendments to this Code follow this process, rather than the process under PPM 1-20, except as outlined herein. Amendments may be proposed by the Board of Trustees, the President of the University, the Vice President for Student Affairs, the Provost, the Due Process Officer, the Faculty Senate, the Staff Advisory Council (SAC), the WSUSA Student Senate (WSUSA), or by written petition of not less than two hundred and fifty (250) members of the University community through a designated representative.

12.2 Proposed amendments shall be submitted to the Admissions, Standards, and Student Affairs Committee (ASSA) and the Policy Office. The Policy Office will solicit feedback from SAC, WSUSA, and Faculty Senate (hereafter collectively referred to as "University entities"), and all faculty, staff, and students, through its normal circulation processes described in PPM 1-20 section 4.3.5, and transmit any feedback to ASSA. If any University entity requests an open hearing to solicit feedback on the proposal, ASSA will conduct the hearing, assisted by the Policy Office in accordance with protocols created by the Policy Office.

12.3 If needed, ASSA has the responsibility to attempt to reconcile the feedback into a consensus amendment. ASSA shall submit the original proposal and any proposed amendment to the University entities and the original proposer. The Faculty Senate shall consider the proposal at its next regularly scheduled meeting and shall forward the ASSA proposal, the original proposal, and the recommendation from the Faculty Senate to the President. Any University entity or the original proposer may choose to submit its proposed amendment to the President or provide additional feedback to the President, either in writing or in a presentation, with an opportunity for representatives of all the University entities and the original proposer to be present during a presentation.

12.4 The President shall, after considering all feedback, approve or disapprove of the amendment(s), recommend any of the submitted proposals without change or a modified version thereof to the Board of Trustees, or return it to any stage with instruction for further consideration.

12.5 The Board of Trustees may approve or disapprove the amendment(s), or may approve the same with modifications as it deems appropriate, or return it to any stage with instruction for further consideration.

12.6 Any question of interpretation regarding the due process provisions of this Code shall be referred to the Due Process Officer for final determination in consultation with the University Legal Counsel.

Revision History
Creation Date: 4-20-77 Amended: 9-13-18; 4-21-21 [insert date]



Policy Proposal Summary

Policy Title: PPM 9-7, Faculty Responsibilities to the Institution

Policy Sponsor (President or VP): Provost Krovi

Responsible Office: Academic Affairs

Reason for Policy Proposal and Brief Summary (Word limit 200):

Clarifies faculty responsibilities regarding on-campus, off-campus, and virtual activities and adds policy cross-references.

Impact on the University and steps needed for implementation (Word limit 200):

Provides clarification regarding faculty responsibilities.

Potential Stakeholders (Word limit 200):

Faculty members.



**WEBER STATE
UNIVERSITY**

PPM 9-7, Faculty Responsibilities to the Institution

Responsible Office: Academic Affairs

1.0 PURPOSE

This policy describes certain faculty responsibilities to the institution.

2.0 REFERENCES

- 2.1** American Association of University Professors (AAUP) Statement of Professional Ethics (1966)
- 2.2** PPM 3-32, Discrimination, Harassment, and Sexual Misconduct
- 2.3** PPM 3-67, Violence Prevention
- 2.4** PPM 9-1, Academic Freedom/General Principles
- 2.5** PPM 10-2, Acceptable Use Policy
- 2.6** Utah Code Ann. § 76-8-40

3.0 POLICY

3.1. Ethical Canons

As members of the institution, faculty seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided these regulations do not contravene academic freedom, faculty maintain their rights to criticize and seek revision. They determine the amount and character of the work outside the institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their services, faculty recognize the effect of their decisions on programs of the institution and give due notice of their intentions (based on the AAUP Statement of Professional Ethics, 1966).

3.2 Standards of Behavior

3.2.1 Faculty members have the responsibility to determine the amount and character of the work they do outside the institution with due regard for their paramount responsibilities within it. The primary criteria here shall be how such outside work affects their teaching and other professional responsibilities, as well as its impact on maintaining professional competence.

3.2.2 Faculty members comply with all University rules and regulations specifying their obligations as faculty members and as members of the University community in general. However, faculty members maintain their right to criticize regulations and seek their revision. They are required to

observe the stated regulations of the institution provided those regulations do not contravene academic freedom as set forth in [PPM 9-1](#), Academic Freedom/General Principles, ~~of this Manual~~.

3.2.3 Faculty members are careful that all institution property trusted to their care is used properly and lawfully. They do not use University property or facilities if the use of such property has no legitimate relationship to the faculty member's academic service ([see also PPM 10-2 and Utah Code Ann. § 76-8-402](#)). For purposes of this policy, professional activities which serve to maintain or improve academic skills have a legitimate relationship to the faculty member's academic service.

3.2.4 Faculty members avoid creating the impression, in public appearances or statements, that they are officially representing the University, unless they are authorized to do so.

3.2.5 Faculty members do not intentionally destroy University property, purposely disrupt University programs ~~or functions~~ or purposely interfere with the legitimate ~~activities on the University campus; on-campus, off-campus, or virtual activities of the University~~, consistent with constitutionally guaranteed freedoms. Nor shall a faculty member purposely or unlawfully incite* others to engage in such destruction, disruption, or interference.

*Note: Mere advocacy or expression ~~engaged in outside the scope of University employment~~ shall not be considered incitement unless the advocacy or expression poses a clear and present danger of the imminent occurrence of such destruction, disruption, or interference, ~~or constitutes a violation of PPM 3-32 or PPM 3-67~~.

3.2.6 Faculty members are truthful in all assertions relevant to their qualifications as faculty members or their eligibility for institutional benefits.

Revision History
Creation Date: 4-20-77
Amended: 12-5-17; 4-27-20 [new date]



**WEBER STATE
UNIVERSITY**

PPM 9-7, Faculty Responsibilities to the Institution

Responsible Office: Academic Affairs

1.0 PURPOSE

This policy describes certain faculty responsibilities to the institution.

2.0 REFERENCES

- 2.1** American Association of University Professors (AAUP) Statement of Professional Ethics (1966)
- 2.2** PPM 3-32, Discrimination, Harassment, and Sexual Misconduct
- 2.3** PPM 3-67, Violence Prevention
- 2.4** PPM 9-1, Academic Freedom/General Principles
- 2.5** PPM 10-2, Acceptable Use Policy
- 2.6** Utah Code Ann. § 76-8-40

3.0 POLICY

3.1. Ethical Canons

As members of the institution, faculty seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided these regulations do not contravene academic freedom, faculty maintain their rights to criticize and seek revision. They determine the amount and character of the work outside the institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their services, faculty recognize the effect of their decisions on programs of the institution and give due notice of their intentions (based on the AAUP Statement of Professional Ethics, 1966).

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required to observe the stated regulations of the institution provided those regulations do not contravene academic freedom as set forth in [PPM 9-1](#), Academic Freedom/General Principles.

3.2.3 Faculty members are careful that all institution property trusted to their care is used properly and lawfully. They do not use University property or facilities if the use of such property has no legitimate relationship to the faculty member's academic service (see also PPM 10-2 and Utah Code Ann. § 76-8-402). For purposes of this policy, professional activities which serve to maintain or improve academic skills have a legitimate relationship to the faculty member's academic service.

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3.2.5 Faculty members do not intentionally destroy University property, purposely disrupt University programs or purposely interfere with the legitimate on-campus, off-campus, or virtual activities of the University, consistent with constitutionally guaranteed freedoms. Nor shall a faculty member purposely or unlawfully incite* others to engage in such destruction, disruption or interference.

*Note: Mere advocacy or expression engaged in outside the scope of University employment shall not be considered incitement unless the advocacy or expression poses a clear and present danger of the imminent occurrence of such destruction, disruption or interference, or constitutes a violation of PPM 3-32 or PPM 3-67.

3.2.6 Faculty members are truthful in all assertions relevant to their qualifications as faculty members or their eligibility for institutional benefits.

Revision History
Creation Date: 4-20-77
Amended: 12-5-17; 4-27-20 [new date]



Policy Proposal Summary

Policy Title: PPM 9-8, Faculty Responsibilities to the Community

Policy Sponsor (President or VP): Provost Krovi

Responsible Office: Academic Affairs

Reason for Policy Proposal and Brief Summary (Word limit 200):

Clarifies faculty responsibilities as citizens, including the applicability of policies and laws, particularly when engaged in political activities.

Impact on the University and steps needed for implementation (Word limit 200):

Provides clarification regarding faculty responsibilities.

Potential Stakeholders (Word limit 200):

Faculty members.



PPM 9-8, Faculty Responsibilities to the Community

Responsible Office: Academic Affairs

1.0 PURPOSE

This policy describes certain faculty responsibilities to the community.

2.0 REFERENCES

- 2.1** American Association of University Professors (AAUP) Statement of Professional Ethics (1966)
- 2.2** PPM Section 9, Academic Freedom, Right, Responsibilities, and Due Process of Policy and Procedures Manual
- 2.3** PPM 10-2, Acceptable Use Policy
- 2.4** Utah Code Ann. § 20A-11-1201 et. seq.

3.0 POLICY

3.1 Ethical Canons

As members of the community, faculty have the rights and obligations of any citizen. Faculty measure the urgency of these obligations in the light of their responsibilities to their subjects, to their students, to their professions and to their institutions. When faculty speak or act as private people, they avoid creating the impression that they speak or act for the college or University. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom (based on the AAUP Statement of Professional Ethics, 1966).

3.2 Standards of Behavior

3.2.1 Faculty members have the responsibility to determine the amount and character of the work they do outside the institution with due regard for their paramount responsibilities within it. The primary criteria here shall be how such outside work affects their teaching and other professional responsibilities, as well as, its impact on maintaining professional competence.

3.2.2 Faculty members share the general duties and rights of citizenship. This includes the duty to obey laws of the state and the nation. Faculty members who violate state or federal law(s) may expect no immunity or special protection by right of their faculty status. As with other citizens, breaches of legal duty by faculty members are matters for disposition by the civil legal and/or

criminal justice systems. Because the University community has no special expertise in legal matters and because University action could complicate and hamper action by the courts and civil authorities, the University will not commence disciplinary proceedings for violations of law not directly related to the University. The University reserves the right to bring proceedings against faculty members who are convicted of, found to be liable for or have voluntarily agreed to pay damages for unlawful conduct which also constitutes a violation of the standards of behavior listed in this ~~Manual section 9 of PPM (see PPMs 9-3 through 9-8)~~, where the violation of the standard raises a substantial question of faculty members' ability, willingness or professional fitness to perform their duties to the University.

3.2.3 Faculty members, whatever else they may be, are also citizens. They do not allow their commitment to subject, students, University and profession to prevent the performance of their normal duties of citizenship.

3.2.4 Faculty members have the same rights and obligations as all citizens ~~when acting outside the scope of employment, consistent with constitutionally guaranteed freedoms, and subject to University rules governing disruptive conduct (e.g. PPM 9-7)~~. They are as free as other citizens to express their views and to participate in the political processes of the community ~~(see also PPM 10-2 and Utah Code Ann. § 20-A-11-1201 et. seq.)~~. When they act or speak in a personal or private capacity they ~~should~~ must avoid deliberately creating the impression that they officially represent the University, unless authorized to do so.

Revision History
Creation Date: 4-20-77
Amended: 12-5-17; 4-27-20 [new date]



**WEBER STATE
UNIVERSITY**

PPM 9-8, Faculty Responsibilities to the Community

Responsible Office: Academic Affairs

1.0 PURPOSE

This policy describes certain faculty responsibilities to the community.

2.0 REFERENCES

- 2.1** American Association of University Professors (AAUP) Statement of Professional Ethics (1966)
- 2.2** PPM Section 9, Academic Freedom, Right, Responsibilities, and Due Process of Policy and Procedures Manual
- 2.3** PPM 10-2, Acceptable Use Policy
- 2.4** Utah Code Ann. § 20A-11-1201 et. seq.

3.0 POLICY

3.1 Ethical Canons

As members of the community, faculty have the rights and obligations of any citizen. Faculty measure the urgency of these obligations in the light of their responsibilities to their subjects, to their students, to their professions and to their institutions. When faculty speak or act as private people, they avoid creating the impression that they speak or act for the college or University. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom (based on the AAUP Statement of Professional Ethics, 1966).

3.2 Standards of Behavior

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criminal justice systems. Because the University community has no special expertise in legal matters and because University action could complicate and hamper action by the courts and civil authorities, the University will not commence disciplinary proceedings for violations of law not directly related to the University. The University reserves the right to bring proceedings against faculty members who are convicted of, found to be liable for or have voluntarily agreed to pay damages for unlawful conduct which also constitutes a violation of the standards of behavior listed in this section 9 of PPM, where the violation of the standard raises a substantial question of faculty members' ability, willingness or professional fitness to perform their duties to the University.

3.2.3 Faculty members, whatever else they may be, are also citizens. They do not allow their commitment to subject, students, University and profession to prevent the performance of their normal duties of citizenship.

3.2.4 Faculty members have the same rights and obligations as all citizens, when acting outside the scope of employment, consistent with constitutionally guaranteed freedoms, and subject to University rules governing disruptive conduct (e.g. PPM 9-7). They are as free as other citizens to express their views and to participate in the political processes of the community (see also PPM 10-2 and Utah Code Ann§ 20-A-11-1201 et. seq.). When they act or speak in a personal or private capacity they must avoid deliberately creating the impression that they officially represent the University, unless authorized to do so.

Revision History
Creation Date: 4-20-77
Amended: 12-5-17; 4-27-20 [new date]

May 16, 2023

Curricular Changes

Overview

The following curricular changes have been approved by the appropriate department, college curriculum committee, college dean, university curriculum committee, Faculty Senate, Provost, and by President Mortensen. These include:

- Unit Name Change
 - Department of Foreign Languages to Department of World Languages and Cultures
- Program Name Changes
 - BA in Communication, Emphasis in Public Relations & Advertising to BA in Communication, Emphasis in Public Relations & Strategic Communication
 - BS in Communication, Emphasis in Public Relations & Advertising to BS in Communication, Emphasis in Public Relations & Strategic Communication
 - Music Major Performance and Pedagogy (BM), Instrumental Performance Emphasis to Music Major (BM), Instrumental Performance Emphasis
 - Music Major Performance and Pedagogy (BM), Keyboard Pedagogy Emphasis to Music Major (BM), Keyboard Pedagogy Emphasis
 - Music Major Performance and Pedagogy (BM), Keyboard Performance Emphasis to Music Major (BM), Keyboard Performance Emphasis
 - Music Major Performance and Pedagogy (BM), Stringed Instrument Pedagogy Emphasis to Music Major (BM), Stringed Instrument Pedagogy Emphasis
 - Music Major Performance and Pedagogy (BM), Vocal Pedagogy Emphasis to Music Major (BM), Vocal Pedagogy Emphasis
 - Music Major Performance and Pedagogy (BM), Vocal Performance Emphasis to Music Major (BM), Vocal Performance Emphasis
- New Program
 - Associate of Science in Entrepreneurship

Action

It is recommended that the Trustees take action to approve the above curricular and unit changes.

Utah System of Higher Education
Notification of Administrative Unit Change

Institution Submitting Request: Weber State University

Proposed Effective Date¹: 08/28/2023

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Department of Foreign Languages

Sponsoring School, College, or Division: Lindquist College of Arts & Humanities

Sponsoring Academic Department(s) or Unit(s): Department of Foreign Languages

Proposal Type:

<input checked="" type="checkbox"/>	Name Change of Existing Unit to Department of World Languages and Cultures
<input type="checkbox"/>	Administrative Unit Transfer
<input type="checkbox"/>	Administrative Unit Restructure (with or without Consolidation)
<input type="checkbox"/>	Administrative Unit Suspension
<input type="checkbox"/>	Administrative Unit Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit
<input type="checkbox"/>	Reinstatement of Previously Discontinued Administrative Unit

Administrative Unit Description/Rationale

Briefly describe the changes to the administrative unit.

The faculty in the Department of Foreign Languages is proposing a department name change to the Department of World Languages and Cultures. We believe that the proposed name is more inclusive of a variety and diversity of languages and cultures and is better aligned to department goals to "promotes global awareness and intercultural understanding." For over a decade, there has been a national trend towards transitioning from the usage of foreign languages when referring to language departments to the usage of world languages. Other higher education institutions in the state utilize "Department of Languages and Cultures" (University of Utah and UVU), "Department of World Languages and Cultures" (USU), or "Department of World Languages" (Utah Tech University). Finally, most of the current publicity, visuals, logo, etc. that we use in our department to publicize programs, classes, etc. is in need of a revamp. Changing the name of the department at this point would be ideal so that we can reflect that change in the new publicity, flyers, logos, etc.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date:

¹ "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Weber State University		
	<i>Current</i>	<i>NEW (if applicable)</i>	
Program Title:	BA in Communication, Emphasis in Public Relations & Advertising	BA in Communication, Emphasis in Public Relations & Strategic Communication	
Sponsoring School, College, or Division:	Telitha E. Lindquist College of Arts & Humanities		
Sponsoring Academic Department(s) or Unit(s):	Communication		
Classification of Instruction Program Code ¹ :	09.0999	6 - Digit CIP	
Min/Max Credit Hours Required for Full Program:	120	/	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change ² :	Summer	2023	

Award Type:	BA
<input checked="" type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The program is changing the name of the emphasis in the BA in Communication from Public Relations & Advertising to Public Relations & Strategic Communication to reflect the commonly used terminology in the field.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name

Date:

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

2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Weber State University		
<i>Current</i>		<i>NEW (if applicable)</i>	
Program Title:	BS in Communication, Emphasis in Public Relations & Advertising	BS in Communication, Emphasis in Public Relations & Strategic Communication	
Sponsoring School, College, or Division:	Telitha E. Lindquist College of Arts & Humanities		
Sponsoring Academic Department(s) or Unit(s):	Communication		
Classification of Instruction Program Code¹:	09.0999	6 - Digit CIP	
Min/Max Credit Hours Required for Full Program:	120	/	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change²:	Summer	2023	

Institutional Board of Trustees' Approval Date:

Award Type:	BS
<input checked="" type="checkbox"/> Name Change of Existing Program <input type="checkbox"/> Program Restructure with or without Consolidation <input type="checkbox"/> Program Transfer to a new academic department or unit <input type="checkbox"/> Program Suspension <input type="checkbox"/> Program Discontinuation <input type="checkbox"/> Reinstatement of Previously Suspended Program <input type="checkbox"/> Out of Service Area Delivery Program -- Attached Signed MOU	

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The program is changing the name of the emphasis in the BS in Communication from Public Relations & Advertising to Public Relations & Strategic Communication to reflect the commonly used terminology in the field.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date:

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

2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Weber State University		
<i>Current</i>		<i>NEW (if applicable)</i>	
Program Title:	Music Major Performance and Pedagogy (BM), Instrumental Performance Emphasis		Music Major (BM), Instrumental Performance Emphasis
Sponsoring School, College, or Division:	Telitha E. Lindquist College of Arts & Humanities		
Sponsoring Academic Department(s) or Unit(s):	Department of Music		
Classification of Instruction Program Code¹:	500903	6 - Digit CIP	
Min/Max Credit Hours Required for Full Program:	120	/ Max Cr Hr	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change²:	Fall	2023	
Institutional Board of Trustees' Approval Date:			

