

Minutes
Weber State University
Board of Trustees Training
Aug. 13, 2018

Trustee Members:          Excused:
Ms. Karla Bergeson
Mr. Marty Carpenter
Ms. Kearston Cutrubus (Vice Chair)
Ms. Danielle Croyle
Ms. Karen Fairbanks
Mr. Nolan Karras (Chair)
Mr. Scott Parson
Mr. Don Salazar
Mr. Jordan Slater
Mr. Jeff Stephens

Weber State University Representatives:
Dr. Norm Tarbox, Interim President, Vice President for Administrative Affairs
Dr. Madonne Miner, Provost
Dr. Brad Mortensen, Vice President for University Advancement
Dr. Brett Perozzi, Vice President for Student Affairs
Mr. Shane Farver, Secretary, Board of Trustees
Ms. Sherri Cox, Administrative Associate, President's Office
Mr. Richard G. Hill, General Counsel
Ms. Stephanie Hollist, Deputy General Counsel
Dr. Wendy Holliday, Dean, Stewart Library
Dr. Scott Sprenger, Dean, Telitha E. Lindquist College of Arts & Humanities
Dr. Jeff Steagall, Dean, Goddard School of Business & Economics
Dr. Doris Geide-Stevenson, Faculty Senate Chair
Dr. Julie Rich, Professor, Geography
Dr. Adolph Yonkee, Professor, Geosciences

Press Present:
No Press Present
I. The training convened at 9 a.m.

II. Chair Nolan Karras welcomed those in attendance. Shane Farver, secretary for the Board of Trustees, introduced Sherri Cox, administrative associate for the President’s Office. Cox is expected to take over for Farver as secretary for the Board of Trustees starting in September 2018. Farver has taken an opportunity elsewhere on campus.

III. Three deans were asked to give presentations to trustees regarding their colleges.

1. Wendy Holliday, dean of the Stewart Library, provided the attached presentation on her vision for the future of the library.
   i. Highlights included integrating information literacy into the university curriculum and developing a peer learning program.

2. Scott Sprenger, dean of the College of Arts & Humanities, gave the attached presentation on how to better convince prospective students of the value of an A&H degree.
   i. Strategies included aligning A&H curriculum with the labor market.

3. Jeff Steagall, dean of the Goddard School of Business & Economics, gave the attached presentation on strategies for his school’s success.
   i. Strategies included identifying programs that could be highlighted for national recognition.

IV. Trustees adjourned to a short break before the next round of presentations.

V. Rich Hill, general counsel for WSU, provided training on trustees’ fiduciary responsibility.
   1. Talking points included the need to avoid conflicts of interest.
VI. Interim President Norm Tarbox provided the attached presentation on the history of Utah’s educational system, boards of trustees, and trustees’ current powers and role.

VII. Tarbox next discussed charters for subcommittees associated with the WSU Board of Trustees. The charters were in the works, and drafts would be presented at a later Board of Trustees meeting.

VIII. Tarbox—along with Provost Madonne Miner and vice presidents Brett Perozzi, Bret Ellis and Brad Mortensen—spoke about their responsibilities in relation to WSU’s organizational chart.

IX. Trustees adjourned for a lunch.

X. Miner provided the attached presentation on the academic master plan. A brainstorming session on the best method for allocating resources ensued.

XI. Professors Julie Rich and Adolph Yonkee provided the attached presentations on how they spent their sabbaticals. Their sabbaticals were often spent with students on educational field trips and projects.

XII. Doris Geide Stevenson, Faculty Senate chair, gave the attached presentation on WSU’s approach to shared governance. She discussed relevant policies and procedures and charges of the senate.

XIII. Mortensen invited trustees to the Aug. 20 Opening of School Breakfast.

XIV. Upon a motion from Marty Carpenter seconded by Don Salazar, the Board of Trustees unanimously voted to adjourn to a closed executive session for the purposes of discussing the character, professional competence, or physical or mental health of an individual, as well as to discuss reasonably imminent litigation.

XV. Upon a motion from Carpenter seconded by Salazar, the trustees reconvened into a public meeting. Trustees thanked organizers for the training.
Upon a motion from Carpenter seconded by Danielle Croyle, the meeting adjourned.
A New Vision for Stewart Library
Vision
We envision the Stewart Library as the intellectual commons of Weber State University, where we empower our diverse communities through equitable access to information and knowledge.