Award Type:	Other Bachelor Degree	Bachelor of Music
<input checked="" type="checkbox"/> Name Change of Existing Program		
<input type="checkbox"/> Program Restructure with or without Consolidation		
<input type="checkbox"/> Program Transfer to a new academic department or unit		
<input type="checkbox"/> Program Suspension		
<input type="checkbox"/> Program Discontinuation		
<input type="checkbox"/> Reinstatement of Previously Suspended Program		
<input type="checkbox"/> Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>		

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

At present, the Bachelor of Music degrees are listed in unnecessarily complicated ways. Students graduating with a Bachelor of Music in Instrumental Performance earn a Bachelor of Music: Performance and Pedagogy, Instrumental Performance on their transcript. The proposed change would list the degree as: Bachelor of Music, Music Major, Instrumental Performance Emphasis. This change was required by the National Association of Schools of Music, who accredits Weber State's Program.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name

Date:

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

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Weber State University		
<i>Current</i>		<i>NEW (if applicable)</i>	
Program Title:	Music Major Performance and Pedagogy (BM), Keyboard Pedagogy Emphasis		Music Major (BM), Keyboard Pedagogy Emphasis
Sponsoring School, College, or Division:	Telitha E. Lindquist College of Arts & Humanities		
Sponsoring Academic Department(s) or Unit(s):	Department of Music		
Classification of Instruction Program Code¹:	500912	6 - Digit CIP	
Min/Max Credit Hours Required for Full Program:	120	/ Max Cr Hr	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change²:	Fall	2023	
Institutional Board of Trustees' Approval Date:			

Award Type:	Other Bachelor Degree	Bachelor of Music
<input checked="" type="checkbox"/> Name Change of Existing Program		
<input type="checkbox"/> Program Restructure with or without Consolidation		
<input type="checkbox"/> Program Transfer to a new academic department or unit		
<input type="checkbox"/> Program Suspension		
<input type="checkbox"/> Program Discontinuation		
<input type="checkbox"/> Reinstatement of Previously Suspended Program		
<input type="checkbox"/> Out of Service Area Delivery Program -- Attached Signed MOU		

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

At present, the Bachelor of Music degrees are listed in unnecessarily complicated ways. Students graduating with a Bachelor of Music in Keyboard Pedagogy earn a Bachelor of Music: Performance and Pedagogy, Keyboard Pedagogy on their transcript. The proposed change would list the degree as: Bachelor of Music, Music Major, Keyboard Pedagogy Emphasis. This change was required by the National Association of Schools of Music, who accredits Weber State's Program.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date:

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

2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

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

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Weber State University		
<i>Current</i>		<i>NEW (if applicable)</i>	
Program Title:	Music Major Performance and Pedagogy (BM), Keyboard Performance Emphasis		Music Major (BM), Keyboard Performance Emphasis
Sponsoring School, College, or Division:	Telitha E. Lindquist College of Arts & Humanities		
Sponsoring Academic Department(s) or Unit(s):	Department of Music		
Classification of Instruction Program Code¹:	500903	6 - Digit CIP	
Min/Max Credit Hours Required for Full Program:	120	/ Max Cr Hr	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change²:	Fall	2023	
Institutional Board of Trustees' Approval Date:			

	Award Type:	Other Bachelor Degree	Bachelor of Music
<input checked="" type="checkbox"/>	Name Change of Existing Program		
<input type="checkbox"/>	Program Restructure with or without Consolidation		
<input type="checkbox"/>	Program Transfer to a new academic department or unit		
<input type="checkbox"/>	Program Suspension		
<input type="checkbox"/>	Program Discontinuation		
<input type="checkbox"/>	Reinstatement of Previously Suspended Program		
<input type="checkbox"/>	Out of Service Area Delivery Program -- Attached Signed MOU		

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

At present, the Bachelor of Music degrees are listed in unnecessarily complicated ways. Students graduating with a Bachelor of Music in Keyboard Performance earn a Bachelor of Music: Performance and Pedagogy, Keyboard Performance on their transcript. The proposed change would list the degree as: Bachelor of Music, Music Major, Keyboard Performance Emphasis. This change was required by the National Association of Schools of Music, who accredits Weber State's Program.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date:

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

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Weber State University																
<i>Current</i>		<i>NEW (if applicable)</i>															
Program Title:	Music Major Performance and Pedagogy (BM), Stringed Instrument Pedagogy Emphasis		Music Major (BM), Stringed Instrument Pedagogy Emphasis														
Sponsoring School, College, or Division:	Telitha E. Lindquist College of Arts & Humanities																
Sponsoring Academic Department(s) or Unit(s):	Department of Music																
Classification of Instruction Program Code¹:	500912	6 - Digit CIP															
Min/Max Credit Hours Required for Full Program:	120	/ Max Cr Hr	Min Cr Hr / Max Cr Hr														
Proposed Effective Term for Program Change²:	Fall	2023															
Institutional Board of Trustees' Approval Date:																	
Award Type:	Other Bachelor Degree	Bachelor of Music															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15px; text-align: center;"><input checked="" type="checkbox"/></td> <td>Name Change of Existing Program</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Program Restructure with or without Consolidation</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Program Transfer to a new academic department or unit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Program Suspension</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Program Discontinuation</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Reinstatement of Previously Suspended Program</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Out of Service Area Delivery Program -- Attached Signed MOU</td> </tr> </table>				<input checked="" type="checkbox"/>	Name Change of Existing Program	<input type="checkbox"/>	Program Restructure with or without Consolidation	<input type="checkbox"/>	Program Transfer to a new academic department or unit	<input type="checkbox"/>	Program Suspension	<input type="checkbox"/>	Program Discontinuation	<input type="checkbox"/>	Reinstatement of Previously Suspended Program	<input type="checkbox"/>	Out of Service Area Delivery Program -- Attached Signed MOU
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<input type="checkbox"/>	Program Discontinuation																
<input type="checkbox"/>	Reinstatement of Previously Suspended Program																
<input type="checkbox"/>	Out of Service Area Delivery Program -- Attached Signed MOU																

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

At present, the Bachelor of Music degrees are listed in unnecessarily complicated ways. Students graduating with a Bachelor of Music in Stringed Instrument Pedagogy earn a Bachelor of Music: Performance and Pedagogy, Stringed Instrument Pedagogy on their transcript. The proposed change would list the degree as: Bachelor of Music, Music Major, Stringed Instrument Pedagogy Emphasis. This change was required by the National Association of Schools of Music, who accredits Weber State's Program.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name

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

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Date:

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Weber State University		
<i>Current</i>		<i>NEW (if applicable)</i>	
Program Title:	Music Major Performance and Pedagogy (BM), Vocal Pedagogy Emphasis	Music Major (BM), Vocal Pedagogy Emphasis	
Sponsoring School, College, or Division:	Telitha E. Lindquist College of Arts & Humanities		
Sponsoring Academic Department(s) or Unit(s):	Department of Music		
Classification of Instruction Program Code¹:	500912	6 - Digit CIP	
Min/Max Credit Hours Required for Full Program:	120	/ Max Cr Hr	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change²:	Fall	2023	
Institutional Board of Trustees' Approval Date:			

Award Type:	Other Bachelor Degree	Bachelor of Music
<input checked="" type="checkbox"/> Name Change of Existing Program		
<input type="checkbox"/> Program Restructure with or without Consolidation		
<input type="checkbox"/> Program Transfer to a new academic department or unit		
<input type="checkbox"/> Program Suspension		
<input type="checkbox"/> Program Discontinuation		
<input type="checkbox"/> Reinstatement of Previously Suspended Program		
<input type="checkbox"/> Out of Service Area Delivery Program -- Attached Signed MOU		

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

At present, the Bachelor of Music degrees are listed in unnecessarily complicated ways. Students graduating with a Bachelor of Music in Vocal Pedagogy earn a Bachelor of Music: Performance and Pedagogy, Vocal Pedagogy on their transcript. The proposed change would list the degree as: Bachelor of Music, Music Major, Vocal Pedagogy Emphasis. This change was required by the National Association of Schools of Music, who accredits Weber State's Program.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date:

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

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request: Weber State University

	<i>Current</i>	<i>NEW (if applicable)</i>
Program Title:	Music Major Performance and Pedagogy (BM), Vocal Performance Emphasis	Music Major (BM), Vocal Performance Emphasis
Sponsoring School, College, or Division:	Telitha E. Lindquist College of Arts & Humanities	
Sponsoring Academic Department(s) or Unit(s):	Department of Music	
Classification of Instruction Program Code¹:	500903	6 - Digit CIP
Min/Max Credit Hours Required for Full Program:	120	/ Max Cr Hr
Proposed Effective Term for Program Change²:	Fall	Min Cr Hr / Max Cr Hr
Institutional Board of Trustees' Approval Date:		

Award Type:	Other Bachelor Degree	Bachelor of Music
<input checked="" type="checkbox"/> Name Change of Existing Program		
<input type="checkbox"/> Program Restructure with or without Consolidation		
<input type="checkbox"/> Program Transfer to a new academic department or unit		
<input type="checkbox"/> Program Suspension		
<input type="checkbox"/> Program Discontinuation		
<input type="checkbox"/> Reinstatement of Previously Suspended Program		
<input type="checkbox"/> Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>		

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

At present, the Bachelor of Music degrees are listed in unnecessarily complicated ways. Students graduating with a Bachelor of Music in Vocal Performance earn a Bachelor of Music: Performance and Pedagogy, Vocal Performance on their transcript. The proposed change would list the degree as: Bachelor of Music, Music Major, Vocal Performance Emphasis. This change was required by the National Association of Schools of Music, who accredits Weber State's Program.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date:

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

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

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

Institution Submitting Request: Weber State University

Proposed Program Title: Associate of Science in Entrepreneurship

Are There New Emphases: Student
Yes Emphasis Required

Names of New Emphases (Separated by Commas): Product Design and Development, Outdoor Recreation

Sponsoring School, College, or Division: John B. Goddard School of Business & Economics

Sponsoring Academic Department(s) or Unit(s): Business Administration and Marketing

Classification of Instructional Program Code¹ : 52.0701

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

Proposed Beginning Term²: Summer 2023

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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

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

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



NEW Professional School

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

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

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

 I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Associate's degree(s): Associate of Science in Entrepreneurship effective Summer 2023. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Hall Global Entrepreneurship Center in the Goddard School of Business and Economics at Weber State University proposes the creation of a new Associate of Science (AS) degree in Entrepreneurship that will partner with various departments and colleges across campus to deliver an opportunity for students to learn entrepreneurship skills. In addition to a 16-credit entrepreneurial core set of courses, students will select a nine-credit emphasis they are interested in pursuing (e.g. Product Design and Development, Outdoor Recreation, Communications, Psychology, Computing, and Business). The proposed degree will give students the opportunity to explore a major study area, learn how to think and act more nominatively and encourage them to continue their education and work towards a Bachelor's Degree. The new AS in Entrepreneurship will utilize classes already being offered on campus, negating the need to create new ones. The program will be promoted across campus and beyond as an AS in Entrepreneurship + Product Design and Development; Entrepreneurship + Outdoor Recreation; etc.

Consistency with Institutional Mission

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

The institutional mission of Weber State University explicitly addresses transformative experiences for students. Offering a broad-based Associate of Science degree helps Weber State in achieving this vision. The program is designed to promote student achievement, equity and inclusion, as well as create experiential learning opportunities and vibrant community relationships. Students will learn how to think more critically as they seek to validate and solve real-world problems through their chosen emphasis of study. With a personalized teaching approach and hands-on training, students have equal opportunity to succeed regardless of identity and background. Entrepreneurship at its foundation aspires to be inclusive, allowing anyone to succeed if they can effectively meet the needs of the marketplace. The proposal is also aligned with the WSU Mission by providing stackable credentials that serve as pathways to Bachelor Degrees in emphasis areas.

Section III: Needs Assessment

Program Rationale

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

The Associate of Science in Entrepreneurship has an objective to expose more students to entrepreneurial thinking earlier in their collegiate careers, thereby better preparing them for their professional and personal lives. According to scholars, entrepreneurship education is the fastest growing field of study in the United States, with entrepreneurs projected to be the group that creates vigorous and sustained economic development worldwide. This trend holds true especially within the State of Utah, where two universities are nationally ranked in the top 10 for entrepreneurship education. This is an innovative approach to education and can be utilized in student recruitment efforts at both Weber State University and the John B. Goddard School of Business and Economics.

Additionally, the proposed program addresses a different segment of students, primarily those who lean more towards a traditional degree but have an interest in innovation thinking and approaches. There is widespread support internally for the creation of an Associate of Science in Entrepreneurship, including University administration, college (Dean and department chairs) leadership and program managers in multiple colleges on campus.

Labor Market Demand

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

Entrepreneurship instruction is unique in that it has a focus on helping students create jobs, not necessarily apply for jobs. That being said, students are much better prepared to innovate and use creativity to solve problems using skills they develop learning about entrepreneurship. Pursuant to O*NET OnLine (<https://www.onetonline.org>), students who study entrepreneurship are filling positions as Chief Executives and General and Operations Managers.

According to a 2019 report from the global management consulting company, McKinsey, nearly 40 percent of U.S. jobs are in occupations or industries that are likely to shrink by 2030. Whether automation or other efficiencies, the fact is that our country and state are in need of more entrepreneurs willing to take the necessary risks to create and provide the jobs of tomorrow. Luckily, more and more individuals seem to be willing to take such risks. The U.S. saw an uptick in 2019 in the rate of new entrepreneurs and that rate has remained at its highest levels since, even through the pandemic (Current Population Survey). In fact, the Kauffman foundation and the Bureau of Labor Statistics suggest we'll see an even greater uptick of individuals starting businesses as the economy worsens and job losses increase.

For nearly the past decade, Utah has been among those states leading the charge in startup activity, thus addressing this issue of a shrinking job market. In addition to creating companies as jobs, Utah is often ranked near the top for best states to start a business based on its socioeconomic factors, such as an increase in job-age population as well as an increase in venture funding (Forbes). According to the Kauffman Foundation, Utah is among the best in the country with just over six jobs created per startup within the first year of the startup's creation. Meaning, every new business created in the state is all the more meaningful and economically significant when compared to the rest of the country, which averages under five jobs created per startup.

While the rate of entrepreneurship activity in the state has increased and remains healthy, fewer individuals are choosing to attend an institution of higher education. Surprisingly, across the nation, the rate of entrepreneurs reporting less than or equal to "some college" has been steadily increasing since 2005 (Current Population Survey). The fact is, individuals with a new business idea often do not want to wait four years while juggling and paying for courses unrelated to their chosen career path. They want to learn what they need in order to launch their business and succeed. Thus, the need for degree and program options other than four-year bachelor's degrees.

Student Demand

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

Over the past three years, an Associate's degree was 34% of the total number of undergraduate degrees awarded by the Department of Business Administration and Marketing. Adding the Associate of Science in Entrepreneurship will increase that figure. A recent audit of declared majors within the Goddard School identified 47 students who were within one semester of graduating with a 4-year degree, but who had stopped attending Weber State. Those students could have been awarded an Associate of Science degree to better reflect their accomplishments and give them the labor market advantages mentioned above. It is also possible that with an Associate's degree, this pool of students would have entered the job market sooner. Finally, the Utah Department of Workforce Services provides financial support for students who are seeking an Associate's degree, however, this degree has to be linked to a specific degree program. Until now, the Goddard School has not been able to work with those students who are broadly interested in combining their interests with entrepreneurial thinking.

In 2016 when the Entrepreneurship Program was still in its infancy, there were approximately 10 students enrolled in the introductory entrepreneurship course. The enrollment number in this course has grown over the last six years to fill a capacity of 35 seats, with a wait list at the beginning of the semester for the past two years.

Additionally, the Entrepreneurship program has seen positive growth trends since 2019 in its High School Concurrent

Enrollment course. In 2019, 101 students were enrolled and received credit. In 2020, the number grew to 155 and then to 263 in 2021 and 360 in 2022. The Introduction to Entrepreneurship Concurrent Enrollment course would apply to this proposed degree. High school and other prospective students can take the other entrepreneurship classes that will also apply to their degree before declaring.

The Associate of Science in Entrepreneurship is a unique offering to students with very little added cost to what is already being offered. The program is designed to support students who want to explore entrepreneurial activities, and Utah is fertile ground for such activities. The State was ranked the #1 Best State for Entrepreneurs in 2019 by Forbes, #1 State for Entrepreneurs by Amazon in 2018, #2 on the list for Best Place in America to Start a Business by Inc. in 2019, and #4 for Best State for Millennial Business Owners by Zippia in 2020. Locally, the Ogden-Clearfield region was ranked as #9 on the Best-Performing Cities in 2021 by the Milken Institute. Every business of all sizes that employs individuals was initially started by an entrepreneur who saw a need in the marketplace. While these stats are positive for our regional economy, many hopeful entrepreneurs lack the necessary information and skills to launch their idea. Although the startup rate in the United States remains somewhat steady, Utah has become a national model for entrepreneurship and has been well above the national average for business creation over the past decade.

Further, research from the Kauffman Foundation has demonstrated that recruiters are looking for graduates with an "entrepreneurial mindset." Companies that are owned by or employ entrepreneurship graduates report more than five times the sales and employment growth of those who don't. Entrepreneurship graduates working for late firms earned \$23,500 more per year than other business school graduates, while entrepreneurship graduates accumulate 62% more in personal assets after graduation than non-entrepreneurship graduates. The mean income for entrepreneurs is almost 50% greater than for traditional employees.

Similar Programs

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

Currently, these are programs offered by other USHE institutions that are most similar to this proposed program:

1. University of Utah - Does not offer an AS degree in entrepreneurship but they do offer a minor and a certificate.
2. Utah State University - Does offer a related AS degree in Small Business Operations, housed within the department of Aviation and Tech Education and in the College of Agriculture. While related, this degree does not incorporate any courses in Entrepreneurship and is more about managing a business than starting one.
3. Southern Utah University - Only offers an on-campus certificate in Entrepreneurship.
4. Utah Tech- Offers an AS degree in general business management, no Entrepreneurship courses required. UT also offers a certificate in Entrepreneurship.
5. Utah Valley University - Offers an AS degree in general business management, with no Entrepreneurship courses required. UVU also offers a BS, Minor, and Certificate in Entrepreneurship.
6. Salt Lake Community College - Only offers an AS degree in general business management with no Entrepreneurship courses required.
7. Snow College - Only offers an AS degree in general business management, with no Entrepreneurship courses required.

Collaboration with and Impact on Other USHE Institutions

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

WSU will work on transfer agreements with other institutions across the state for students to be able to transfer the WSU Entrepreneur AS program to other state bachelor's entrepreneur programs.

External Review and Accreditation

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

No external consultants were involved in the creation of this program. The Goddard School of Business and Economics is accredited through the Association to Advance Collegiate Schools of Business (AACSB). As AACSB describes, "the accreditation process is a comprehensive review of a school's mission, faculty qualifications, and curricula, and the process includes self-evaluations, peer-reviews, committee reviews, and the development of in-depth strategic plans. Accreditation ensures that students are learning material most relevant to their field of study, preparing them to be effective leaders upon graduation." The next review is scheduled in 2023.

Section IV: Program Details

Graduation Standards and Number of Credits

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

A total of 60 credit hours is required; a minimum of 20 of these is required in residence (for transfer students). Even though a minimum grade of C- will be accepted in courses used to satisfy the Associate's degree requirements, an overall GPA of 2.5 or higher is required.

Admission Requirements

List admission requirements specific to the proposed program.

There are no other requirements for admission to this program outside of University qualifications. Students may begin to take degree courses as soon as admitted to Weber State University.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The program for the Associate of Science in Entrepreneurship contains general education, entrepreneurship and major emphasis courses, with a small number of electives. All courses are already offered during the academic year. Administrative and organizational structures are currently in place to support this degree.

Faculty

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

No additional faculty will be necessary. All courses associated with the degree are currently being offered within the Goddard School and across campus, and are taught by tenure-track and adjunct faculty. All faculty within the Goddard School have to

meet stringent AACSB accreditation standards. These include requirements to maintain professional and academic qualifications.

Staff

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

Existing staff will be able to provide support for this program.

Student Advisement

Describe how students in the proposed program will be advised.

The bulk of all student advisement within the Goddard School is conducted by full-time college advisors. The proposed program has been discussed and coordinated with the college advisors. Given that the structure of the new program is similar to the core of the Entrepreneurship Minor and Certificate offered within the Goddard School, student advising adjustments should be minor. Students with questions regarding courses that fall outside of the Goddard School should seek guidance from advisors under the College of which they are listed.

Library and Information Resources

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

Library resources satisfy current program needs. Current library resources include Business Source Premier, Business Plans Handbook, EBSCO Ebooks, ABI/Inform Complete, Proquest Newsstand, Mintel Market Reports, North American Industry Classification System, American Fact Finder, U.S. Census Bureau, Market Share Reporter, IBISWorld and LexisNexus Academic. No additional resources will be needed as existing courses are currently being supported by the library.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

The program's goals are:

1. Graduates seeking employment or entrepreneur opportunities be successful (assessed with a graduation survey and Department of Workforce Services data)
2. Graduates seeking additional education will continue to a Bachelor's degree (assessed with graduation survey and National Student Clearinghouse data)
3. Graduates will be satisfied with the quality of the program (assessed with graduation survey)
4. Allow students to refine critical thinking and problem solving skills and improve creative and innovative thinking ability as they utilize an entrepreneurial mindset (assessed with graduation survey and course data)

Student Standards of Performance

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

As part of AACSB accreditation, the Goddard School follows strict assessment requirements of all degree programs. For the Associate of Science degree in Entrepreneurship, students will be expected to reach the following subset of the Goddard School student learning outcomes:

1. Analytical and Critical Thinkers: Students will be able to identify issues and problems, gather and organize relevant data and information to analyze and validate issues and problems, and draw logical conclusions through analysis and reasoning and posit viable alternative solutions.
2. Knowledge of Key Concepts: Students will be able to demonstrate knowledge of key business and major emphasis disciplines.

Each student completing the AS degree in Entrepreneurship will demonstrate proficiency in the following ways:

1. Learn the process of market and product innovation.
2. Gain an understanding of community resources available to entrepreneurs.
3. Learn business scalability and exit strategies.

To measure proficiencies in these areas, students will complete online modules that include assignments and worksheets. Then, students will be evaluated through "real-world" activities, where they identify and interact with potential customers.

Appendix A: Program Curriculum

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
				General Education Credit Hour Sub-Total 35
Required Courses				
<input checked="" type="checkbox"/> -	ENTR 1002		Startup Innovation	3
<input checked="" type="checkbox"/> -	ENTR 2002		Marketing Strategy for Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2003		Marketing Execution for Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2004		Branding for Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2005		Product to Market	1
<input checked="" type="checkbox"/> -	ENTR 2006		E-Commerce for Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2007		Product Design & Prototyping	1
<input checked="" type="checkbox"/> -	ENTR 2008		Legal Foundations for Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2009		Money Management for Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2010		Funding for the Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2011		Results-Focused Leadership for Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2012		People Management for Small Business	1
<input checked="" type="checkbox"/> -	ENTR 2550		Scale & Exit	3
Choose of the following courses:				
<input checked="" type="checkbox"/> -				
<input checked="" type="checkbox"/> -				
Add A Group of Courses				
Required Course Credit Hour Sub-Total				
Elective Courses				
<input checked="" type="checkbox"/> -				
Choose of the following courses:				
<input checked="" type="checkbox"/> -				
<input checked="" type="checkbox"/> -				
Add A Group of Courses				
Elective Credit Hour Sub-Total 16				
Core Curriculum Credit Hour Sub-Total 51				

Can students complete this degree without emphases? Yes or No

	Course Number	NEW Course	Course Title	Credit Hours
--	---------------	------------	--------------	--------------

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Product Design and Development			
<input checked="" type="checkbox"/> <input type="checkbox"/>	PDD 1000		Introduction to Product Design and Development	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	PDD 1010		Introduction to Engineering & Technical Design (SolidWorks)	3
<input checked="" type="checkbox"/> <input type="checkbox"/>	PDD 1160		Geometric Dimensioning & Tolerancing Using 3D CAD	3
Add A Group of Courses				
				Emphasis Credit Hour Sub-Total 9
				Total Number of Credits to Complete Program 60
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Computing (Select 9 credits from the list below; CS 1030: Foundations of Computing is required)			
<input checked="" type="checkbox"/> <input type="checkbox"/>	CS 1030		Foundations of Computing (4)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	CS 1400		Programming I (3)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	NET 2200		Microcomputer Operating Systems (3)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	WEB 1400		Web Design and Usability (3)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	CS 2550		Introduction to Database Design and SQL (4)	
Add A Group of Courses				
				Emphasis Credit Hour Sub-Total 9
				Total Number of Credits to Complete Program 60
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Communications (Select 9 credits from the list below)			
<input checked="" type="checkbox"/> <input type="checkbox"/>	COMM 1020		Principles of Public Speaking (3)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	COMM 1140		Writing for Workplace Communication (3)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	COMM 2110		Interpersonal and Small Group Communications (3)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	COMM 2250		Essentials of Digital Media (3)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	COMM 2400		Social Media for Communicators (3)	
<input checked="" type="checkbox"/> <input type="checkbox"/>	COMM 2550		Communication in Professional Settings (3)	
Add A Group of Courses				
				Emphasis Credit Hour Sub-Total 9
				Total Number of Credits to Complete Program 60
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Outdoor Recreation			
<input checked="" type="radio"/> <input type="radio"/>	REC 1535		Leave No Trace Trainer	1
<input checked="" type="radio"/> <input type="radio"/>	OCRE 2500		Introduction to Outdoor Pursuits	4
<input checked="" type="radio"/> <input type="radio"/>	OCRE 2550		Leadership and Safety Management for Outdoor Pursuits	4
Add A Group of Courses				
Emphasis Credit Hour Sub-Total				9
Total Number of Credits to Complete Program				60
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Psychology			
<input checked="" type="radio"/> <input type="radio"/>	PSY 1010		Introductory Psychology	3
<input checked="" type="radio"/> <input type="radio"/>	PSY 2000		The Psychology of Human Relationships	3
<input checked="" type="radio"/> <input type="radio"/>	PSY 2250		Learning & Memory	3
Add A Group of Courses				
Emphasis Credit Hour Sub-Total				9
Total Number of Credits to Complete Program				60
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Business (select 9 credits from below)			
<input checked="" type="radio"/> <input type="radio"/>	ACTG 2010		Survey of Accounting I (3)	
<input checked="" type="radio"/> <input type="radio"/>	ACTG 2020		Survey of Accounting II (3)	
<input checked="" type="radio"/> <input type="radio"/>	ECON 2010		Principles of Microeconomics (3)	
<input checked="" type="radio"/> <input type="radio"/>	ECON 2020		Principles of Macroeconomics (3)	
<input checked="" type="radio"/> <input type="radio"/>	QUAN 2600		Business Statistics I (3)	
<input checked="" type="radio"/> <input type="radio"/>				
<input checked="" type="radio"/> <input type="radio"/>				
<input checked="" type="radio"/> <input type="radio"/>				
<input checked="" type="radio"/> <input type="radio"/>				
<input checked="" type="radio"/> <input type="radio"/>				
Add A Group of Courses				
Emphasis Credit Hour Sub-Total				9
Total Number of Credits to Complete Program				60
	Remove this emphasis			

Add An Emphasis

Program Curriculum Narrative

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

Students will have the option of choosing 16 of 17 entrepreneurship credits as listed above. The major emphasis courses have already been predetermined by associated departments across campus.

Degree Map

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

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

[Toggle Cut-and-Paste](#)

[Toggle Table](#)

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate			2	
Faculty: Part Time with Doctorate			1	
Faculty: Full Time with Masters				
Faculty: Part Time with Masters			2	
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate			3	
Teaching / Graduate Assistants				
Staff: Full Time				
Staff: Part Time				

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Brandon	Stoddard	Other	MS	Case Western Reserve University	50	
Add Another Full Time							
Part Time Faculty							
	Doug	Miller	Other	PhD	Washington State University		
	Joshua	Irvine	Other	Law	University of Utah		
	Jade	Beckman	Other	MS	University of Utah		
	Jason	Yerka	Other	MS	Utah State University		
	Ryan	Treft	Other	BS	Weber State University		
	Chase	Saxton	Other	BS	Arizona State University		
	Gary	Moore	Other	BA	Brigham Young University		
Add Another Part Time							

Part III: New Faculty / Staff Projections for Proposed Program

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

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget								
	Year Preceding Implementation	New Program						
		Year 1	Year 2	Year 3	Year 4	Year 5		
Student Data								
# of Majors in Department	2,052	2,100	2,125	2,150	2,175	2,200		
# of Majors in Proposed Program(s)		25	35	45	55	65		
# of Graduates from Department	175	179	181	183	185	187		
# Graduates in New Program(s)		10	15	20	30	40		
Department Financial Data								
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Department Budget						
		Year 1	Year 2	Year 3				
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)				
EXPENSES – nature of additional costs required for proposed program(s)								
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>								
Personnel (Faculty & Staff Salary & Benefits)								
Operating Expenses (equipment, travel, resources)								
Other:								
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0				
TOTAL EXPENSES		\$0	\$0	\$0				
FUNDING – source of funding to cover additional costs generated by proposed program(s)								
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>								
Internal Reallocation								
Appropriation								
Special Legislative Appropriation								
Grants and Contracts								
Special Fees								
Tuition								
Differential Tuition (requires Regents approval)								
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0				
TOTAL DEPARTMENT FUNDING		\$0	\$0	\$0				
Difference								
Funding - Expense		\$0	\$0	\$0				

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

These students will be served by existing faculty and staff. No additional resources are being requested.

Part III: Describe funding sources

Revenue Narrative 1

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

Not applicable.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Not applicable.



May 4, 2023

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

Dear Chair Cutrubus,

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

- **Associate of Science in Entrepreneurship**

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

Thank you for giving this your attention.

Sincerely,

A handwritten signature in black ink, appearing to read "David R. Woolstenhulme".

David R. Woolstenhulme, EdD
Commissioner of Higher Education

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

Peer Review Report

**Weber State University
AS in Entrepreneurship
May 4, 2023**

In accordance with Utah Board of Higher Education policy, Weber State University's proposal for an AS degree in Entrepreneurship underwent peer review by members of the academic community within the Utah System of Higher Education (USHE). The program offers entrepreneurial emphases for students interested in product design, outdoor recreation, communication, psychology, and business. The degree has a core of 16 credits and 9 credits in each emphasis area. Comments were received from the Commissioner's Office, Utah Valley University, Southern Utah University, and Salt Lake Community College. Clarifications were requested in regards to lower-division numbering of courses at Weber State that are upper-division numbers at the University of Utah. All queries were answered satisfactorily by the Weber State School of Business.

The USHE Chief Academic Officers at degree-granting institutions discussed the proposal during a meeting held April 19, 2023. There were no additional concerns raised and the proposal is ready for consideration by the Weber State University Board of Trustees.

Attachment: Transcript of Peer Comments

APRIL PRR - WSU - AS in Entrepreneurship

Steve Hood

Mar 29, 2023Mar 29 at 9:36am

Weber State University AS in Entrepreneurship

The Hall Center for Entrepreneurship in the School of Business proposes a new associate-degree program in entrepreneurship, with emphases areas in Product Design, Outdoor Recreation, Communication, Psychology, and Business. Students will complete a 16-credit core and then select a 9 credit emphasis area that is stackable to the BS degree in business.

This is an exciting proposal. The U.S. Department of Labor predicts that 40% of jobs that first-year college students will take upon graduation do not yet exist. Entrepreneurial skills are highly sought after and students in non-business fields who have entrepreneurial skills are attractive to businesses.

WSU has learned that too many students drop out of the bachelor's programs with only a semester or so of courses to go. An associate degree will give them completions that will help them in their careers. In addition, the AS degree will help students in non-business fields develop skills that can help them use their majors in productive ways in commercial enterprises.

The program requires no new courses and the budget remains neutral for the establishment of this program.

This is a very exciting program and we congratulate Weber State for the innovative and exciting opportunity this provides students.

Eric Amsel

Apr 15, 2023Apr 15 at 9:57am

Thanks for the comments and support.

Debbie Ferguson

Apr 11, 2023Apr 11 at 10:08am

Response from Lynn Adams, Department Chair of Strategic Management and Operations, UVU

This AS in Entrepreneurship looks similar to what we are trying to accomplish with our minor in Entrepreneurship that focuses on disciplines outside of business to give them the skills sets to create products and services. It looks like a good degree to me.

Eric Amsel

Apr 15, 2023Apr 15 at 9:58am

Thanks for the comments and support!

James Sage

Apr 11, 2023Apr 11 at 11:12am

I shared the proposal with my colleagues here at SUU, and several responded with their support.

One colleague noted that SUU offers a Minor in Entrepreneurship, which was not included in the R401 proposal.

Other than this small point, SUU fully supports this proposal and wishes WSU the very best as you seek final approvals for this new degree option and make it available to your students.

James Sage
Associate Provost
Southern Utah University

Eric Amsel

Apr 15, 2023Apr 15 at 9:59am

We added the SUU minor to the proposal. Thanks for the comments.

cao@utah.edu

Apr 13, 2023Apr 13 at 1:02pm

- This is a nicely thought out Associates degree focused on entrepreneurship. Assuming assurance of learning standards are put in place for assessment purposes, I don't see any issues with accreditation.
- This proposal identifies 8 faculty (both full-time and part-time) who will be responsible for covering 13 courses. Even if all of those courses are offered both semesters (fall and spring) there is only a 26 class burden across that faculty. The flexibility that this program has, especially, with their part-time faculty, is that they are not constrained by tenure-track faculty teaching loads. This freedom should allow the identified group of faculty to easily cover the proposed program. Not knowing each of the loads of the part-time faculty I am unable to comment on whether there is slack to allow for growth. My hunch is that this should be a popular degree so growth should be anticipated.
- I don't see any programmatic concerns with the curriculum, it is nicely designed. The issue about transferability is more difficult to address. Our major is all upper-division coursework, so it would be really difficult to transfer in a 1000-2000 level class (from this proposal) to replace one of our 3000-5000 level courses. If a transfer student with this degree came to DESB, the hope would be that their Associates degree would cover many of the gen ed and preparatory courses required at the U sufficient to allow them to still graduate in two years. We are in the process of a curriculum revision in DESB and we have thought about a transfer pathway for students. But the pedagogy in this proposal is focused on entrepreneurship as opposed to other focus on business (which is more broad). While I don't want to say it would be impossible for a transfer student coming to DESB to still graduate in two years, I am unsure how the 17 credits of 1000-2000 entrepreneurship course material would be viewed. I certainly don't make final decisions but from our Department perspective, I'd be really hesitant to grant upper division credit for lower division courses.
- I would recommend refining the Business Emphasis (9 credits) to simply include: Microeconomics, Managerial Economics and Corporate Finance. That combination of three courses is far more foundational and supplements the proposal more than some of the other options.

Matthew J. Higgins, Chair and H. Brent Beesley Professor of Entrepreneurship & Strategy

Eric Amsel

Apr 15, 2023Apr 15 at 10:16am

Thanks for the comments and support.

The program faculty will review the suggestion about courses in the Business Emphasis. Also, there is no expectation that the WSU lower-division coursework in the program would ever transfer to upper-division at a receiving institution. Finally, we are still determining how many students would be interested in transferring to bachelor's degree Entrepreneurship Programs at the U or UVU. Nonetheless, we will carefully advise those considering transferring about the receiving institutions' programs' prerequisites and requirements.

Rachel Lewis

Apr 14, 2023Apr 14 at 4:33pm

Colleagues in the Gail Miller School of Business at Salt Lake Community college reviewed the degree proposal and provided the following comments and questions:

- We see that there is a low emphasis on relationships with only class on working with people in the core and one in the communications major. I would suggest a greater emphasis on working with clients/customers, networking, and managing employees. There's a results-based leadership course, which sounds very entrepreneurial, but not very relationship based. Maybe it's embedded in the curriculum, but I would make sure there's more emphasis on the soft skills of working with others.
- Where is the ethics or social corporate responsibility in the curriculum? I didn't see anything on ethics. Again it may be embedded in a course or all courses, but it's not in the document at all or a course. I think that would be important.
- Does Weber's accreditation allow faculty to teach without an advanced degree beyond the bachelor's?

Kristi Green, MBA EdD, Associate Professor Business Management

Barbie Willett, MBA, EdD, Associate Dean Business Management and Marketing

Eric Amsel

Apr 17, 2023Apr 17 at 10:49am

Thanks for taking the time to review the proposal and offering comments!

As suggested, "relationship skills" is not a course in the program but competencies promoted in the design of the curriculum. This feature was put best by Dave Noack, program faculty and co-creator, who noted, "Students get out of the classroom to talk to people - customers, clients, partners, distributors, investors, advisors, etc." That was also the goal of the now very successful 10-year-old minor on which the AS was built. For example, the AS program capstone course, ENTR 2250, requires that students work with customers to develop a business model that can be funded with start-up funds. The capstone builds on all other classes in the program's core and exemplifies how students will "work with others." All this was further codified in the Student Standards of Performance, which emphasizes that students "will be evaluated through "real-world" activities, where they identify and interact with potential customers" and not just on coursework. A similar argument applies to how ethics and corporate social responsibility (CSR) issues are addressed in the program and assessed as students work on "real-world" projects. This follows the AACSB guidance to build such content in every course (<https://www.aacsb.edu/insights/articles/2016/12/how-to-teach-students-to-be-ethical>
[Links to an external site.](#)).

Regarding accreditation standards and as noted in the proposal, the Goddard School of Business & Economics, in which the proposed program will live, is accredited by AACSB, which was renewed last month. Indeed, the AACSB review team examined the existing Entrepreneur minor (on which the AS is based) and offered support, noting "it is a good example of blending theory and experiential learning through the curriculum." In addition, they also offered a commendation for "Innovation in the Entrepreneurship curriculum structure. To better serve and broaden its reach to students, GSBE substantially revamped the curricular structure of its Entrepreneurship program." To ensure the blending of theory and experiential learning,

we have hired some adjunct faculty who, despite lacking a master's degree, have exceptional backgrounds and experiences in entrepreneurship. They have been teaching successfully in the minor for several years. Their hiring is consistent with WSU Policies and NWCCU accreditation which, like AACSB, recognizes significant professional experiences as a qualification in limited cases.