Mission
The Stewart Library is central to Weber State University’s educational mission. We provide flexible spaces, dedicated service, personalized instruction, and unfettered access to information. We recognize our membership in diverse communities. We listen to, collaborate with, and invest in those communities in order to promote lifelong learning, advance knowledge, and empower people.
Empower learners and foster independent, critical thinking through high-impact and personalized educational experiences.

Strategies:
- Partner with faculty to integrate information literacy throughout the curriculum.
- Apply assessment results and insights to improve teaching and learning.
- Provide personalized assistance to learners, whoever and wherever they are.

Initiatives and Actions

- Integrate information literacy into the university curriculum.
- Develop a peer learning program.
Access

Promote equitable access to higher education and community learning opportunities.

Strategies:
• Provide access to information resources that our communities need, at no cost to them.
• Reduce barriers to degree completion through inclusive services, technology, and other resources.
• Promote a sustainable information landscape through our choices and leadership in open access and open educational resource initiatives.

Initiatives and Actions

• Develop an Open Educational Resources (OER) program.
• Expand equipment lending and provide more digital media tools.
• Increase student employment opportunities.
Contribute to the well-being and strength of the campus and local communities in which we are embedded.

Strategies:
• Create spaces and services that promote campus-wide collaboration and connection.
• Create physical and online community spaces and programs that bring people together.
• Place diversity, inclusion, and equity at the center of all of our work.

Initiatives and Actions

• Diversify library collections.
• Expand library programming.
• Recruit and retain a more diverse library staff.
Initiatives and Actions

- Conduct usability testing of the Library website and physical spaces.
- Address salary and equity issues and increase career advancement opportunities.

Strategies:
- Enrich the user experience by placing the user at the center of our work and decision-making.
- Invest in people by creating an environment of support, caring, and opportunity for all library workers.
- Transform work practices to better meet user needs.

Maintain an effective and sustainable organization as the foundation of all of our work.
Questions?
Our Vision
We envision the Stewart Library as the intellectual commons of Weber State University, where we empower our diverse communities through equitable access to information and knowledge.

Our Mission
The Stewart Library is central to Weber State University's educational mission. We provide flexible spaces, dedicated service, personalized instruction, and unfettered access to information. We recognize our membership in diverse communities. We listen to, collaborate with, and invest in those communities in order to promote lifelong learning, advance knowledge, and empower people.

Learning
Empower learners and foster independent, critical thinking through high-impact and personalized educational experiences.

Strategies:
- Partner with faculty to integrate information literacy throughout the curriculum.
- Apply assessment results and insights to improve teaching and learning.
- Provide personalized assistance to learners, whoever and wherever they are.

Access
Promote equitable access to higher education and community learning opportunities.

Strategies:
- Provide access to information resources that our communities need, at no cost to them.
- Reduce barriers to degree completion through inclusive services, technology, and other resources.
- Promote a sustainable information landscape through our choices and leadership in open access and open educational resource initiatives.

Community
Contribute to the well-being and strength of the campus and local communities in which we are embedded.

Strategies:
- Provide spaces and services that promote campus-wide collaboration and connection.
- Create physical and online community spaces and programs that bring people together.
- Place diversity, inclusion, and equity at the center of all of our work.

Organizational Excellence and Stewardship
Maintain an effective and sustainable organization as the foundation of all our work.
- Enrich the user experience by placing the user at the center of our work and decision-making.
- Invest in people by creating an environment of support, caring, and opportunity for all library workers.
- Transform work practices to better meet user needs.

Our Values
We are EQUITABLE OPEN PEOPLE-CENTERED INTENTIONAL CREATIVE TRANSPARENT
Summary of Goddard School Strategic Planning Process Since 2011 for WSU Board of Trustees

August 13, 2018
Jeff Steagall, Dean
John B. Goddard School of Business & Economics
Strategic Goal

- Enhance Goddard School reputation nationally, regionally & locally
  - Actual quality
  - Perceived quality

- Method: Identify a small number of “strategic program” for which we can earn national recognition
  - Areas where we already have faculty/program strength
  - Niche enough that we can play
  - Important to local/regional business community where our students will live
  - Hope to have other programs benefit through halo effect
Method

- Identify a small number of “strategic program” for which we can earn national recognition
  - Areas where we already have faculty/program strength
  - Niche enough that we can play
  - Important to local/regional business community where our students will live
  - Hope to have other programs benefit through halo effect
Format for Strategy Creation

• Format
  • Series of retreats (approximately once every two years)
First Retreat

• Fall 2011: Goal was ONLY to identify strategic program(s)
  • Supply Chain Management as college flagship program (85% of faculty & staff supported as #1 choice)
  • Master of Taxation as fairly close second

• Dean Steagall talked with many alumni & community leaders during 2011-12 and added three areas
  • Entrepreneurship (no program even existed at WSU)
  • Sustainability (a research area for 18/44 faculty)
  • Study Abroad (personal interest, but also Utah offers unique opportunities)
Follow-up Retreats

- Spring 2014 retreat covered many other areas of strategy, such as
  - Department/program goals
  - Budget & faculty/staff compensation
  - Accreditation
  - Physical plant
  - Marketing & public perception
- Spring 2016 retreat covered High Impact Practices (in advance of university initiative, now called HIEEs)
- Spring 2019 or Fall 2019 Retreat TBD
  - Significant faculty pressure to reconsider strategic programs, since few of the faculty that voted in 2011 are still on the faculty
Summary of 2017-2022 Strategic Plan

• See reverse side of handout for summary of current strategic plan & progress
  • Plan dates align with 5-year re-accreditation schedule for AACSB-International
  • We don’t have a formal document other than this summary
    • Good tracking format, as compared to a 40-page document
Q&A
# Goddard School Strategic Plan and Goals for 2017-2022