Edited by [Eric Amsel](#) on Apr 17 at 10:50am

May 16, 2023

Program Review: Automotive Technology Program

Overview

As part of the program review process, the Program Review Committee makes a recommendation to the Provost based upon a review of all program review materials and the discussion with the director, chair, and dean. The Provost then brings them forward to President Mortensen and to the Board of Trustees.

The committee recommends that the program faculty continue to work with the CTE director to improve reverse course articulations with local technical colleges and recommends that the department monitor matriculation to WSU of concurrent enrollment automotive students. The current focus on creating marketing strategies to reach this audience as well as potential transfer students from the technical colleges is a wise investment of resources.

Action

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

Cover/Signature Page – Program Review Template

Institution Submitting Request: Weber State University

Program Title: Automotive Technology

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

Department(s) or Area(s) Location: Department of Automotive Technology

Institutional Board of Trustees' Approval Date: MM/DD/2023

Proposal Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: MM/DD/YEAR

Printed Name: *Ravi Krovi, Provost*

Seven-Year Program Review
Weber State University
Automotive Technology
11/23/2023

Reviewers:

External Reviewers:

- Arnie Erisoty; Evaluation Team Leader – ASE Certified Master Technician
- Dallas Stoker; Technical Service Engineer, Ford Motor Company
- Clint Madsen, Technician, Hansen Chevrolet
 - reviewers were from the ASE (Automotive Service Excellence) Education Foundation

Program Description:

The Automotive Technology program prepares graduates for employment in various automotive-related industries such as field service operations, fleet management, and technical support. In addition to specific technical training, the program supports students in fostering interpersonal, verbal, and written communication skills needed to advance in the automotive industry.

Automotive Service Technology students study the diagnosis, service, and repair of passenger vehicles and light trucks. The program also offers a certificate of proficiency in advanced hybrid and electric vehicles.

Between their junior and senior years, students may be recruited for sales, marketing, customer service, and managerial training internships with the possibility of being hired upon graduation.

Weber State University is one of the few select schools in the country whose automotive students are actively recruited by most of the major automobile manufacturers in the world.

As per the ASE accreditation standards, the program first completes an extensive self-evaluation by the program advisory committee members. That review was concluded on April 12, 2022.

Evaluation Timeline:

Advisory Program Evaluation – April 12, 2022

Scores compiled and submitted to NATEF; application approved, on-site evaluation scheduled
ASE Review of program – November 23, 2023

December 22, 2022 – program notified of good standing

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

R411 Data Table					
	Year	Year	Year	Year	Year
Department or Unit—Automotive Technology	2018	2019	2020	2021	2022
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
With Master's Degrees					
Full-time Tenured	1	1	1	1	2
Full-time Non-Tenured	2	2	2	3	1
Part-time	2	2	3	2	2
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	1	1	1	1	0
Part-time	0	0	0	0	0
Other					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	1	1	1	1	0
Part-time	0	0	0	0	0
Total Headcount Faculty					
Full-time Tenured	1	1	1	1	2
Full-time Non-Tenured	5	5	5	5	4
Part-time	3	3	3	2	2
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	3.2	3.2	5.6	4.6	6.6
Teaching Assistants					
Part-time (May include TAs)	2.7	2.2	2.1	1.4	1.5
Total Faculty FTE	5.9	5.4	7.7	6.0	8.1
Number of Graduates					
Certificates	11	14	10	21	13
Associate Degrees	22	14	16	21	15
Bachelor's Degrees	13	17	18	22	13

Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	165	165	149	149	140
Total Department FTE*	58.0	53.9	59.3	51.8	51.7
Total Department SCH*	1739	1617	1779	1553	1550
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	9.8	9.9	7.7	8.6	6.4
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	767,787	814,500	748,763	729,040	606,178
Cost Per Student FTE	13,245	15,111	12,627	14,083	11,732
Funding					
Appropriated Fund	610,275	653,383	693,740	677,021	479,372
Other: IW Funding from CE	25,995	27,165	27,830	17,460	19,830
Special Legislative Appropriation					
Grants of Contracts	106,595	114,749	12,291	3,215	37,491
Special Fees/Differential Tuition	24,922	19,203	14,902	31,344	69,485
Total	767,787	814,500	748,763	729,040	606,178

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

Standard A: Mission Statement

Aligns loosely with ASE Standard 1 – Purpose, which states “The automobile technician training program should have clearly stated program goals, related to the needs of the students and employers served.”

Compliance – the reviewers found the program to be in compliance with standard 1.

Standard B: Curriculum

Aligns with parts of Standard 7 – Instruction, which states “instruction must be systematic and reflect program goals. A task list and specific performance objectives with criterion referenced measures must be used.” This standard includes topics such as course of study, program sequencing, safety standards, related instruction, etc. (7.4), related instruction (math, science, communications, and interpersonal relations, 7.9).

Strengths identified – “...program and curriculum ‘world class’.”

Compliance – the reviewers found the program to be in compliance with standard 7.

Also aligns with Standard 11 – work-based learning, which states ‘written policies and procedures must be used for all program-sanctioned work-based learning and apprenticeship activities.’

Compliance – the reviewers found the program to be in compliance with standard 11.

Standard C: Student Learning Outcomes and Assessment

Aligns with parts of Standard 7 – Instruction. Specifically, the topics of performance standards and student progress (7.5), safety standards (7.6), testing (7.10).

Compliance – the reviewers found the program to be in compliance with standard 7.

Standard D: Academic Advising

Aligns with Standard 5 – Student Services, which states “Systematic counseling services, placement, and follow-up procedures should be used.”

Compliance – the reviewers found the program to be in compliance with standard 5.

Standard E: Faculty

Aligns with Standard 10 – Instructional Staff, which states “the instructional staff must have technical competency and meet all state and local requirements for accreditation.” This standard includes technical competency (10.1), instructional competency (10.2), and technical updating (10.3).

Strengths identified –

instructors, department chair ‘world class’.”

All of the 6 instructors exceed the minimum qualifications

Compliance – the reviewers found the program to be in compliance with standard 10.

Also aligns with parts of Standard 7 – Instruction. Specifically, preparation time (7.2), teaching load (7.3), and evaluation of instruction (7.11).

Compliance – the reviewers found the program to be in compliance with standard 7.

Standard F: Support

Aligns with Standard 2 – Administrative Program Support, which states “Program Administration should ensure that instructional activities support and promote the goals of the program.”

Compliance – the reviewers found the program to be in compliance with standard 2.

Also aligns with Standard 4 – Funding, which states “Funding should be provided to meet the program goals and performance objectives.”

Compliance – the reviewers found the program to be in compliance with standard 4.

Also aligns with Standard 8 – Tools & Equipment, which states “tools and equipment used must be of the type and quality found in the repair industry and must also be the type needed to provide training to meet the program goals and performance objectives.”

Compliance – the reviewers found the program to be in compliance with standard 8.

Also aligns with Standard 9 – Facilities, which states “the physical facilities must be adequate to permit achievement of the program goals and performance objectives.” This includes training stations (9.1), safety (9.2), facility maintenance (9.3), instructional area (9.6), ventilation (9.9), and others.

Compliance – the reviewers found the program to be in compliance with standard 9.

Standard G: Relationships with External Communities

Aligns with Standard 6 – Advisory Committee, which states “an officially sanctioned program advisory committee must be used to provide input on program goals.”

Compliance – the reviewers found the program to be in compliance with standard 6,

Standard H: Results of previous reviews

Reviewers indicated that “there were no improvements needed. More instructors were hired, a new facility was built, student ratios are proper (since their last renewal).

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

Faculty response:

With no recommendations to address, the faculty response to the accreditation review is as follows:

Weber State University (WSU) is one of the few elite schools in the country whose automotive students are actively recruited by most of the major automobile manufacturers in the world. Our partnerships with Chrysler, Ford, General Motors, Honda, and Toyota help our students be better prepared for various careers in the automotive industry. WSU graduates are well known in the automotive industry, holding service, technical support, advanced technical, marketing, management, sales, and teaching positions nationwide.

Goals

- Align curriculum to meet industry innovations and standards.
 - Develop course material for Hybrid and Electric Vehicle (EV) Systems.
 - SWI 2018 \$290,000 annual appropriation for Hybrid and EV training partners with tech schools
 - We provide curriculum and equipment support to the state's technical school and community college programs.
 - Train the trainer: the grant covers the tuition for partnering educators to receive EV training.
 - SWI 2021 \$299,000 annual appropriation for Hybrid and EV training partner with high schools
 - We provide curriculum and equipment support to Weber and Davis County high school automotive programs.
 - Train the trainer: the grant covers the tuition for high school teachers to receive EV training.
 - Created two certificates of proficiency for EV
 - Added five new EV courses
 - Develop course material for Autonomous Ground Vehicle (AGV) Operations.
 - Deep Tech Grant \$870,000 to develop AGV with Computer Science
 - Create AGV course for BS degree
 - Develop an Automotive Engineering Technology AAS and BS degree program.
 - The curriculum will address the electrical and electronic systems used for vehicle electrification and automation.
 - Increase dual enrollment participation and matriculation.
 - High School Outreach Coordinator position created
 - Responsible for dual enrollment admissions and registration in Davis and Weber County high school automotive programs
 - Piloting scholarship program to cover admission fees and tuition in low-income schools
 - Conducts status switch with seniors in the spring and walks them through the program application process
 - Takes local Service Managers to the high school to promote the industry.

Dean's response:

The Automotive program at Weber State is recognized nationally and serves both the local market through its service two-year degree and the national and international manufacturing base through its bachelor degree. The program(s) are expensive in terms of space, personnel, and equipment as it relates to student FTE. I've also been concerned about a downward trend in student enrollment. However, the program has been exemplary in raising funding through grants and targeted appropriations to help defray costs. Additionally, it has been, and remains, exemplary in its marketing and recruitment efforts – including a creative approach to concurrent enrollment students. It has world class facilities. Its YouTube channel is the most visited of Weber State's. It has also continually looked to upgrade its offerings in light of the paradigm shifting effects of alternative fuels, electric vehicles, electronic diagnostics, and automated driving. It is recognized and supported by the state for those efforts. It has recently put together a program to reintroduce the Automotive Engineering Technology degree with an emphasis on electronics which should, given the degrees at comparable national schools, increase enrollments. The department has ambitions to eventually accommodate transportation as a whole and not only automotive transportation. Given their grit and determination I believe they will excel beyond what they have already accomplished.

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

Accrediting agency (ASE) recommendation:

Accredit to January 1, 2028.

Date: April 20, 2023

Present: Ravi Krovi, Provost; Eric Amsel, Associate Provost; Jason Francis, Faculty Senate Chair; Marjukka Ollilainen, Faculty Senate Vice-Chair; Program Review Committee – Jennifer Anderson, Aaron Ashley, Amy Buckway, Michele Culumber, Eric Gibbons, Ryan Ridge, Barb Wachocki
Gail Niklason, Courtnee Goodwin: Office of Institutional Effectiveness

Guests: Jessica Slater, Chair, Department of Automotive Technology; Caid Kroeger, Instructor; Brian Rague, Associate Dean, College of Engineering, Applied Science & Technology

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

The Committee recommends the provost support the findings of the ASE accreditation process that fully accredits the Automotive Technology programs until January 1 of 2028. The Provost Office and the Dean will continue to monitor the departments programs through the yearly strategic planning report (SPR) process.

The Automotive Technology department is commended for a highly successful ASE accreditation. Further, the program faculty are commended for their proactive, forward-looking approach to curriculum in support of quickly changing technologies and demands.

The committee recommends that the program faculty continue to work with the CTE director to improve reverse course articulations with local technical colleges and recommends that the department monitor matriculation to WSU of concurrent enrollment automotive students. The current focus on creating marketing strategies to reach this audience as well as potential transfer students from the technical colleges is a wise investment of resources.

The Provost concurs with these recommendations.

May 16, 2023

Faculty Tenure Recommendation

Overview

[PPM 8-20, Action by the Provost](#), states “Recommendations for the granting of tenure shall be forwarded to the president who shall be responsible for presenting them to the Board of Trustees.”

The listed faculty member has been put forward by their academic deans, reviewed by the Provost, and are recommended for Tenure by President Mortensen.

Action

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

MEMORANDUM

To: President Brad Mortensen

From: Provost Ravi Krovi

Date: April 24, 2023

Subject: Tenure Recommendations

As a result of the 2022-2023 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for Tenure:

Ash Soltani Stone	Film and Digital Media
-------------------	------------------------

May 16, 2023

Faculty Promotion Recommendations

Overview

[PPM 8-20, Action by the Provost](#), states “The names of faculty members receiving positive recommendations concerning advancement in rank shall be forwarded to the president who shall be responsible for presenting them to the Board of Trustees.”

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

Action

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

MEMORANDUM

To: President Brad Mortensen

From: Provost Ravi Krovi

Date: April 24, 2023

Subject: Promotion Recommendations

As a result of the 2022-2023 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for promotion:

Clay Rasmussen	Teacher Education	Promotion to Full Professor
Chad Smith	Health, Physical Education, and Recreation	Promotion to Full Professor
Ash Soltani Stone	Film and Digital Media	Promotion to Associate Professor

STEPS IN THE TENURE AND PROMOTION PROCESS AT WEBER STATE UNIVERSITY*

FACULTY NOTIFICATION

Faculty being considered for review or promotion, including tenure, are notified in October that their autobiographical and related documentation must be updated by January 15.

DEPARTMENT REVIEW

Faculty are reviewed at the department level by department Ranking Tenure Evaluation Committees ([PPM 8-15](#)). The peer review function ([PPM 8-11, 5.4.3](#)) of the Committee is generally performed by a separate Peer Review Committee. The peer evaluations are included in candidates' professional files and any other materials the Committee deems appropriate ([PPMs 8-11, 8-13](#). See also [PPM 8-14](#) regarding other information that may be considered). Faculty may comment on documents added to the professional file before the file is closed. They also may contest in writing and in person the results of that department or any subsequent review. Written responses are added to the faculty file.

COLLEGE REVIEW

The College Ranking Tenure Evaluation Committee includes five tenured full professors from within the college and two tenured full professors from outside the college, elected by the tenure or tenure-track members of the college ([PPM 8-16](#)). They review the candidates' professional files and other documents, which now include any additional information from the candidates and the results of the Department review.

DEAN REVIEW

Once the College Ranking Tenure Evaluation Committee completes its review and adds its evaluation to the candidates' file, the Dean reviews it and makes recommendations.

UNIVERSITY REVIEW

Candidates may request an additional review by the University Ranking Tenure Committee, which includes tenured full professors from each college and the Library ([8-16](#)). Such requests are usually made because of disagreements in recommendations from other reviews, although a review may be requested even if there are no disagreements ([8-16a](#)).

PROVOST REVIEW

The provost completes reviews of all cases with conflicting recommendations and any other cases seen fit to review. The names of all faculty members receiving positive recommendations are forwarded to the president, who shall be responsible for presenting them to the Board of Trustees. The provost's recommendation shall be considered final unless the president overturns the decision or the faculty takes additional courses of action on their cases, including an appeal to the Faculty Board of Review ([PPM 8-20](#)).

* This information is an abbreviated summary only. Policies themselves should be referenced for details.



Academic Policy Committee Meeting

Miller Administration Building | Room 211K | Zoom

Thursday, April 27, 2023 | 8:00 AM to 9:30 AM

Trustee Members:

Ms. Louenda Downs (Academic Policy Committee Chair)
Ms. Karla Bergeson (Board of Trustees Vice Chair)
Ms. Karen Fairbanks
Ms. Ashley Potokar
Mr. Keith Titus

Excused:

Weber State University Representatives:

Dr. Brad Mortensen, President
Dr. Ravi Krovi, Provost
Dr. Eric Amsel, Associate Provost
Ms. Stephanie Hollist, General Counsel
Dr. Ivana Fredotovic, Chief Data Officer

AGENDA

Call to Order:

- a. The meeting was called to order at 8:00 a.m. by Committee Chair Louenda Downs. Committee Chair Downs opened the meeting and confirmed that a quorum was in attendance. Committee Chair Downs welcomed Dr. Ivana Fredotovic and asked that she share an overview of her background and new position at Weber State University. Committee Chair Downs thanked Dr. Fredotovic and excused her from the remainder of the meeting.
- b. Committee Chair Downs asked for identification of any potential or perceived conflicts of interest. Trustee Keith Titus identified a potential conflict and shared his plans to excuse himself during agenda item 6c, Department Chair Recommendations. With plans made to accommodate the potential conflict, Committee Chair Downs continued through the agenda.

Approval of Minutes:

- a. **March 21, 2023, Academic Policy Committee Meeting**

The committee reviewed the minutes from the March 21, 2023, Academic Policy Committee meeting.

ACTION: Upon a motion by Trustee Karen Fairbanks to approve the meeting minutes from March 21, 2023, with a second by Trustee Titus, the motion passed unanimously.

Policy Changes:

- a. **PPM 1-14a, Program Modification or Discontinuance Review Procedure**
- b. **PPM 3-25, Faculty Sabbatical Leave**
- c. **PPM 4-1, Graduation Standards**
- d. **PPM 4-2a, Modifying Programs and Courses in the Catalog**
- e. **PPM 6-2, Admissions**
- f. **PPM 8-11, Evaluation of Faculty Members**
- g. **PPM 8-17, Action by Department Ranking Tenure Evaluation Committee**
- h. **PPM 8-18, Action by College Ranking Tenure Evaluation Committee**

Committee Chair Downs recommended that the proposed policy changes be considered as a group. Provost Ravi Krovi reviewed the proposed changes, explaining the background and potential campus impact. Trustees encouraged conversation among Utah-system schools about simplifying processes for non-substantive changes. Trustees also discussed opportunities for adjustments to admissions business processes while examining the proposed changes to PPM 6-2, Admissions. President Brad Mortensen spoke about opportunities for trustees to advocate for Weber State's dual-mission work. Trustees discussed the best way to fulfill their fiduciary duty when approving tenure decisions.

ACTION: Upon a motion by Vice Chair Karla Bergeson to approve the policy changes, with a second by Trustee Ashley Potokar, the motion passed unanimously.

Program Name Changes:

- a. **Post-Baccalaureate Certificate in Cyber Security to Post-Baccalaureate Certificate in Cybersecurity**
- b. **Product Design and Development: An Engineering Technology (AAS) to Product Design and Development (AAS)**

Committee Chair Downs recommended that the proposed program name changes be considered as a group. Provost Krovi reviewed the proposed changes, highlighting that they are influenced by industry standards.

ACTION: Upon a motion by Trustee Fairbanks to approve the Program Name, with a second by Trustee Titus, the motion passed unanimously.

New Programs:

a. Minors

- 1. Ethnic Studies Minor**
- 2. Film Studies Minor**
- 3. Religious Studies Minor**

Committee Chair Downs recommended that the proposed new minors be considered as a group. Provost Krovi reviewed the proposed changes, describing the potential student and financial impacts. Trustees encouraged thoughtful review of proposals for minors going forward. They requested that the minor be reviewed in one year. Trustees also asked that a review process be developed for minors and certificates.