*Revised & Approved by Faculty, January 22, 2017 (minor edits made in summer 2017 with the approval of the Executive Team and the Strategic Planning Committee; additional edits on Completion made by Dean in August 2018)*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Department, if applicable</th>
<th>Subtopic</th>
<th>Goals for 2017-2022</th>
<th>Person(s) Responsible for Remaining Goal</th>
<th>Expected Date of Completion of Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Accounting &amp; Taxation</strong></td>
<td></td>
<td></td>
<td>Secure naming gift for department</td>
<td>Chair</td>
<td>2020</td>
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<td></td>
<td></td>
<td></td>
<td>Solicit funds for increased discretionary funding</td>
<td>Dean, development director, and chair</td>
<td>2018</td>
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<td></td>
<td></td>
<td></td>
<td>Locate financial support for annual student trip to Chicago/Seattle</td>
<td>Development director and dean</td>
<td>Summer 2018</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Expand continuing education programs</td>
<td>MACC director</td>
<td>Continuous</td>
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<td></td>
<td><strong>Master of Accounting</strong></td>
<td></td>
<td>Secure naming gift for program</td>
<td>Dean &amp; development director</td>
<td>2020</td>
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<td></td>
<td></td>
<td></td>
<td>Texts published by Goddard faculty and adopted by other universities</td>
<td>MTAX director</td>
<td>Continuous</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Improve ranking across all quality rankings</td>
<td>MTAX director</td>
<td>Continuous</td>
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<td></td>
<td></td>
<td></td>
<td>Expand continuing education programs</td>
<td>MTAX director</td>
<td>Continuous</td>
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<tr>
<td></td>
<td><strong>Business Administration</strong></td>
<td></td>
<td>Create Pre-MBA Minor</td>
<td>Chair, Bus. Admin. Dept.</td>
<td>Done</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Split department into two smaller departments</td>
<td>Dean, Chair, BusAdm faculty</td>
<td>Done</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Implement changes based on program review</td>
<td>IS&amp;T faculty, BusAdm chair</td>
<td>8/18 Retreat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strategic plan for IS&amp;T major and collaboration with other programs</td>
<td>BSAD chair, IS&amp;T Faculty</td>
<td>Fall 2018</td>
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<tr>
<td></td>
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<td>Increase enrollment in minor by 10%/year</td>
<td>Director</td>
<td>Continuous</td>
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<td></td>
<td></td>
<td></td>
<td>Enhance quality of student business ideas</td>
<td>Director</td>
<td>Continuous</td>
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<td></td>
<td>Raise profile of students’ companies</td>
<td>Director, marketing manager</td>
<td>Continuous</td>
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<td></td>
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<td></td>
<td>Hall Global Entrepreneurship Center rebranding &amp; marketing campaign</td>
<td>Director, marketing manager</td>
<td>Done</td>
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<td></td>
<td></td>
<td></td>
<td>Hire three additional faculty (would be 8 SCM faculty)</td>
<td>Dean &amp; chair</td>
<td>2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recruit students nationally</td>
<td>SCM faculty, marketing manager</td>
<td>Continuous</td>
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<td></td>
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<td>Improve placement at top firms</td>
<td>SCM faculty</td>
<td>Continuous</td>
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<td></td>
<td></td>
<td></td>
<td>Enhance national ranking</td>
<td>SCM faculty, marketing manager</td>
<td>Continuous</td>
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<tr>
<td></td>
<td><strong>College-wide Programs</strong></td>
<td></td>
<td>Complete paperwork to officially create center</td>
<td>Director</td>
<td>Done</td>
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<td></td>
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<td></td>
<td>Host successful speaker series in ethics &amp; sustainability</td>
<td>Director &amp; associate director</td>
<td>Continuous</td>
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<td></td>
<td></td>
<td></td>
<td>Secure naming gift for Center</td>
<td>Dean &amp; development director</td>
<td>On-going</td>
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<td></td>
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<td></td>
<td>Dramatically increase student participation in programs of all durations</td>
<td>Assoc. Dean, SA advis., mtg. mgr</td>
<td>Improvement</td>
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<td></td>
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<td></td>
<td>Educate students &amp; employers on value of study abroad</td>
<td>Assoc. Dean, SA advis., mtg. mgr</td>
<td>Continuous</td>
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<td></td>
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<td></td>
<td>Annual MBA study abroad course</td>
<td>MBA director &amp; faculty</td>
<td>Annual</td>
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<td></td>
<td>Increase number of faculty-led programs annually</td>
<td>Associate dean, faculty</td>
<td>Annual</td>
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<td></td>
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<td></td>
<td>Begin Faculty Liaison Program to support exchange partnerships</td>
<td>Associate dean</td>
<td>Fall 2018</td>
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<td></td>
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<td>Increase scholarship funding by $30,000/year (recurring)</td>
<td>Dean, development director</td>
<td>On-going</td>
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<td></td>
<td>Recruit students nationally for double-degree programs</td>
<td>Dean, marketing manager, study abroad advisor</td>
<td>2018-19</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Name MBA program ($5m)</td>
<td>Dean, director &amp; dev’t director</td>
<td>On-going</td>
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<td></td>
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<td></td>
<td>Increase the percentage of female MBA students to 30%</td>
<td>Graduate enrollment director, MBA director</td>
<td>Done</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Annual MBA study abroad course</td>
<td></td>
<td>12/31/2017</td>
</tr>
<tr>
<td></td>
<td><strong>Physical Plant</strong></td>
<td></td>
<td>Create innovation classroom (3D printing, holo-lenses, etc.)</td>
<td>Dean, IS&amp;T faculty</td>
<td>Done</td>
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<td></td>
<td></td>
<td></td>
<td>Create new space for student clubs</td>
<td>Dean, student clubs</td>
<td>Done</td>
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<td></td>
<td>Renovate all remaining restrooms</td>
<td>Dean</td>
<td>2020</td>
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<td></td>
<td></td>
<td></td>
<td>Completely replace interior Watts Building signage</td>
<td>Marketing manager</td>
<td>Done</td>
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<td></td>
<td></td>
<td><strong>Continuing Professional Education Program</strong></td>
<td>Rationalize revenue-sharing model with Continuing Education</td>
<td>Dean</td>
<td>On-going</td>
</tr>
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<td></td>
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<td></td>
<td>Improve marketing and attendance at CPE tax courses</td>
<td>Dean, MTAX director, marketing m’ger, continuing education staff</td>
<td>Continuous</td>
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<tr>
<td></td>
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<td></td>
<td>Add additional course in accounting, finance, leadership, etc.</td>
<td>Executive Team</td>
<td>Continuous</td>
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<tr>
<td></td>
<td><strong>Marketing</strong></td>
<td></td>
<td>Continue to improve website and social media</td>
<td>Marketing manager</td>
<td>Continuous</td>
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<tr>
<td></td>
<td><strong>A&amp;O and Curricula Management</strong></td>
<td></td>
<td>Revisit metrics and thresholds to determine whether changes are needed</td>
<td>A&amp;O Committee, Executive Team</td>
<td>Summer 2018</td>
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<td></td>
<td></td>
<td></td>
<td>Measure effects of curricular changes and make appropriate adjustments</td>
<td>A&amp;O Committee, Executive Team</td>
<td>Summer 2018</td>
</tr>
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<td></td>
<td><strong>Compliance with New AACSB Standards</strong></td>
<td></td>
<td>Continue conversations about and define clearly what we mean by and how we measure innovation, engagement and impact</td>
<td>Executive Team, faculty</td>
<td>2018-19</td>
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<td></td>
<td><strong>Strategic Planning Committee (SPC)</strong></td>
<td></td>
<td>Formulate High-Impact Practices (HIP) strategy and implementation timeline</td>
<td>SPC, Exec Team, faculty</td>
<td>2018-19</td>
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<td></td>
<td></td>
<td></td>
<td>Assist in defining and executing Goddard School marketing and branding strategy</td>
<td>SPC, marketing manager</td>
<td>Continuous</td>
</tr>
</tbody>
</table>
Strategic Planning in Arts & Humanities:

I. Challenges
II. Opportunities
III. New Initiatives

Scott Sprenger, Dean
August 13, 2018
I. Challenges: national context
I. Challenges:

national context

The big humanities majors continue to decline

Raw number of BAs; all US institutions

Percent change from maximum number of BAs

IPEDS data (preliminary for 2017)
Chart by Ben Schmidt, 2018
I. Challenges:

“major-to-career” thinking

#1 reason for college cited by 90% of students: career preparation
I. Challenges:

“How major-to-career” thinking

How does this logic work for:

Philosophy
English
History
Literature
Foreign Language
Humanities?
I. Challenges:

“major-to-career” thinking

If the major is the path, what about the other 60% of a college degree?

- General Education
- Electives…
I. Challenges:

a new approach to college since 2008:

transactional skill unbundling
return on investment

Have We Entered a New Era?
I. Challenges:

“minding the gap”

career readiness requires 3 things beyond the degree

1. skills
2. experience
3. network
I. Challenges:

How do we educate for market disruption?
II. Opportunities:

broad liberal arts prepares for disruption
II. Opportunities:

many employers focus on skills, not the major

35% of hiring is major-independent.

CERI, Michigan State University
II. Opportunities:

Employers value skill hybridity. According to CERI, Michigan State University, 70% of the labor market wants students with a combination of disciplines, capacities, experiences.
II. Opportunities:

more hybridity = more options

- Phil Gardner:
  “There are really only two choices for graduates who want a lot of options: to be a technically savvy liberal arts graduate or a liberally educated technical graduate.”

CERI, Michigan State University


II. Opportunities:

**Most Sought-After Essential Skills,**
National Association of Colleges and Employers, 2017

*Figure 1: Employers Rate the Essential Need of the Career Readiness Competencies*

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>WEIGHTED AVERAGE RATING*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>4.62</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
<td>4.56</td>
</tr>
<tr>
<td>Professionalism/Work Ethic</td>
<td>4.46</td>
</tr>
<tr>
<td>Oral/Written Communications</td>
<td>4.30</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.82</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>3.73</td>
</tr>
<tr>
<td>Career Management</td>
<td>3.46</td>
</tr>
<tr>
<td>Global/Multi-cultural Fluency</td>
<td>3.01</td>
</tr>
</tbody>
</table>

*Source: Job Outlook 2018, National Association of Colleges and Employers. *+5-point scale, where 1=Not essential, 2=Not very essential, 3=Somewhat essential, 4=Essential, 5=Absolutely essential.*
II. Opportunities:

WSU’s dual mission

*Certificates and Associates in an era of “unbundling”
*Ethos for tech+arts crossover combinations
*Career Technical Education (CTE Pathways)
*AA/AS is Growth Area in Humanities (!)
Opportunity: Dual Mission Associate’s Degree Completions in Selected Fields as a Percentage of All Associate’s Degree Completions

For full source and context, see http://humanitiesindicators.org

Humanities Indicators, 2017 · American Academy of Arts & Sciences

Indicator II-a2
II. Opportunities:

Utah’s unique position for a global market

Global Reach:
Foreign Experience & Languages:

* Language Service Industry
* Localization
* International Health, Business
* Criminal Justice (FBI)
* Defense / Intelligence / State Dept
$46.5 billion industry, projected to grow to $56 billion by 2021

Translation and Localization Industry Facts and Data

Language is Big Business

The language industry is big business. According to the report on "The Language Services Market: 2018" by Common Sense Advisory (CSA), the global market for outsourced language services and technology will reach US $46.52 billion in 2018. As organizations both large and small make their products and services available in more languages, CSA predicts that the language services industry will continue to grow and that the market will increase to US$56.18 billion by 2021.
The Lindquist College Commitment: Strategic Plan: 2017-2020