ACTION: Upon a motion by Vice Chair Bergeson to approve the new minors, with a second by Trustee Titus, the motion passed unanimously.

a. Certificates of Proficiency:

- 1. Basic Economic Analysis Certificate of Proficiency**
- 2. Colorado Limited Scope Operator (LSO) Radiography Certificate of Proficiency**
- 3. Environmental Science Filmmaking Certificate of Proficiency**

Committee Chair Downs recommended that the proposed new certificates of proficiency be considered as a group. Provost Krovi reviewed the proposed certificates, highlighting the potential student and financial impacts. Trustees requested a report on Weber State's activities outside of Utah, including a cost/benefit analysis, be proposed as a topic for the fall trustee retreat.

ACTION: Upon a motion by Trustee Titus to approve the new certificates of proficiency, with a second by Trustee Potokar, the motion passed unanimously.

b. Associate of Science:

1. Psychological Science AS

- i.** Provost Krovi reviewed the proposed new associate of science degree, highlighted the potential retention pathways. Trustees charged General Counsel Stephanie Hollist with notifying USHE personnel that the law quoted in the peer review letter should be updated and that indemnification be affirmed as the law has been changed twice since the letter last updated.

ACTION: Upon a motion by Trustee Fairbanks to approve the new associate of science, with a second by Vice Chair Bergeson, the motion passed unanimously.

c. Post Baccalaureate Certificates:

1. Autonomous Vehicle Software Post Baccalaureate Certificate

- i.** Provost Krovi reviewed the proposed certificate, and the Trustees commended the information shared in the proposal about the review process.

ACTION: Upon a motion by Trustee Titus to approve the new post baccalaureate certificate, with a second by Trustee Potokar, the motion passed unanimously.

Recommendations:

a. Tenure Recommendation Memo

1. Promotion Recommendation Memo

Committee Chair Downs recommended that the proposed new certificates of proficiency be considered as a group. Trustees returned to a discussion of how best to fulfill their role in the promotion and tenure process. General Counsel Hollist referenced PPM 8-20, Action by the Provost. She read Section B: Candidates in the Final Probationary Year of Tenure, which states that:

“The names of faculty members receiving positive recommendations concerning advancement in rank shall be forwarded to the president who shall be responsible for presenting them to the Board of Trustees. The recommendation of the provost shall be considered final unless one of the following situations occurs:

1. The faculty member alleges that rights to due process were abridged and/or the recommendation is arbitrary and capricious and represents an infringement upon either constitutional rights or those faculty rights discussed in PPMs 9-1 through 9-9. In this case, the faculty member has the right to request a hearing before the Faculty Board of Review as discussed in PPM 1-13, Article VI, Subsection 4.2.

2. The president overturns the recommendation."

The trustees thanked General Counsel Hollist for her guidance and asked President Mortensen if he wished to overturn any of the recommendations. President Mortensen expressed his support for the list of faculty names presented. The trustees requested that a one-page document be developed and presented detailing the tenure and promotion process, along with the determinations of the process.

ACTION: Upon a motion by Trustee Fairbanks to approve the tenure recommendation memo and promotion recommendation memo, with a second by Trustee Potokar, the motion passed unanimously.

b. Department Chair Recommendations

Trustee Titus recused himself and stepped out of the room for the duration of the discussion and action. Provost Krovi shared the department chair recommendations.

ACTION: Upon a motion by Trustee Fairbanks to approve the department chair recommendations, with a second by Vice Chair Bergeson, the motion passed unanimously.

Adjourn:

a. With all agenda items completed and business finished, the meeting adjourned at 9:36.

Board of Trustees Business Committee Meeting

Davis Stewart Center (D3) Room 206 | 2750 University Park Blvd, Layton, UT 84041
Tuesday, May 16, 2023 | 8:30 AM to 9:30 AM

AGENDA

1. **Call to Order and Identification of Any Potential (8:30 a.m.)** *Don Salazar, Committee Chair or Perceived Conflicts of Interest**

2. **Action: Approval of Minutes (8:30 a.m.)** *Committee Chair Salazar*
a. **April 27, 2023, Business Committee Meeting**

3. **Action: Business Committee (8:35 a.m.)** *Committee Chair Salazar*
a. **Financial Report (March 2023) (8:35 a.m.)** *Mr. Steve Nabor*
b. **Base Budget FY24 (8:45 a.m.)** *Vice President Norm Tarbox*

4. **Action: Consent Items (8:55 a.m.)** *Committee Chair Salazar*
c. **Monthly Investment Report (March 2023)**
d. **Personnel Report (April 2023)**
e. **Early Retirements**
f. **Retirement Committee Update**

5. **Information: (9:00 a.m.)** *Committee Chair Salazar*
a. **Capital Improvements (9:00 a.m.)** *Vice President Tarbox*
b. **IT Security Update (9:05 a.m.)** *Vice President Bret Ellis*
c. **Composite Financial Index (9:20 a.m.)** *Vice President Tarbox*

6. **Adjourn (9:30 a.m.)** *Committee Chair Salazar*

*When a board member has a potential or perceived conflict of interest, they should alert the chair at the beginning of the meeting that they will need a moment to recuse themselves from board business and identify the point in the agenda when they would need to be excused. The board member will be excused at the appropriate time while the board proceeds with the action. The board member will be alerted when they may rejoin the proceedings.

WEBER STATE UNIVERSITY

FINANCIAL REPORT

March 2023

This report includes nine months of activity since the close of the 2021-2022 fiscal year. It is developed using cash basis conventions and will be updated regularly as additional months are completed and accounted for during the 2022-2023 fiscal year.

It is recommended that the financial report be approved.

MEMFINRPTMARCH2023

Working Together To Create A Quality Environment Where Students Are Served

Weber State University
Cash Basis Summary of Operations
For the Month Ended March 31, 2023
75 Percent of the Year Completed

**UNAUDITED FOR
DISCUSSION ONLY**

	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
State Appropriated Funds							
Education and General (Excluding Athletics)	\$ 201,547,768	65.24 %	\$15,748,031	\$131,498,444	\$120,607,022	9.03 %	\$182,557,884
Athletics	5,741,195	62.32 %	541,596	3,578,036	3,260,527	9.74 %	5,237,367
Educationally Disadvantaged	458,680	73.22 %	67,390	335,838	369,712	(9.16) %	453,717
Total State Appropriated Funds	207,747,644	65.18 %	16,357,017	135,412,318	124,237,261	8.99 %	188,248,968
Net Funds Available for Expenditure	\$207,747,644	65.18 %					
Other Unrestricted Funds							
Institutional Discretionary			411,783	1,413,046	1,286,561	9.83 %	990,573
Continuing Education Programs			827,212	7,322,922	6,420,500	14.06 %	9,153,782
Shop Funds			793,717	5,166,036	5,498,292	(6.04) %	7,782,845
Service Enterprises			348,638	3,512,907	3,247,122	8.19 %	4,289,240
Auxiliary Enterprises			1,037,551	13,084,959	12,737,374	2.73 %	17,950,202
Athletics			411,858	7,431,140	6,892,562	7.81 %	6,753,509
Self Supporting/Miscellaneous			957,733	6,451,090	5,435,578	18.68 %	7,999,402
Total Other Unrestricted Funds			4,788,492	44,382,100	41,517,989	6.90 %	54,919,553
Restricted Funds							
Grants and Contracts			1,212,348	36,521,707	65,657,913	(44.38) %	80,993,385
Gifts			3,584,688	12,651,584	8,252,828	53.30 %	12,701,474
Total Restricted Funds			4,797,036	49,173,291	73,910,741	(33.47) %	93,694,859
Other Funds							
Agency Funds			325,173	27,366,944	25,067,394	9.17 %	28,819,333
Associated Students			519,892	5,033,320	5,048,126	(0.29) %	7,365,656
Plant Funds			5,543,519	27,120,632	22,546,225	20.29 %	31,037,110
Total Other Funds			6,388,584	59,520,896	52,661,745	13.02 %	67,222,099
Total All Funds			\$32,331,129	\$288,488,605	\$292,327,736	(1.31) %	\$404,085,479

Report Heading

State Appropriated Funds:

Education & General, Athletics,
Educationally Disadvantaged

Heading Description

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:

Institutional Discretionary

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.

Continuing Education Programs

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.

Shop Funds

Accounts that are primarily non-credit producing programs. Examples of accounts include: personal enrichment, professional development, conferences.

Service Enterprises

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.

Auxiliary Enterprises

University departments whose sales/services are provided primarily to other University departments. Examples of accounts include: Mail Services, Vehicle Fleet, Printing Services.

Athletics

University departments whose sales/services are provided primarily to the campus community. Examples of accounts include: Union Building, Student Housing, Bookstore.

Self-Supporting

This group of accounts is comprised of all the individual sport accounts. Examples of accounts include: basketball, volleyball, football.

Miscellaneous

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 accounts not captured in the other groups. Examples of accounts include: unrestricted gifts, endowment income accounts, capital campaign.

Restricted Funds:

Grants & Contracts

Funds received which are limited by external agencies or donors as to the purpose for which they may be expended.

Gifts

External grants and contracts. Examples of accounts include: Student Upward Bound, Pell student financial aid, Toyota Automotive Training.

External funds received from donors that are restricted for specific purposes. Examples of accounts include: scholarships, facilities, academic programs.

Other Funds:

Agency Funds

Remaining accounts of the University

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

WEBER STATE UNIVERSITY

FY24 BASE BUDGET

Included here for approval is WSU's FY24 Appropriated Budget. The revenue and expense adjustments reflected here represent the 12-months of work and deliberations involving the Utah State Board of Higher Education, Utah State Legislature, Weber State Board of Trustees, and the Weber State Administration.

The FY24 budget represents an 8.1% overall increase from FY23. Major changes to the budget for FY24 include:

- A \$2.9 million base budget cut due to reduced tuition revenue.
- A 0% tuition rate increase and a 0% student fee rate increase; and
- An historic infusion of additional tax funds from the State Legislature.

Attached in order of appearance are the following:

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

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

MEMFY23BASEBUDGET

Weber State University
FY24 Appropriated Base Budget

Line Item	Funding Category	Tax Funds	Tuition	Total	Budget Principle	Comments
E&G	<u>FY23 Base Budget</u>	\$118,085,400	\$82,373,623	\$200,459,023		
	1.42% Budget Cut		\$2,886,500	-\$2,886,500	Internal Efficiencies/Reallocations	Reduction in existing resources
	Salaries and Wages	\$12,051,222		\$12,051,222	Budget Maintenance	Most significant salary package in at least 40 years (detail below)
	Medical & Dental Insurance Cost Increase	\$1,522,900		\$1,522,900	Budget Maintenance	Maintain medical and dental insurance packages as-is
	Fuel & Power Cost Increase	\$455,977		\$455,977	Budget Maintenance	Fund rate increases in fuel and water
	Internal Service Fund Adjustments	\$233,500		\$233,500	Budget Maintenance	Liability and Property Insurance Increases
	O&M for Noorda Building	\$32,500		\$32,500	Budget Maintenance	Final month of funding
	Graduate Program Growth	\$465,000		\$465,000	Quality Faculty & Programs	Primarily Master of Social Work
	Physician Assistant Program		\$737,000	\$737,000	Quality Faculty & Programs	Tuition dollars from second cohort of PA students
	Course Fee Coordinator	\$60,000		\$60,000	Affordability Compact	Prior year commitment
	Tier II State Retirees 401K	\$200,000		\$200,000	Budget Maintenance	Funds a 4.1% 401K program for these employees
	Performance Funding Hold-back	\$1,600,000		\$1,600,000	Budget Maintenance	Some of FY24 Performance Funding may turn out to be 1-time
	Workforce Initiatives	\$875,000		\$875,000	Quality Faculty & Programs	STEM & Health Care initiatives funded by the Legislature
	Other Mandated Costs	\$50,000		\$50,000	Budget Maintenance	Reserve for last second items
	<u>FY24 Appropriated Base Budget</u>	\$135,631,499	\$80,224,123	\$215,855,622		
Ed Dis	<u>FY23 Appropriated Base Budget</u>		\$432,100		\$432,100	
	Salaries & Benefits		\$35,500	\$35,500	Budget Maintenance	Most significant salary package in at least 40 years (detail below)
	<u>FY24 Appropriated Base Budget</u>	\$467,600	\$0	\$467,600		
RMCOEH	<u>FY23 Appropriated Base Budget</u>		\$802,000		\$802,000	
	Programmatic Enhancements		\$786,300	\$786,300	Quality Faculty & Programs	Significant enhancement to programs
	<u>FY24 Appropriated Base Budget</u>	\$1,588,300	\$0	\$1,588,300		
Total FY24 Appropriated Base Budget		\$137,687,399	\$80,224,123	\$217,911,522		

Statistics	
Tuition Rate Incr	0.00%
Fee Rate Incr	0.0%
Budget Increase	8.1%
New \$ From Tax	\$ 18,367,899
Tuition % of Total	36.8%
Strategic Plan \$	\$ -

Salaries and Wages	
\$1000 for all FT regular employees	
5% General Increase	
1.5% Merit Increases	
0.58% Faculty Promotions	
0.41% Equity & Hot Spots	
5% Wages Increase	
Set \$11.25 Campus Min Wage (1/24)	

WSU FY24 Budget Guiding Principles

1. Affordability Compact

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

2. Internal Efficiencies/Reallocations

- Seek first internal sources for current organizational budgetary needs

3. Quality Faculty and Programs

- Encourage quality teaching, research, scholarship through incentive pay for faculty
- Build and support academic programs that address regional economic development needs
- Foster academic excellence and personal connections between faculty, staff and students

4. Student Success

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

5. Equity, Diversity and Inclusion

- Adjust university practices contributing to unequal student outcomes
- Focus recruitment, hiring, and retention practices to promote diversity, equity, and inclusion
- Connect with local minority communities and build high-school to college bridges
- Achieve the status of an Emerging Hispanic Serving Institution
- Increase support resources for educationally disadvantaged populations

6. Other Strategic Priorities

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

7. Budget Maintenance

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

Weber State University

2021-22 Division Internal Reallocation Report

I. Division - All Divisions

II. Expenditure Reallocation

	Date	Source Index & Name	Destination Index & Name	Reason for Transfer	Amount	Net FTE Change
A.	7/1/22	215350-Shuttle Ops	None	Eliminated most of shuttle operations, replaced with OGX	\$230,541	0.00
B.	7/1/22	216305-Fuel & Power	Various Project Accounts	Secure \$2.5 million in savings from annual Fuel & Power Budget	\$2,500,000	0.00
C.	7/1/22	214040-Athletics	None	Eliminated Wildcat Club Executive Director Position/Turnover savings Men's Bball	\$403,000	(1.00)
D.	7/1/22	Various	None	Reduced contract services/Reallocate Search Adv/Eliminate Purch, Bookstore positions	\$268,800	(3.00)
E.	7/1/22	215410-Econ Development	Various	Reconfigure Director of Economic Development Position in Financial Services	\$134,900	(1.00)
F.	7/30/21	Various	Enroll Services/COS	Dual Enrollment Advisors/First Year Advisors/Pre Prof Adv to FT from budget cut	\$507,275	8.00
G.	8/15/21	Various	EDI Faculty -various	EDI East,MCOE,DCHP,CSBS,GSBE,COS	\$236,496	3.00
H.	8/15/21	Various	Gen Ed/Gateway Instructors	DOVAD,Comm, Music	\$193,050	1.00
I.	8/15/21	Various	Nursing	Increase 16 contracts to 12 months	\$33,965	0.00
J.	8/15/21	Various	Various	LIBR, Grad Pay, Instructor, Assoc Dean	\$199,747	1.00
K.	3/1/22	Various	Various	Creation of Internship Development Specialist, other salary and hourly needs	\$94,000	1.25
L.	7/1/22	215049	Various	Convert operating funds to Salaries & Other Needs	\$60,000	0.75
M.	7/1/22	214115	Various	Convert operating funds to Salaries & Other Needs	\$133,000	1.00
Total					\$4,994,774	11.00

WEBER STATE UNIVERSITY

MONTHLY INVESTMENT REPORT

Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Reports covering activity for the month of March 2023. Approval of these reports is sought from the Business Committee.