1. Student recruitment, access
2. Student retention
3. A&H-specific advising and career strategies
4. Align A&H curriculum with labor market
5. Faculty & staff retention
6. PR/marketing of A&H: telling our story
7. Integrate new technologies
III. Strategic Initiatives:

today’s focus: #3, #4, #6

The Lindquist College Commitment: Strategic Plan: 2017-2020

1. Student recruitment, access
2. Student retention
3. A&H-specific advising and career strategies
4. Align A&H curriculum with labor market
5. Faculty & staff retention
6. PR/marketing of A&H: telling our story
7. Integrate new technologies
III. Strategic Initiatives: 2017-2020

1. advising/career strategies:

integration of academic/career advising

Old-school advising
- separate offices
- wait until senior year

New-school advising:
- integrate academic/career advising
- add experiences and skills early
What counts?

- Internships
- Leadership in a professional organization
- Faculty-supervised consulting project with company
- International internship
- Scholarly research with faculty
- Leadership in a non-professional organization
- Supervised civic engagement
- Study abroad
III. Strategic Initiatives: 2017-2020

1. advising/career strategies

Internship Experiences

Traditional
Self-Designed
On Campus
III. Strategic Initiatives: 2017-2020

1. advising/career strategies
   build internship infrastructure

On-Campus Internship Idea
III. Strategic Initiatives: 2017-2020

2. develop market-oriented curriculum

Market-aligned Programs Created, 2017-18

Translation Studies, BS
Sound Recording, minor
Workplace Comm & Writing, AA, AS
III. Strategic Initiatives: 2017-2020

2. Develop market-oriented curriculum

Market-aligned Programs Slated for 2018-19

- Filmmaking, AS, BS
- Localization, AS, BS
- Sound Recording, AS
- Arts Administration, AS, minor (?)
III. Strategic Initiatives: 2017-2020

2. develop market-oriented curriculum

CTE Pathways (Under Consideration)

- Localization
- Sound Recording
- Graphic Design
- Photography
- Videography
- Theatre Stagecraft
- Technical Writing/Comm
Other Emerging Programs:

Adobe Tools in Freshman Composition
Coding Camps for A&H
Art & Science of Metalworking
Partnerships in Design and UX with EAST
Digital Design & 3-D printing
III. Strategic Initiatives: 2017-2020

2. market-oriented curriculum

Art & Science of Metalwork
(aka Welding Camp, July 2018)
III. Strategic Initiatives: 2017-2020

2. market-oriented curriculum:

Design

Funding Proposal
The Matthew S. Browning Center for Design
Contributions to the National Economy

The Arts Contribute More Than $760 Billion to the U.S. Economy

New Findings Released on Economic Impact of Arts

March 6, 2018

Washington, DC. New data released today by the U.S. Bureau of Economic Analysis (BEA) and the National Endowment for the Arts (NEA) show that the arts and culture industries contributed more than $760 billion to the national economy in 2017. This represents 4.4% of total U.S. GDP. The arts sector employs over 5 million people and generates more than $1.1 trillion in total output, including wages, salaries, and other forms of compensation. The arts industries also contribute significantly to state and local government revenues through sales and property taxes.
III. Strategic Initiatives: 2017-2020

3. PR/marketing:
projecting story beyond campus

Browning Presents!

RONAN FARROW

NEW YORKER journalist who took on the
ESTABLISHMENT and triggered #METOO

JANUARY 19, 2019
7 PM | Val A. Browning Center
$15 Adults | $8 Students

RONAN FARROW

weberstatetickets.com | 801-626-8500

SEAN JONES QUARTET

Celebrating the 60-year anniversary of Miles Davis’s Kind of Blue

SEPTEMBER 14, 2018
7:30 P.M. | Val A. Browning Center
$20 Adults | $8 WSU Students with I.D.

weberstatetickets.com | 801-626-8500
Workforce Development: Where Do Arts & Humanities Students Go?

"The job you will have in ten years hasn’t even been invented yet."

Curious how a four-year degree from one of the nation’s fastest growing universities can help you?

A&H = adaptability
III. Strategic Initiatives: 2017-2020

Workforce Development: Where Do Arts & Humanities Students Go?