MEMMONTHLYINVRPTMARCH2023

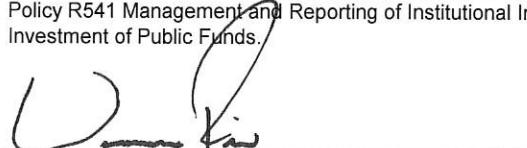
Working Together To Create A Quality Environment Where Students Are Served

Weber State University
Monthly Investment Activity Report
March 31, 2023

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance February 28, 2023						\$353,020,388
Purchases:						
Wells Fargo	Checking	28-Feb-23	1-Mar-23	1.6500%	12,674,492	
PTIF	PTIF	Various	Various	4.7350%	3,539,797	
FHLB	Bond	14-Mar-23	14-Mar-25	5.6200%	5,000,000	
FHLB	Bond	17-Mar-23	3-Mar-26	6.0000%	5,000,000	
Common Fund Income					1,411,048	
						<u>27,625,337</u>
Withdrawals:						
Wells Fargo	Checking	28-Feb-23	1-Mar-23	1.6500%	12,919,602	
Common Fund Fees					24,672	
Total Withdrawals						<u>12,944,274</u>
Balance March 31, 2023						<u>\$367,701,451</u>

Weber State University Director of Financial Services Assertion:

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


Wendell Rich
Weber State University Director of Financial Services

Weber State University
Monthly Investment Report
March 31, 2023

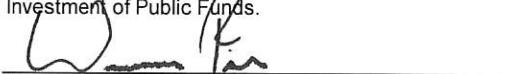
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Jan-23	1-Feb-23	1.6500%	\$12,674,492	\$12,674,492
PTIF	PTIF	Various	Various	4.7350%	125,501,489	125,501,489
Common Fund						
Global Private Equity	Alternatives	Various	Various		2,091,166	3,448,706
Global Private Equity II	Alternatives	Various	Various		1,778,079	2,843,764
Global Private Equity III	Alternatives	Various	Various		3,982,823	5,240,694
Global Private Equity IV	Alternatives	Various	Various		1,084,513	1,286,119
Strategic Solutions Global Equity	Equity	Various	Various		54,703,251	82,692,884
CF Real Estate Opp	Alternatives	Various	Various		2,399,514	3,244,991
Global Distressed Investors	Alternatives	Various	Various		56,667	18,580
High Quality Bond	Fixed	Various	Various		33,211,689	35,008,319
Natural Resources Partners X	Alternatives	Various	Various		979,085	1,308,928
Natural Resources Partners XI	Alternatives	Various	Various		1,304,545	1,790,643
Secondary Partners II	Alternatives	Various	Various		656,531	1,197,086
S&P 500 Index	Equity	Various	Various		3,172,666	3,522,694
Venture Partners XIII	Alternatives	Various	Various		3,914,851	5,553,300
S&P Global LargeMidCap Natural Resr	Alternatives	Various	Various		1,141,987	1,370,712
US Aggregate Bond	Fixed	Various	Various		1,847,152	1,758,708
State Street US Govt	Fixed	Various	Various		1,603,132	1,603,132
Venture Partners XII	Alternatives	Various	Various		2,185,567	3,958,415
Venture Partners XI	Alternatives	Various	Various		2,866,600	5,716,367
Venture Partners XIV	Alternatives	Various	Various		780,170	715,101
Ssga Environmental Sustainability	Alternatives	Various	Various		1,153,781	1,266,394
Cash Awating Transfer	Fixed	Various	Various		560,700	560,700
Secondary Partners III	Alternatives	Various	Various		3,151,424	4,346,678
SS Core Real Estate	Fixed	Various	Various		2,469,351	2,851,248
REIT Portfolio	Equity	Various	Various		845,748	880,977
Commonfund Real Estate Opportunity Fd II	Alternatives	Various	Various		1,584,478	1,748,706
Federal Home Loan - Step	Bond	10-Mar-22	10-Mar-25	2.5000%	5,000,000	4,882,594
Federal Home Loan - Step	Bond	15-Dec-21	15-Dec-26	1.0000%	5,000,000	4,626,791
Federal Home Loan - Step	Bond	17-Mar-22	17-Mar-27	2.5000%	5,000,000	4,843,315
Federal Home Loan - Step	Bond	30-Mar-22	30-Mar-27	2.6250%	5,000,000	4,713,580
Fannie May	Bond	30-Aug-22	28-Aug-25	4.1250%	5,000,000	4,943,720
Fannie Mae	Bond	27-Dec-22	27-Dec-23	5.0000%	5,000,000	4,990,305
FHLB	Bond	29-Dec-22	29-Dec-25	5.0000%	5,000,000	4,986,375
FHLB	Bond	30-Dec-22	30-Dec-25	5.0000%	5,000,000	4,983,780
Freddie Mac	Bond	30-Dec-22	30-Dec-24	5.0000%	5,000,000	4,985,195
FHLB	Bond	24-Feb-23	24-Feb-25	5.3500%	5,000,000	4,987,452
FHLB	Bond	27-Feb-23	27-Aug-25	5.1250%	5,000,000	4,998,970
FHLB	Bond	14-Mar-23	14-Mar-25	5.6200%	5,000,000	5,013,225
FHLB	Bond	17-Mar-23	3-Mar-26	6.0000%	5,000,000	5,000,000
Corporate Bonds						
Royal Bank of Canada	Bond	8-Oct-20	5-Oct-23	5.4420%	5,000,000	4,997,465
Canadian Imperial Bank	Bond	24-Mar-22	23-Jun-23	0.9500%	5,000,000	4,950,366
Goldman Sachs	Bond	5-Apr-22	5-May-23	2.4500%	5,000,000	4,985,458
Citigroup	Bond	27-May-22	27-Jun-23	2.8500%	5,000,000	4,953,841
Bank of America	Bond	22-Aug-22	24-Oct-24	5.3110%	5,000,000	4,954,305
JPMorgan	Bond	26-Aug-22	27-Sep-23	3.7500%	5,000,000	4,797,063
Toronto Dominion	Bond	2/14/2022	2/14/2024	5.4500%	5,000,000	5,003,120
Total Investments					\$367,701,451	\$410,706,747

Weber State University Foundation
 Monthly Investment Activity Report
 March 31, 2023

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance February 28, 2023					\$11,109,372
Revenues:					
Dividends				42,543	
Interest				63	
Realized Gains (Loss)				(52,118)	
Other Investment Income				0	
Total Revenue					(9,512)
Expenses:					
Investing Fees				2,450	
Annuity Payments				5,355	
Misc Expense				0	
Transfers to University				154,000	
Total Withdrawals					161,805
Balance March 31, 2023					\$10,938,055

Weber State University Director of Financial Services Assertion:

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


 Wendell Rich
 Weber State University Director of Financial Services

Weber State University Foundation
Monthly Investment Report
March 31, 2023

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		50,371	50,371
PTIF	PTIF	Various	Various	4.7349%	115,143	115,143
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		787,856	2,404,963
Multi-Strategy Bond	Bond	Various	Various		1,265,978	1,231,385
Multi-Strategy Bond (Annuity)	Bond	Various	Various		428,927	411,338
Multi-Strategy Equity (Annuity)	Equity	Various	Various		281,300	616,129
Stock and Money Markets						
Abbvie Inc Com	Stock				252,801	275,710
Amazon.com Inc	Stock				216,223	193,049
American Electric Power Co	Stock				64,226	66,878
Apple	Stock				180,198	692,580
AT&T Corp	Stock				169,320	173,250
Atlantica Sustainable Infrastructure PLC	Stock				153,186	127,108
Citizens Financial Group Inc	Stock				173,418	115,406
Comcast Corp (NEW) Class A	Stock				184,172	140,267
Crown Castle Intl Corp	Stock				182,249	133,840
Enbridge Inc	Stock				205,347	186,935
Enterprise Prod Prtnrs L.P.	Stock				256,747	253,820
Ford Motor Co New	Stock				182,663	162,540
GSK PLC ADR	Stock				201,195	159,398
Haleon PLC ADR	Stock				36,300	45,584
Ishares	Stock				1,914,725	1,796,211
JP Morgan Chase & Co	Stock				447,072	389,106
Medtronic PLC SHS	Stock				154,548	140,359
Metlife Incorporated	Stock				355,483	377,131
Microsoft	Stock				229,673	377,673
Morgan Stanley	Stock				162,978	175,600
Morgan Stanley Fund	Money Market		0.0200%		20,586	20,586
Novartis AG ADR	Stock				77,514	85,008
Organon & Co	Stock				10,400	8,585
Pfizer	Stock				160,645	159,120
Proctor & Gamble	Stock				143,344	153,894
Qualcomm Inc	Stock				349,400	283,228
Regions Financial Corp New	Stock				170,247	157,760
Royal Dutch Shell PLC	Stock				312,802	316,470
Teva Pharmaceuticals Adr	Stock				252,152	48,675
Verizon Communications	Stock				451,103	357,010
Viatric Inc	Stock				181,956	117,431
Zions Bancorp	Stock				155,807	143,664
Total Investments					\$10,938,055	\$12,663,207

Weber State University
Monthly Investment Activity Report
Funds Separately Invested
March 31, 2023

	Type	Shares	Transaction Amount	Amount
Balance February 28, 2023				\$3,663,085

Gifts:

Sold:

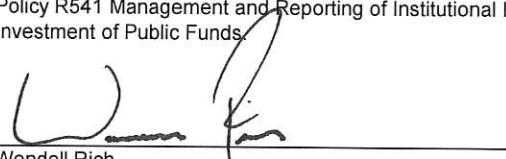
Total Withdrawals

0
0
\$3,663,085

Balance March 31, 2023

Weber State University Director of Financial Services Assertion:

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


Wendell Rich
Weber State University Director of Financial Services

Weber State University
Monthly Investment Report
Funds Separately Invested
March 31, 2023

Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock					
Berkshire Hathaway	Stock	1996		\$49,434	\$931,200
Life Insurance Policy				3,613,651	3,831,020
Total Investments				<u><u>\$3,663,085</u></u>	<u><u>\$4,762,220</u></u>

WEBER STATE UNIVERSITY

PERSONNEL REPORT

Attached is the Personnel Report for the month of April 2023.

MEMPERSONNELREPORTAPRIL2023

Working Together To Create A Quality Environment Where Students Are Served

Weber State University
 Human Resources Agenda Report
 from 4/1/2023 thru 4/30/2023

<u>Action</u>		<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Executive					
HIRE	Ivana Fredotovic	New Position	Executive/Other	Provost's Office	10-Apr-2023
Exempt					
HIRE	Jenteal Jackson	Replaces Velaida Cherelle Harris	Coach	Athletics Admin and Support	18-Apr-2023
HIRE	Paul Layton	Replaces Sarah Beth Tooker	Manager	Bookstore-Wildcat Stores	20-Apr-2023
HIRE	Cydney McHenry	Replaces Anthony Turner	Assistant Coach	Athletics Admin and Support	28-Apr-2023
HIRE	Maria Volkanova	New Position	Specialist/Exempt	Student Health Center	10-Apr-2023
Transfer e-par	Rachel Middleton		Developer	Marketing and Communications	10-Apr-2023
Transfer e-par	Adriana Perez Mares		Assistant Registrar I	Office of the Registrar	10-Apr-2023
ePAR Promotion	Jennifer Arnold		Advisor, Financial Aid	Financial Aid Office	17-Apr-2023
ePAR Promotion	Noah Erb		Advisor	Concurrent Enrollment	16-Apr-2023
ePAR Promotion	Jenny Frame		Coordinator	Associate Provost's Office	01-Apr-2023
ePAR Promotion	Mitchell Hansen		Director	Accounting Services	17-Apr-2023
ePAR Promotion	Charles Holland		Director	Development	16-Apr-2023
ePAR Promotion	Lulu Latu Peters		Counselor	Center for Belonging & Cultural Eng	16-Apr-2023
ePAR Promotion	Brooke Lindgren		Asst. Director	Provost's Office	16-Apr-2023
ePAR Promotion	Stephanie Quinn		Director	Financial Aid Office	10-Apr-2023
ePAR Promotion	Monica Rodriguez Mesa		Manager	Center for Belonging & Cultural Eng	16-Apr-2023
ePAR Promotion	Marisol Velasco		Advisor	Diversity, Access, and Inclusion	16-Apr-2023
Faculty					
HIRE	Melanie Livingston	New Position	Instructor	Nursing	01-Apr-2023
Non-Exempt					
HIRE	Talia Atkinson	Replaces Savannah Kate Evans	Administrative Specialist II	Services Students with Disabilities	03-Apr-2023
HIRE	Aubrey Bostick	New Position	Supervisor/Non-Exempt	Teacher Education	03-Apr-2023
HIRE	Tamra Clark	New Position	Assistant	Human Resources	24-Apr-2023
HIRE	Mark Olsen	Replaces Porter Aisea Pilivi	Landscaper II	Facilities Management	03-Apr-2023
Transfer e-par	Aimee Ruhnke		Administrative Specialist II	Dental Hygiene	10-Apr-2023
ePAR Promotion	Victor Macedo		Area Supervisor I	Facilities Management	24-Apr-2023

Weber State University
Human Resources Agenda Report
from 4/1/2023 thru 4/30/2023

<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Non-Exempt				
ePAR Promotion	Avery Oakes	Custodian	Facilities Management	16-Apr-2023
ePAR Promotion	MacKenzie Tuck	Administrative Associate	College of Health Professions	03-Apr-2023

WEBER STATE UNIVERSITY

EARLY RETIREMENT REQUEST

Each month, staff will bring Early Retirement Requests to the Business Committee for approval. There are two requests to be approved for the month of May 2023.

MAMEARLYRETIREMENTREQUESTMAY2023

Working Together To Create A Quality Environment Where Students Are Served



WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application 4-5-23

Name of Employee Annette C CARR

Employee's Department FM Janitor

Please accept my application for Early Retirement and route for approval to the appropriate Vice President and Board of Trustees. Specific information relative to my request is shown below.

Date of Retirement 4-28-23 06-01-23 ACC

Type of Retirement: Total Retirement Phased Retirement BR

If Phased Retirement, explain details -

Signature of Applicant Annette C Carr Date 4-5-23

Approvals:

Applicant's Date of Birth _____ Applicant's Employment Date 11/15/2004

Applicant's eligibility approved by: Bellamy Rasmussen

Assoc. V.P. of Human Resources: Meagan Thunell
Meagan Thunell (Apr 21, 2023 10:04 MDT)

Department Chair/Supervisor: Weston Woodward
Weston Woodward (Apr 21, 2023 11:13 MDT)

Dean or Equivalent: Mark Halverson
Mark Halverson (Apr 23, 2023 15:02 MDT)

Vice President: Norm Tarbox
Norm Tarbox (Apr 24, 2023 08:53 MDT)

Board of Trustees: _____



WEBER STATE UNIVERSITY

APPLICATION FOR
EARLY RETIREMENT PROGRAM

Date of Application March 29, 2023

Name of Employee Mark D. Maxson

Employee's Department School of Performing Arts

Please accept my application for Early Retirement and route for approval to the appropriate Vice President and Board of Trustees. Specific information relative to my request is shown below.

Date of Retirement June 30, 2023

Type of Retirement: Total Retirement Phased Retirement

If Phased Retirement, explain details -

Signature of Applicant M. D. Maxson Date 3/29/23

Approvals:

Applicant's Date of Birth _____ Applicant's Employment Date 08/21/2000

Applicant's eligibility approved by: Bethany Rasmussen

Assoc. V.P. of Human Resources: Meagan Thunell Meagan Thunell (Apr 4, 2023 13:21 MDT)

Department Chair/Supervisor: Thomas J. Mathews

Dean or Equivalent: Dabord Anna

Vice President: Ravindra Krovi Ravindra Krovi (Apr 8, 2023 09:01 MDT)

Board of Trustees: _____

WEBER STATE UNIVERSITY

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

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

MEMRETIREMENTCOM2022-23

Working Together To Create A Quality Environment Where Students Are Served

Weber State University – DRAFT

Q4 2022 Due Diligence Summary Notes

March 7, 2023 | 9:00 AM – 11:00 AM MT

Attendees:

Weber State University

Meagan Thunell (Interim AVP-HR) (Chair), Norm Tarbox (VP for Administrative Services), Steve Nabor (Sr. Associate VP and CFO), Tracy Schiermeyer (Deputy Chief HR Officer), Stephanie Hollist (General Counsel), Mark Halverson (AVP for Facilities), Bryce Yearsley (Systems Coordinator)

Unable to attend:

Hal Crimmel (Professor and Chair of the Depart. of English)

CAPTRUST

Becca Hedtler, Michael Sanders, Emily Wrightson

Due Diligence Frequency & Period End: Tri-Annual, 12/31/2022

Vendor: TIAA

Form Completed By: Becca Hedtler

I. Welcome

CAPTRUST welcomed the new members and gave a brief overview of the standing agenda format.

II. Approval of Notes

The Committee voted to approve the meeting notes from the Q3 2022 due diligence meeting held on December 9, 2022.

III. Interim Update

- Committee Charter – The Committee discussed the standards they want to set in the Charter in terms of best practices, similar to those of ERISA plans, but with sufficient caveats as to relevant application and appropriate flexibility. The members agreed that this would support the Committee as an ongoing entity long term, with consistency in application and procedures. The draft language will be available for review at the June meeting.
- SECURE Act 1.0 – Plan Amendments – TIAA released the amendments in December which are now in place and meet current plan compliance. Committee members noted that they often receive blind email from TIAA requesting documents signatures that they are uncomfortable signing without knowing degree of review any given document might need. Since TIAA has automatic push out which CAPTRUST does not receive, Committee members will contact CAPTRUST for review and discussion of future document requests.
- Senate Bill related to Fiduciary Duty Modifications – Regarding ESG funds, the current Federal rule says Committees may consider ESG (but are not required to do so). Legislation in some states, such as Utah, are taking action to supersede this. While initially fairly extreme, the language has been softened and is up for passage now indicating that public entities will need to make decisions with the sole purpose of maximizing risk adjusted returns.

In addition, the proposed legislation indicates that fiduciaries should retain the right to vote investor proxies. This shouldn't affect WSU as the plan holds mutual funds and variable annuities, not individual stocks.

IV. Q4 2022 Investment Review

CAPTRUST reviewed the Q4 2022 due diligence report highlighting the following key metrics as of December 31, 2022:

- Total program assets were approximately \$432.6M. This was a decrease of approximately \$63.2M (-12.8%) over the December 31, 2021 assets.
- Approximately \$228.4M (52.8%) of total program assets are in TIAA Traditional, CREF Annuities or TIAA Real Estate in individual participant-level contracts.

TIAA Traditional Annuity assets were approximately \$125.9M (29.1% of Plan assets).

- The interest rate credited to the TIAA Traditional Annuity was 6.25% (RA/GRA) and 5.50% (SRA/GSRA). The minimum guaranteed interest crediting rate under the contracts was 3.00%.

TIAA-CREF Lifecycle Index target date series held \$61.5M (14.2%) of assets. These funds are the Plans' default investment for participants who do not make an investment election.

- TIAA requires 0.08% to provide recordkeeping and administrative services to the Plans.
- The Plans use a leveled fee structure with a visible asset-based fee of 0.08%, applied to all investment options that do not share revenue back to the Plans.
 - Excess revenue received from the TIAA Traditional, TIAA Real Estate, and the CREF Annuities is automatically credited back on a quarterly basis to all participants based on each participant's plan assets in relation to total plan assets.
 - The revenue credit account balance is approximately \$12,024. This balance grows when participants separate from service and take their money from the plan before TIAA is able to refund revenue sharing.
 - The revenue credit account investment for all Plans is held in TIAA Traditional.

As of December 31, 2022, the weighted average expense ratio (excluding TIAA Traditional Annuity) of the investment options was 0.22%. The all-in fee, excluding revenue share and including the 0.08% asset-based fee, was 0.24%. CAPTRUST reviewed the various components of the "all-in" weighted average expense calculation for the new Committee members and as a refresher.

CAPTRUST revisited the Plan fee benchmarking comparing WSU to similar plans managed by TIAA, reinforcing that the fees are appropriate. CAPTRUST commented that an RFP would be the only real option to challenge fees right now, but since State law limits them to 3 recordkeepers, this further limits the available bids that would be received. CAPTRUST will continue to focus on negotiations with TIAA in the future.

Share Class Review:

- All Vanguard funds are in the lowest share classes available. Vanguard Inflation Protected Securities Admin will be the next fund to become eligible for a share class change. This fund holds approximately \$3.7M and needs to reach \$5M to move to the next share class.

CAPTRUST revisited the accomplishments of 2022 and how it serves as documentation of the Committee's work throughout the year. The 2023 business planning strategy for the year coming year was also reviewed.

The quarterly industry updates included:

- SECURE 2.0 Key Provisions – Those that would apply to existing plans. Discussed the mandatory ones and a few that might impact WSU in the short term, noting that many provisions have not yet been clarified in terms of structural application.

Of note was that with regard to Section 603, a change to the Age 50 Catchup requiring that it be made as Roth for anyone earning more than \$145K in the prior year (as indexed). The Committee confirmed that they have already discussed and figured out a how to manage this provision. They will need to estimate folks that they think will go over and cap them. They believe it to apply to roughly 50 people. The group also indicated an intent to communicate the 457(b) better as many may not be taking advantage of it.

CAPTRUST will circle back on this as more becomes available on the provisions and likely there will be a checklist plan document amendment from TIAA.

- Fiduciary Update
 - Float Income – Amounts to roughly \$3K per year currently. As the Plan grows, CAPTRUST will continue to watch this.
 - DOL Audit Activity questionnaires focused on Cybersecurity – WSU is in good shape in having done reviews etc. and they will be encouraged to do it regularly. The group discussed adding a TIAA cybersecurity session with Weber's Cybersecurity Officer included in the meeting.