PR/marketing:
“expect the unexpected”
III. Strategic Initiatives:
2017-2020

PR/marketing:
A&H students really do go everywhere

Workforce Development:
Where Do Arts & Humanities Students Go?
III. Strategic Initiatives: 2017-2020

PR/marketing:
market intel on value of A&H

College Career Blog:
https://telithaelindquistcollege.wordpress.com/

Arts & Humanities Paths 2 Careers

National Academies of Science, Engineering and Medicine Report that Graduates Are Missing Essential Training in the Humanities
Posted on August 6, 2018

Excerpt: The Board on Higher Education and Workforce of the U.S. National Academies of Sciences, Engineering, and Medicine (NASEM) released a report recommending that humanities, arts, crafts, and design (HACD) practices be integrated with science, technology, engineering, mathematics, and medicine (STEMM) in college and postgraduate curricula (1). The motivation for the study is the growing divide in American educational systems between traditional liberal arts curricula and job-related specialization. "Ironically," the report notes, "as this movement toward narrower, more specialized curricula has accelerated, the need for students to understand the value of the humanities has increased."
III. Strategic Initiatives: 2017-2020

3. PR/Marketing: Telling Our Story

That 'Useless' Liberal Arts Degree Has Become Tech's Hottest Ticket
III. Strategic Initiatives: 2017-2020

3. PR/marketing: telling our story

Silicon Valley Tech Firms Need Humanities Students

- Stanford News
III. Strategic Initiatives: 2017-2020

3. PR/marketing: telling our story

'...technology alone is not enough. It’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”

Steve Jobs
Expect the Unexpected in 2018/19

3. PR/marketing: buses frontrunner electronic billboards radio print journalism
III. Strategic Initiatives:

2017 - 2020

PR/Marketing: Telling Our Story
Established Principle of Delegation

- Local "Institutional Councils" Established
- WSU Trustees Effectively Eliminated
- Regents
- All Authority of Institutional Boards Vested in Regents
- Established Statewide Board of Regents

Higher Education Act of 1969
Institutional Councils

- Very little Regent Authority Delegated to President
- Little if any role in Hiring/Supervising
- Select Honorary Degree Recipients
- Community Relations
- Facilitate Fundraising, Communication

Trustees Rebirth 1991-2018

- Additional Steps Toward De-evolving Under Consideration
- 2017 Legislature Gives Back to BOT's Program Approval (within Mission)
- Regents Share Significant Authority with BOT's Estate
- Name Returns to Trustees (Presidential Hiring/Supervision, Audit, Real
And the ever-more involved State Legislature

The WSU Board of Trustees

The State Board of Regents

Who is WSU's Governing Board Today?
So Why The Bed-time Story

- "It's Helpful for Trustees to Know the Context of Their Expanding Roles and also the Continuing Constraints on their Authority"

- The Role of President is Uniquely Difficult in the USHE
FIDUCIARY DUTIES OF UNIVERSITY TRUSTEES

Introduction

A. What is a Fiduciary?

1. A fiduciary is a person who holds a special position of trust and confidence in connection with performance certain duties on behalf of another person or organization.

2. Based upon expectation of trust

3. Expectation of trust is basis of fiduciary duties

B. What are the Legal Sources of Fiduciary Duties?

1. Higher Education Act
   a. Board of Trustees
   b. Appointed by Governor
   c. Acts on behalf of University
   d. Performs certain duties, responsibilities and functions
   e. Delegated authority from State of Utah and State Board of Regents

2. Oath of office
   a. Discharge duties with
   b. Fidelity
      1. Fealty (Allegiance)
      2. Loyalty

2. Common Law of Trusts
   a. Duty of Loyalty
   b. Duty of Care (Prudence)

C. To Whom are Fiduciary Duties Owed?

The Two Fiduciary Duties

A. The Duty of Loyalty

1. Faithfulness or Allegiance to Institution

2. Elements
   a. Good Faith
      1. Honesty in belief or purpose
      2. Faithfulness in performing one's duty or obligation
      3. Observance of reasonable standards of fair dealing
      4. Absence of intent to defraud or to seek unconscionable advantage
   b. Independent Judgment

   c. Best Interest of Institution
B. The Duty of Care

1. Serious Attention

2. Elements
   a. Reasonable care – that degree of diligence care, and skill which ordinarily prudent person would reasonably exercise under similar circumstances (Prudence)
   b. Informed Decisions – reliable information and advice
   c. Confidentiality.

Core Principles for Effective Board Conduct in Fulfilling Fiduciary’s Duties¹

A. Fulfill the Fiduciary Duty of Care By:

- Acting at all times in good faith and with the appropriate diligence, care, and skill required under the circumstances.