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

Based on the analysis of the funds under the program, the following funds were highlighted for review:

- Parnassus Mid Cap Institutional (\$324.5K in assets) was recommended to remain on watch. Despite historical fund performance protecting in down market environments (such as during 2018 and 2015) the fund has struggled to keep up with peers during 2022. This is primarily due to the fund's exclusion of the energy sector (due to its ESG mandate) which has been one of the few strong points in the market YTD. The fund's underweight towards energy results in an overweight towards technology, which has been a lagging sector as investors rotate more heavily into value orientated companies. This overweight towards technology proved beneficial during the 4th quarter, as the market quickly rotated back into a risk-on environment.
- Invesco Developing Markets R6 (\$1.4M in assets) was discussed, with consideration given to eliminating the fund (net expense ratio 0.81%) and mapping assets and current contributions to the plan's indexed Emerging Markets option, Vanguard Emerging Markets Stock Index Instl (net expense ratio 0.10% and 1.15% of plan's assets). The lack of adjustments in the fund ahead of regulatory changes in China and Russia's invasion of Ukraine in 2022 were troubling. These macro missteps over the past 18 months have raised serious concerns about the organization's risk management capabilities and concerns that the fund has grown too large to be responsive to the rapidly changing investment landscape.

While the fund had a strong Q4 and is currently in the 16th percentile through the end of February, this is largely due to the fund's overconcentration within high-risk Chinese sectors (technology, healthcare, consumer cyclicals) relative to the index. Weighing the geopolitical risk concerns of further regulatory

macro events for China, and the fund's increasing position in a small number of higher risk Chinese stocks during 2022's continued selloff, CAPTRUST has concerns about the fund's volatility and risk going forward.

The CAPTRUST Team reviewed the usage statistics of the Invesco Developing Markets R6 Fund and noted that mapping to the index would give the participants a fee reduction and reduce their overall risk.

CAPTRUST discussed what the communication looks like to the participants when a fund is eliminated and mapped.

After discussion regarding the manager positioning, risk levels and the likelihood that emerging markets will continue to be event driven in the future, the Committee voted unanimously per the CAPTRUST recommendation to map the fund to the Vanguard Emerging Markets Stock Index Institutional fund.

The Committee then voted to maintain the Parnassus Mid Cap Institutional on watch.

V. Target Date Fund Review

CAPTRUST completed a review of the existing target date fund series alongside other passive, active and hybrid options. In addition to discussing other fund series that are available, CAPTRUST reviewed glide path philosophy and the factors to be considered in selecting a Target Date Series. A goal would be to select glide path that mirrors the employee demographic. TIAA's was specifically built with the higher education demographic in mind, using a "through" retirement glide path but also how aggressive the glide path is in those retirement years.

CAPTRUST also reviewed TIAA's ability to provide for a customized glide path based on the demographics of the plan and its participants. The service, RetirePlus Pro, also allows an embedded a lifetime income component in the form of TIAA Traditional. This reduces risk and offers the ability for participants to opt to annuitize, creating income for life at retirement, if desired. While there are advantages, it does require the need to hire a 3(38) advisor to manage the glidepath. It is likely that WSU would need about \$100 million in the target date funds to make the solution cost effective.

The Committee will continue to retain the existing passively managed target date series at this time.

VI. Adjournment

The meeting was adjourned at 11:00 AM MT. Next Meeting: June 20, 2023

Action Items – CAPTRUST:

- 1.** Invite TIAA to a session to discuss cybersecurity with Weber's Cybersecurity Officer.
- 2.** Initiate the process to map the Invesco Developing Markets R6 fund to the Vanguard Emerging Markets Stock Index Institutional fund.

Action Items – WSU:

- 1.** Draft Committee Charter language for review at June 20th meeting.

Weber State University

Q3 2022 Due Diligence Summary Notes

December 9, 2022 | 9:00 AM – 11:00 AM MT

Attendees:

Weber State University

Hal Crimmel (Professor, Chair of Dept. of English), Stephanie Hollist (General Counsel), Steve Nabor (Sr. Associate VP and CFO), Tracy Schiermeyer (Deputy Chief HR Officer), Norm Tarbox (VP for Administrative Services), Meagan Thunell (Interim AVP)

CAPTRUST

Becca Hedtler, Michael Sanders, Emily Wrightson

Due Diligence Frequency & Period End: Tri-Annual, 09/30/2022

Vendor: TIAA

Form Completed By: Becca Hedtler

I. Approval of Notes

The Committee voted to approve the meeting notes from the Q1 2022 due diligence meeting held on June 9, 2022.

II. Interim Update

- CREF Expense Offset Change – participant notification by TIAA 7/1/22
- 401(a) Plan Document Restatement – Completed prior to 7/31/22
- Amendment to allow Tier 2 URS employees to receive 4.2% - effective 10/1
 - Communication provided by WSU.

III. Governance Document Review

- Committee Charter – The Committee discussed the Charter, reviewing the voting members as well as roles and responsibilities. The Committee previously discussed adding an employee from payroll as a voting member of the Committee at an earlier meeting in 2022. In addition, Deputy General Counsel noted that there were several non-material/clerical changes that would be recommended for revision.
- The Committee discussed inviting additional employees to attend Committee meetings to establish institutional knowledge in preparation for future retirements. Mark Halverson, AVP for Facilities, has both organizational history and a financial background and was suggested as someone to invite to join the meetings as a nonparticipating observer. It was also noted that the group could be open to others who might be interested. In addition, it was confirmed that Meagan Thunell is the current committee chair.
 - **After discussion, the Committee voted to add the position, Payroll Manager, as a committee member, to invite the AVP for Facilities to future meetings and to have Counsel make any clerical changes needed to the Charter.**
- CAPTRUST will work with Deputy General Counsel to provide updates to the Charter. The Charter will go to the Board for approval next year.
- Investment Policy Statement (IPS) – CAPTRUST discussed the purpose of the document noting it is intentionally flexible while allowing documented evidence of the process being followed. CAPTRUST did not recommend changes to the IPS at this time and noted that it is reviewed every year. The last changes to the

document occurred in 2020. CAPTRUST noted that the IPS does not cover the brokerage account but that individuals that elect to use it must first complete a process including receipt of extensive disclosures.

- After review and discussion, the Committee did not have any proposed edits to the IPS.

IV. Q3 2022 Investment Review

CAPTRUST reviewed the Q3 2022 due diligence report highlighting the following key metrics as of September 30, 2022:

- Total program assets were approximately \$413.4M. This was a decrease of approximately \$30.4M (- 6.9%) over the December 31, 2021 assets.
- TIAA Traditional Annuity assets were approximately \$126.8M (30.7% of Plan assets) which is part of the reason the plan had stronger performance than other similar programs. CAPTRUST noted that the typical range of decreases is between -18 to -22%.
 - The interest rate credited to the TIAA Traditional Annuity was 5.50% (RA/GRA) and 4.75% (SRA/GSRA). The minimum guaranteed interest crediting rate under the contracts is 3.00%.
- TIAA-CREF Lifecycle Index target date series held \$55.2M (13.4%) of assets. These funds are the Plans' default investment for participants who do not make an investment election.
- TIAA requires 0.08% to provide recordkeeping and administrative services to the Plans.
- The Plans use a levelized fee structure with this visible asset-based fee of 0.08%, applied to all investment options that do not share revenue back to the Plans.
 - The revenue credit account balance is approximately \$6,910. This figure is representative of excess revenue that TIAA would return to participants on a quarterly basis, but cannot because the participant has separated from WSU and taken their assets out of the plan.
- As of September 30, 2022, the weighted average expense ratio (excluding TIAA Traditional Annuity) of the investment options was 0.23%. The all-in fee, excluding revenue share and including the 0.08% asset-based fee, was 0.25%.
 - Since 2018, the program's expenses have reduced both from a recordkeeping and an investment perspective through negotiations with TIAA and adjustments to the fund array. Historical data of the weighted average expense ratio over the prior 3 years was covered in the discussion.

CAPTRUST and the Committee discussed TIAA Traditional in more detail, including the interest rates, the nature of the liquidity restrictions for participants for employee (entirely liquid) versus employer (9 years and 1 day payout), as well as TIAA's vintage/banded interest rate structure. It was also noted that TIAA Traditional, the annuities and the Real Estate Account are in individual contracts currently. The Committee previously considered a move to group contracts but did not want to give up the 3% minimum floor on the TIAA Traditional.

The team also noted that TIAA's recent reduction in their revenue share resulted in the slight increase in the "all in" weighted average expense, to 0.25 basis points (\$2.50 on each \$1000). The Committee questioned whether there was anything else they could do to lower fees substantially. Feedback from the team was that despite the slight increase, options in an RFP would be limited due to the .08 basis point fee they currently have, which would be difficult to beat without moving to a purely passive investment line-up. Cheaper investments could also be considered but that impact would likely be minor since some of the plan's most expensive funds have low usage. CAPTRUST will continue to focus on negotiations with TIAA in the future.

CAPTRUST revisited the 2022 business planning strategy for the year as relates to the current period. The quarterly industry updates included:

- A review of recent IRS activity (Notice 2022-33 extended amendment deadline for nongovernmental plans and a Pre-examination Pilot Program which provides 90-day advanced notice of plan audits).
 - The committee confirmed that TIAA has already provided the amended plan document.
- A Fiduciary Training segment of the top ten retirement plan failures submitted to the IRS for its Voluntary Correction Program. CAPTRUST noted that a common failure is misapplication of the compensation definition. The Committee will consider doing an internal audit of its compensation definition against actual payroll application.

- Recent plan sponsor survey feedback on recordkeeper service issue increases.
- SEC proposed changes on standardized disclosures and reporting structure for funds marketed as environmental, social and governance (ESG) investments.
- An update on the DOL's 2021 proposed ESG rule: Prudence and Loyalty in Selecting Plan Investments and Exercising Shareholder Rights, expected to be released in December and take effect in 2023. The rule would amend the investment duties regulation, adding language that makes room for plan sponsors to consider the economic effects of ESG factors.

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

Based on the analysis of the funds under the program, the following funds were highlighted for review:

- Parnassus Mid Cap Institutional (\$327.5K in assets) was recommended to remain on watch due to recent underperformance. While the long-term performance remains intact, the concentrated nature of the portfolio can result in more volatile swings. Historically, the fund has protected well on the downside. After underperforming during the first quarter, Q2 offered more downside protection versus peers and its benchmark, performing in the top quartile. Despite this outperformance, however, returns remain in the bottom quartile on a YTD basis. Discussion explored the limitations of an ESG fund in the current market, in terms of sectors in which it can invest.
- Invesco Developing Markets R6 (\$1.3M in assets) was discussed, with consideration given to eliminating the fund (net expense ratio 0.81%) and mapping assets and current contributions to the plan's indexed Emerging Markets option, Vanguard Emerging Markets Stock Index Instl (net expense ratio 0.10% and 1.15% of plan's assets). The fund's performance has improved during Q3 2022, many plans are rethinking emerging markets as an option due to expected volatility going forward and low usage. Invesco only has .32% of the plans' assets in it. The discussion also explored the difficulty of higher interest rates on developing countries. Additionally, the point was made that an active international fund may have both the challenge of making good selections as well as currency fluctuations, so there may be less issue with a passive/index fund.

After discussion, the Committee voted to maintain the funds on watch. Specific to the Invesco Developing Markets R6 fund, after completing a more focused discussion on emerging markets as a category, they requested a recommendation next quarter to decide on elimination of the actively managed emerging markets category or replacement of the fund. Options could include just offering the passive emerging markets fund or representing the emerging markets category as a fraction of a broader foreign fund.

The Committee also requested additional data be provided at the next quarterly meeting relating to Invesco usage. For example, how many participants are using the investment and the percentage of their overall portfolio that the fund represents.

- The TIAA Real Estate fund was reviewed in terms of both its year-to-date strong performance as well as an upcoming management change, occurring effective 12/30/22. The fund is only held by retirement plans and its liquidity is backed by the Traditional Annuity. The fund can therefore borrow from the Traditional Annuity to make purchases and pay it back as things improve. The fund holds physical real estate (versus a REIT) and focuses on Grade A buildings in top cities. It is only available to nonprofit retirement plans. CAPTRUST noted there was a manager change occurring at the end of the year. The team is comfortable with the new manager as he has been part of the existing portfolio management team.

V. Adjournment

The meeting was adjourned at 10:41 AM MT. Next Meeting: March 7, 2022 – Includes Fee Benchmarking and Share Class Review.

Action Items – CAPTRUST:

1. Update the Committee Charter to reflect the addition of Payroll Manager as another Committee member.
2. Prepare formal recommendations for potential replacement/mapping of the Invesco Developing Markets R6 Fund.
3. Coordinate with TIAA to provide participant data relating to Invesco usage, including how many participants are in the fund, how many use the fund 100%, etc.

Action Items – WSU:

1. Notify Mark Halverson of the next committee meeting.
2. Update Committee Charter in preparation for the Board approval in 2023.

Weber State University

Q1 2022 Due Diligence Summary Notes

June 9, 2022 | 2:15 PM – 4:15 PM MT

Attendees:

Weber State University

Hal Crimmel, Professor and Chair of the Depart. of English
Richard Hill, General Counsel
Stephanie Hollist, Deputy General Counsel
Steve Nabor, Sr. Associate Vice President & CFO
Tracy Schiermeyer, Deputy Chief HR Officer
Norm Tarbox, Vice President for Administrative Services
Meagan Thunell, Interim AVP

CAPTRUST

Emily Wrightson, Principal
Mike Sanders, Investment Consultant
Regina Lee, Senior Analyst

Due Diligence Frequency & Period End: Tri-Annual, 03/31/2022

Vendor: TIAA

Form Completed By: Regina Lee

I. Welcome

Call to order at 2:15 PM MT. It was noted that Ms. Hollist will fill the role as General Counsel when Mr. Hill retires in July 2022.

A. Approval of notes from the meeting held on March 9, 2022

The Committee voted to approve the meeting notes from the Q4 2021 due diligence meeting held on March 9, 2022.

II. Interim Update

CAPTRUST provided updates on the interim items.

- Effective March 11, 2022, share class changes were made for three Vanguard funds and the TIAA-CREF Lifecycle 2065 fund was added to the Plan menu. Roth has also been added to the 457(b) Plan.
- An interim meeting was held on March 18, 2022 to conduct a deep dive into TIAA Traditional with Benny Godman and Blake Earl from TIAA, members of the Committee, and CAPTRUST. Mr. Tarbox indicated that this additional meeting was very helpful as TIAA Traditional is such a complex product.
- The small sum distribution was completed in May 2022. The Committee had selected Millennium Trust as the provider for small sum rollovers of balances between \$0.01 and \$5K.
- CAPTRUST is working with HR and Weber to restate the 401(a) Plan document to include any recent regulatory changes. The Cycle 3 restatement is required to be completed by July 31, 2022. Additionally, the document is being updated to reference titles rather than individual names to avoid needing changes when there are personnel changes.

III. 401(a) Plan Document Amendment

Weber is interested in providing additional employer contributions to approximately 109 employees in the URS Tier 2 Plan. Currently, these employees receive a 10% contribution rate compared to 14.2% contribution rate for the Weber 401(a) Plan. As a result, Weber is exploring ways to contribute an additional 4.2% for each of these employee's into their retirement plan to make up for the difference.

The first option is to contribute the 4.2% to Tier 2 participants into the Utah Retirement Systems (URS) 401(k) Plan. Weber has current employees who are in the URS 401(k) Plan, so there are already established file feeds and account setups. Therefore, contributing an additional payment to the 401(k) may be a simple solution. However, the Committee and General Counsel discussed the fiduciary obligations associated with the URS 401(k) Plan and the plan features as well as the inability to make changes to any of the investment options.

The second option is to contribute the 4.2% to Tier 2 participants into the Weber 401(a) Plan. With this option, the plan document would need to be amended since it currently excludes employees who are participating in URS. If Weber were to choose this option, they would aim to get the plan document amended by July 31st to coordinate with the Cycle 3 restatement process.

The group discussed both options, with input from General Counsel and CAPTRUST. The Committee was in favor of the second option due to their familiarity with the Weber 401(a) Plan as compared to the URS 401(k) Plan, the sound fiduciary oversight in place with the 401(a), the competitive recordkeeping and investment fees. The group reviewed the administrative fee charged by URS as outlined on their website (0.16%) versus the 0.08% fee assessed by the WSU plans. **After discussion, the Committee completed a conditional vote to approve the use of the WSU 401(a) Plan and add the 4.2% contribution for these participants after further discussions occur between Mr. Tarbox, Ms. Thunell, and Ms. Hollist alongside the General Counsel of URS. Based on this additional discussion, an email will be sent to the broader group outlining the decision.** WSU will determine an effective date for the change to be provided to TIAA for the amendment.

IV. Fiduciary Training

CAPTRUST provided the fiduciary training for the Committee, noting that although Weber is not subject to ERISA, it is encouraged to apply best practices to the oversight and administration of its defined contribution plans. CAPTRUST also noted that Utah has adopted the Uniform Prudent Investor Act, which attempts to set a standard of conduct for fiduciaries. CAPTRUST acts as 3(21) registered investment advisor in a “co-fiduciary” capacity.

CAPTRUST emphasized that every fiduciary has obligations and discussed the lawsuits that have become prevalent against retirement plan sponsors, although to date, there has been no suit against a public or governmental entity. With the rise of ERISA fee lawsuits, premiums and retentions on fiduciary liability insurance have also been increasing.

As such, CAPTRUST highlighted the importance of fulfilling the fiduciary obligations in order to mitigate and manage risk. This includes having a sound due diligence process in place, understanding and following the plan's documents, hiring service providers as prudent experts to handle fiduciary functions, and conducting initial fiduciary training to any newly appointed fiduciaries. The Committee indicated inviting a employee from payroll to join the Committee as this individual has great perspective and insight that would be valuable to the group. CAPTRUST noted that a review the Committee Charter will be conducted next quarter if there needs to be an amendment to the membership.

An overview of fiduciary duties, including the duty to be prudent, the duty of loyalty and impartiality, the duty to diversify, the duty to monitor and supervise, the duty to ensure reasonable plan costs, and the duty to avoid prohibited transactions, was reviewed.

V. TIAA Plan Outcome Assessment

CAPTRUST presented the Plan Outcome Assessment. The report includes plan and participant data to help measure the effectiveness of the Weber plan and a snapshot of employees' retirement readiness.

Key metrics reviewed include the average retirement income replacement ratio, how many participants are on track to meet their target income needs in retirement, and the average total savings rate including employee and employer contributions. CAPTRUST reviewed the number of employees making voluntary contributions to the 403(b) and 457(b) plan (18%) and discussed that this number had stayed the same from last year.

The group discussed initiatives to encourage more people to contribute into the supplemental plans. Due to the generous employer contribution, some individuals may not be proactive in contributing additional amounts. There are ways through plan design to increase contribution, such as automatic enrollment. The Committee noted the report is informative and valuable and CAPTRUST will continue to review it on an annual basis. Ms. Thunell discussed that she would work to add some additional information relating to the supplemental plans in onboarding meetings. It was also noted that TIAA provides a communication/education initiative each year that focuses on various topics including participation.

VI. Q1 2022 Investment Review

CAPTRUST reviewed the Q1 2022 due diligence report highlighting the following key metrics as of March 31, 2022:

- Total plan assets were approximately \$474.0M. This was an increase of approximately \$30.2M (6.8%) over the March 31, 2022 assets.
 - WSU 401(a) Plan: \$341.4M
 - WSU Supplemental 403(b) Plan: \$83.2M
 - WSU 403(b) DC Plan (Discontinued): \$38.0M
 - WSU 457(b) Plan: \$11.4M
- Approximately \$233.7M (49.3%) of total program assets are in TIAA Traditional, CREF Annuities or TIAA Real Estate in individual participant-level contracts.
- TIAA Traditional Annuity assets were approximately \$126.0M (26.6% of plan assets).
 - The interest rate credited to the TIAA Traditional Annuity was 4.25% (RA/GRA) and 3.50% (SRA/GSRA). The minimum guaranteed interest crediting rate under the contracts was 3.00%.
- TIAA-CREF Lifecycle Index target date series held \$66.3M (14.0%) of assets.
- The Plans use a levelized fee structure with a visible asset-based fee of 0.08% (TIAA's required revenue), applied to all investment options that do not share revenue back to the Plans.
- The revenue credit account balance is approximately \$6,910. The revenue credit account investment for all Plans is TIAA Traditional in 2021.
- The weighted average expense ratio (excluding TIAA Traditional Annuity) of the investment options was 0.22%. The all-in fee, excluding revenue share and including the 0.08% asset-based fee, was 0.23%.

CAPTRUST provided an overview of the 2022 business planning strategy for the year. The quarterly industry updates included a review of the proposed required minimum distribution regulations, the upcoming deadline for Cycle 3 plan document restatements, and the Department of Labor's guidance on cryptocurrency. The DOL indicated that fiduciaries who allow cryptocurrency in their brokerage windows can expect to be questioned on how they can square their actions with their duties of prudence and loyalty. The Committee discussed that cryptocurrency is such a volatile asset class that would be inappropriate for a retirement plan portfolio. CAPTRUST also discussed diversity, equity, and inclusion initiatives as part of a retirement program as well as retirement income solutions.

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

The following investment updates were provided:

- Effective late April 2022, CREF Bond Market will be changing its name to CREF Core Bond. The change is being made to better reflect the investment objectives, style, and risk profile of the portfolio. The account will maintain the same management team, philosophy, process, benchmarks, and risk controls. CREF Bond Market is a frozen fund that is not available for new contributions and/or transfers in.
- Effective July 1, 2022, the plan service expense offsets (recordkeeping offsets) for the R2 class of CREF will be reset from 0.20% to 0.15%. TIAA will be providing notifications to participants 30 days in advance of the change.
- Effective April 29, 2022, TIAA is offering a new share class (R4) without embedded recordkeeping offsets to institutions who have adopted the Retirement Choice (RC) or Retirement Choice Plus (RCP) contracts. Currently, Weber does not utilize these contracts and is not eligible for this share class. However, if the Committee is interested in having another discussion to compare the contract types, CAPTRUST can incorporate this item into a future meeting.

Based on the analysis of the funds under the program, the following funds were highlighted for review:

- Parnassus Mid Cap Institutional (\$509.4K in assets) was recommended to be placed on watch due to recent underperformance. While the long-term performance remains intact, the concentrated nature of the portfolio can result in more volatile swings. Historically, the fund has protected well on the downside, but the fund had underperformed year-to-date in 2022 which raises short-term concerns for the strategy.
- Invesco Developing Markets R6 (\$1.8M in assets) was recommended to be placed on watch due to recent underperformance. The fund's country allocation and poor stock selection has been a major detractor to performance. The fund's overweight to Russia in the beginning of 2022 (9% compared to 3% for the index) was a major detractor in Q1 2022 as all Russian holdings were devaluated to zero at the end of the quarter.

The Committee voted to place the funds on watch due to the recent underperformance which warrants additional monitoring.

VII. Adjournment

The meeting was adjourned at 4:15 PM MT.

Action Items – CAPTRUST:

1. Work with HR and TIAA to complete the Cycle 3 plan document restatement for the 401(a) Plan by July 31, 2022.
2. Review the Committee Charter at the next meeting and discuss whether an employee from payroll should be added as another Committee member.
3. Conduct a detailed review of the current default investment option, the TIAA-CREF Lifecycle Index series, at the next meeting.
4. Request that TIAA provide WSU with a bad address report.
5. Request that TIAA provide any communications they may have relating to asset allocation and/or encouraging enrollment.

Action Items – WSU:

6. Mr. Tarbox, Ms. Thunell, and Ms. Hollist will determine how to contribute the additional payment to Tier 2 participants in the URS 401(k) Plan and communicate the decision to the broader group.
7. Decide whether to have another discussion on the TIAA contract types.

June 22, 2022

Mr. Tarbox, Ms. Thunell, and Ms. Hollist met to continue discussions relating to an amendment to the 401(a) plan to allow Tier 2 URS employees to receive 4.2%. After discussion, the subgroup agreed to move forward with the conditional vote that occurred at the June 9, 2022 meeting and notified the broader Committee of the decision.

This change will require some internal work with TIAA to set up each participant with accounts as well as ensure that participants have the ability to ‘opt’ out of participation, per WSU internal policy and procedure requirements. The amendment is anticipated to be effective 10/1/22.



BOARD OF TRUSTEES BUSINESS COMMITTEE MEETING MINUTES

April 27, 2023 – 8:30 a.m.

Miller Administration Building, Room 302A

Trustee Members:

Mr. Don Salazar (Business Committee Chair)

Ms. Kearston Cutrubus (Trustees Chair)

Mr. Brent Bishop

Ms. Amanda Covington

Mr. Robb Higginson

Excused:

Dr. Brad Mortensen - excused

Mrs. Anita Preece - excused

Weber State University Representatives:

Dr. Norm Tarbox, Vice President for Administrative Affairs

Dr. Betsy Mennell, Vice President for University Advancement

Mr. Steve Nabor, Sr. Assoc. Vice President (CFO) Economic Development

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

Mr. Tim Crompton, Assoc. Vice President for Intercollegiate Athletics

Ms. Nancy Emenger, Director of Purchasing

Guests: N/A

Public Attendees: N/A

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

The meeting was called to order at 8:30 a.m. by Committee Chair Don Salazar. He welcomed all in attendance. Committee Chair Salazar opened the meeting and asked for identification of any potential or perceived conflicts of interest. Hearing none, Committee Chair Salazar continued through the agenda.

Agenda Items

Meeting Minutes Approval (March 23, 2023):

Meeting minutes from the March 23, 2023 Business Committee meeting were reviewed by the Board of Trustees.

ACTION: Upon a motion by Chair Kearston Cutrubus to approve the meeting minutes from March 23, 2023, with a second by Trustee Brent Bishop, the motion passed unanimously.

Financial Reports for the month of February 2023:

Mr. Steve Nabor presented the Financial Report for the month of February 2023. He reported that with 66.67% of the year completed, 57.31% of the budget was expended. He shared that summer semester enrollment is down 2.1%. Mr. Nabor mentioned that Institution Discretionary Funds is down due to a timing issue and in Restricted Funds, Grants and Contracts are significantly down due to the HEERF spending. Mr. Nabor shared that in the restricted gifts, there is an increase in the Catapult Scholarship which is up \$400K and the Rocky Mountain Center is up \$225K. Vice President Tarbox added that there has been a decline in gifts and contracts as we wean ourselves off of the HEERF Funds. The deadline for the funds is June.

ACTION: Upon a motion by Trustee Amanda Covington to approve the financial report, with a second by Trustee Bishop, the financial report for February 2023, the motion passed unanimously.

Quarterly Construction Report:

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

- **Bus Rapid Transit (OGX) Across Campus** – Mr. Halverson reported that work is in the final stretch connecting the last of the route between downtown and campus. The final paving should take place by next week and the entire BRT system should be running by summer 2023.
- **McKay Education Renovation** - Mr. Halverson mentioned that the design work is 90% complete. The State Legislature allocated additional funding to cover inflationary costs. Abatement and selective demolition will begin at the end of May. The construction is anticipated to be completed by August 2024.
- **Hotel Development** – Mr. Halverson reported that work has been done to clear the site. They are waiting on the city permit before work can get started.
- **Stadium East Side Bleacher Replacement** – Mr. Halverson shared that the footings and foundation are in. Turf and track will be replaced as part of this project. All work will be complete by September 1st for the start of the football season.
- **Engineering Technology Phase II Renovation** – The legislature approved the use of the dedicated development funding for this project. The design is 65% complete and we are working on finding a window of time to get underway.
- **Secure Build** – Mr. Halverson reported that WSU is working with Ogden City, HAFB, and Catalyst Campus on the programming and site selection for the project. VCBO Architecture and the Palmer's Contracting Group have been selected as the program and design consultants.
- **New Birch Avenue Parking Lot** – Mr. Halverson reported that two homes have been demolished and site work has begun. This phase will be done by Summer 2023.
- **Frontage Branding** – Mr. Halverson shared that the Gateway Monument structure is complete. Frontage lighting and electrical work are currently underway. This phase will be done by the end of June 2023.
- Mr. Halverson reported that the Farmington Property was funded. We are in the process of acquiring that. It will stay in a land bank until WSU decides how to best contribute to the student's needs.

ACTION: Upon a motion by Trustee Covington to approve the Quarterly Construction Report, with a second by Trustee Bishop, the motion passed unanimously.

Quarterly Athletic Report:

Mr. Tim Crompton, Associate Vice President for Intercollegiate Athletics, presented the Quarterly Athletic Report. He reported on the following:

- Mr. Crompton mentioned that spring sports are up and running, despite dealing with heavy spring snow at home. The men's golf team has competed in four tournaments in the spring season and took home the title at the Colin Montgomerie Invitational in Texas and finished second at a tournament in St. George. The women's golf team has competed in four tournaments in the spring season with one more scheduled before the conference tournament. Both Big Sky Women's and Men's golf tournaments will be held in Scottsdale, AZ.
- Mr. Crompton reported that the men's and women's tennis teams are off to hot starts in Big Sky Conference play. The men's team won its first three matches of Big Sky play and the Wildcat Women's team is off to a 4-1 start. The big Sky Championships will be held in Phoenix, AZ April 27-29.
- Mr. Crompton announced that he has hired a Head Women's Basketball Coach, Jenteal Jackson, a native of Utah and most recently head coach at Westminster for the past three years. Coach Jackson has hired two assistant coaches.
- The Cheer Team won the Grand National Championship competition!
- Mr. Crompton shared that First-year Head Coach Eric Duft was named one of 10 finalists in the country for the Joe B. Hall Award, given each year to the top first-time coach in the nation.
- Mr. Crompton reported that the Wildcat Track and Field teams have four more weekend meets scheduled before the Big Sky Championships in Greeley, Colorado on May 10-13th.

ACTION: Upon a motion by Trustee Chair Cutrubus to approve the Quarterly Athletic Report, with a second by Trustee Covington, the motion passed unanimously.

Consent Calendar Items:

ACTION: Upon a motion by Trustee Chair Cutrubus to approve the following consent items, with a second by Trustee Covington, the motion passed unanimously to approve the following consent items:

- Monthly Investment Report (February 2023)
- Personnel Report (March 2023)
- Early Retirement Requests

Information Items:

Vice President Tarbox introduced Ms. Nancy Emenger, Director of Purchasing. Ms. Emenger presented to the Business Committee on “Effects of Inflation at WSU”. She mentioned that in August of 2022, Utah ranked the third highest in the nation with a 15.6% rise in prices relative to January 2021 price levels. This rate of inflation cost Utahan’s an average of \$925 per month more than in January of 2021. Nationally, the average price increase over the same period was \$13.2% or \$715 per month more than in January 2021. The annual rate of inflation (CPI) slowed for the 8th straight instance and marked the lowest level in 17 months according to a US Government Report released in March of 2023. The 12 month CPI ending February 2023, was still 6%.

Ms. Emenger shared that the National Trade Journals indicate that construction costs have risen an average of 23% annually over the last 2 ½ years. Utah has experienced a small microclimate of super-inflation and we have seen costs go up by more than 40%. Ms. Emenger reported that in 2018, Lindquist Hall was renovated at a cost of \$219 per square foot. The McKay Education Building will be renovated with a similar design and finishes and is anticipated to come in at \$537 per square foot. The Noorda Building was completed at a reasonable cost of \$295 per square foot.

Ms. Emenger reported that WSU purchases standardized Steel Case Furniture, which is very high quality and lasts a long time. The desk in Nancy’s office was purchased in 1997. There are several pieces of furniture in Accounting that were purchased in 1997 as well. She mentioned that what we paid for furniture in 2018 was a lot less than we can purchase furniture for now.

Ms. Emenger mentioned that travel came to a stop in 2020, which saved us money because no one was traveling. In 2021, airfare and hotels dropped again due to the lack of personnel and vehicles. In 2022, all three areas rose and increased in the first quarter of 2023.

In closing, Ms. Emenger reported that by utilization of State and University contracts, leveraging volume purchasing has saved money, as well as competitive bidding. Multi-year contracts with limits on future year/contract price increases, advanced placement of orders prior to know price increases and implementation of travel booking and expense system to manage travel spending.

Composite Financial Index:

Due to lack of time, the Composite Financial Index will be an agenda item in the May Business Committee meeting.

Adjournment:

The meeting adjourned at 9:35 a.m.

WEBER STATE UNIVERSITY

FY2024 CAPITAL IMPROVEMENTS FUNDING

In March 2023, the State Building Board approved the allocation of \$210 million in Capital Improvements Funding to benefit state institutions and agencies with facility improvement needs. Of this amount, the USHE will receive \$96 million. This represents 46% of the total allocated. WSU's share of this funding is \$7.1 million.

New WSU Projects funded for FY2024:

DEC Campus Convocations MEP Phase 1	\$1,750,000
Phase 4 – Water Line Replacement and Tunnel Work	1,632,788
D2 IT Condensers need to be replaced	398,370
AED Additions/Replacements	39,413
Campus Master Stormwater Management Detention and Retention	1,398,038
Hazardous Material Surveys (Asbestos Management)	60,000
Allied Health South – MEP-Funding Part 1	901,361
Parking Lots – FY2024	405,994
Engineering Studies FY2024	50,000
Lampros Roof and Weatherization Design	40,000
Library and Wattis Belimo Valves	209,318
Cooling Tower Fans - Design	30,000
Elevator Replacement (Allied Health North)	<u>229,170</u>
Total State Funding Provided	7,144,452

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

MEMCAPIMPROVEMENTS

Working Together To Create A Quality Environment Where Students Are Served

INFORMATION TECHNOLOGY SECURITY UPDATE

Vice President Bret Ellis will present an Information Technology Security Update to the Business Committee.

MEMITSECURITYUPDATE

Working Together To Create A Quality Environment Where Students Are Served

Information Technology Division Update

Business Committee - Board of Trustees

16May2023

1. IT Division - Core Guiding Principles

- a. Respond - Be responsive to the current and future needs of the changing educational environment
- b. Innovate - Provide creative solutions to improve learning and increase accessibility
- c. Secure - Provide training, information, resources, and tools that protect the confidentiality, availability, and integrity of University Data
- d. Empower - Empowering faculty and staff with tools to lead the University forward

2. IT Division - Scope and Responsibilities (6 departments and 18 teams)

- a. Academic Technology Services
- b. Application Development Services
- c. Infrastructure Services
- d. Information Technology Business Services
- e. Information Security Office
- f. Student Affairs Technology *

3. IT Division Staff and Budget

- a. 80+ full time and 50+ student/hourly and 100+ shadow IT
- b. \$10M annual and \$12M in assets

4. IT Division - 4 Current Challenges

- a. Staff Recruiting and Retention
- b. Budget
 - i. One time vs Base vs Utility
 - ii. Moving from on-premise (CAP-EX) to cloud contracts (OP-EX)
- c. Technology Always Changing
 - i. 100+ new projects/applications acquired, programmed, and trained annually
 - ii. Chat GPT
- d. Security
 - i. Hardware, Software, Wetware (Humans), Ransomware

WSU COMPOSITE FINANCIAL INDEX

The attached material is a ratio analysis prepared from WSU's financial statements. The template used was developed by the Office of the Commissioner of Higher Education and is used by all 8 USHE institutions on an annual basis to report their financial status. Staff will present this analysis and address questions that the Trustees may have.

MEMWSUCOMPOSITEFININDEX

Weber State University
Composite Financial Index Summary
For Fiscal Years Ended 2018-2022

Fiscal Year	WSU Ratios	Target Range	Relevant Value¹	Strength Factor²	Weight Factor³	Total Score⁴
Primary Reserve (Liquidity)						
<i>Measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year).</i>						
FY18	0.64	>=.40	0.133	4.81	35%	1.68
FY19	0.64	>=.40	0.133	4.81	35%	1.68
FY20	0.67	>=.40	0.133	4.81	35%	1.76
FY21	0.82	>=.40	0.133	4.81	35%	2.16
FY22	0.75	>=.40	0.133	4.81	35%	1.97
Net Operating Revenues (Income)						
<i>Indicates the degree of surplus or deficit revenues for the year.</i>						
FY18	3.63%	2.0-4.0%	1.30%	2.79	10%	0.28
FY19	4.47%	2.0-4.0%	1.30%	3.44	10%	0.34
FY20	6.09%	2.0-4.0%	1.30%	4.68	10%	0.47
FY21	20.32%	2.0-4.0%	1.30%	15.63	10%	1.56
FY22	-5.51%	2.0-4.0%	1.30%	-4.24	10%	-0.42
Viability						
<i>Identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date.</i>						
FY18	3.08	>=1.00	0.417	7.39	35%	2.59
FY19	3.48	>=1.00	0.417	8.35	35%	2.92
FY20	3.78	>=1.00	0.417	9.06	35%	3.17
FY21	4.64	>=1.00	0.417	11.13	35%	3.89
FY22	5.07	>=1.00	0.417	12.16	35%	4.26
Return on Net Position						
<i>Indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled.</i>						
FY18	4.80%	>=6.0-7.0%	2.00%	2.40	20%	0.48
FY19	8.75%	>=6.0-7.0%	2.00%	4.38	20%	0.88
FY20	4.11%	>=6.0-7.0%	2.00%	2.06	20%	0.41
FY21	13.02%	>=6.0-7.0%	2.00%	6.51	20%	1.30
FY22	-0.73%	>=6.0-7.0%	2.00%	-0.37	20%	-0.07
FY18 COMPOSITE FINANCIAL INDEX						
FY19 COMPOSITE FINANCIAL INDEX						
FY20 COMPOSITE FINANCIAL INDEX						
FY21 COMPOSITE FINANCIAL INDEX						
FY22 COMPOSITE FINANCIAL INDEX						
Average (5yr) COMPOSITE FINANCIAL INDEX						
						100%
						6.26

<i>Note</i>	<i>1 relevant value transforms the core ratio to common scale so it can be used with the other core ratios</i>	<i>1 = financial weakness</i>
	<i>2 strength factor takes the core ratio and divides it by the relevant value</i>	<i>3 = moderate strength</i>
	<i>3 weight factor assigns the relative importance of the core ratios to one another</i>	<i>10 = financially superior</i>
	<i>4 total score takes the strength factor and multiplies it by the weight factor</i>	