- Acting in a manner reasonably believed to be in the best interests of the institution

- Actively attending and participating in all board and committee meetings, reading and evaluating the materials presented, and asking questions about unexplained results and unfamiliar issues

- Retiring from board service (or declining nominations) if one is no longer able to satisfy the time, effort, and attendance expectations for the institution’s governing body members

- Relying when appropriate on experts who serve the board by evaluating complex matters, while questioning their reports when their advice in inconsistent with expectations.

B. Fulfill the Fiduciary Duty of Loyalty By:

- Faithfully pursuing the interests of the college or University and its charitable or public purposes rather than one’s own interests or the interests of another person or organization.

- Actively disclosing existing or potential financial conflicts of interest and dual interests, and recusing oneself from board discussions and votes on transactions or policy matters, in accordance with the institution’s conflict-of-interest policy.

- Maintaining complete confidentiality about any matters presented to the governing board at all times, unless otherwise directed by the board and subject to state transparency laws applicable to public institutions.

¹ AGB Board of Directors Statement on Fiduciary Duties of Governing Board Members (2015)
• Retaining the governing board’s independence from external and internal stakeholders in the conduct of its oversight and policy responsibilities.

Liability Concerns

A. Business Judgment Rule

1. Legal Presumption – Rational Decisions
   a. Good Faith
   b. Informed Basis
   c. Scope of Authority
   d. Best Interest of Institution

2. Shields Trustees from Liability for Undesirable Outcomes

B. Utah Government Immunity Act

1. Immunity from Liability
   a. Acts or omissions occurring during
      1. Performance of one’s duties
      2. Within the scope of employment or
      3. Under color of authority
   b. Exception – act or failure to act through fraud or willful misconduct

2. Safe Harbor
   a. Honesty
   b. Good Faith
   c. Sobriety
Faculty and Student Research - Argentina
Geologic Mapping
Utah Geological Survey Collaboration
New Techniques- Fault Studies
STEM Education
National Science Foundation Proposal

Pathways
Cohort A
Cohort B

GETUP Activities
Earth Systems course
Concurrent Enrollment Course
Summery Bridge Program
OAD
WSD, NUAMES

Ongoing Activities
CEU outreach activities
Physical Geodesy (GEO 1110)
CEU Intro Environmental Geodesy Course (GEO 106)
Early Research Experience
Student Cohort core classes/activities
CAREERS Skills Course (GEO 300)
Capstone Course (GEO 406)
Focused Research/Internships

Feedback loops

Collaborations
WSD, NUAMES-Weber School District, Northern Utah Academy for Math, Engineering, Science, and Technology
OAD - Office of Access and Diversity
CCEL - Center for Community Engaged Learning

Alumni/Industry Connections
"I'm taking some time off to get away from the stress. See you in ten years."
Climate Research in Southern Idaho
Field Work – Bruneau Dunes
Sediment analysis
Utah State University
Luminescence Lab
Bruneau Dunes field research with WSU students
Global Education Opportunity (GEO) Program – Geneva, Switzerland
WSU students attending UN meetings in Geneva, Switzerland
Project Peru
El Comité Renacer
Viernes de la Paz hoy
es una realidad. Gracias
dad David González Quiñones
otitas de alegría.

Gracias Wlero María
Universidad y Universidad
Maya Baca por su
socorro en el mundo
pobedor poor.

Con Daniel Romero
Alejandro Sosa
Eduardo sala
Estudiantes.

El comité renacer
Viernes de la paz
Es una realidad.
Gracias
Dad David González
Quiñones
Noticias de alegría.

Gracias Wlero María
Universidad y Universidad
Maya Baca por su
socorro en el mundo
pobedor poor.

Con Daniel Romero
Alejandro Sosa
Eduardo sala
Estudiantes.
WSU students, faculty, and staff serving in Peru
Without Sabbaticals
With Sabbaticals
4.1 Committee on Academic Resources and Computing

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

4.2 Committee on Admissions, Standards and Student Affairs

The Admissions, Standards and Student Affairs Committee shall be concerned with standards for admission, retention and graduation from the University and policies pertaining to student affairs.

4.3 Committee on Appointment, Promotion, Academic Freedom and Tenure

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

4.4 Committee on Constitutional Review, Apportionment and Organization

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

4.5 Committee on Curriculum

The Curriculum Committee (CC) 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 CC manual), which have been approved by college curriculum committees or programs that report directly to the Office of Academic Affairs.
4.6 Committee on Environmental Issues

The Environmental Issues Committee shall help facilitate the integration of environmental initiatives into academic affairs, student affairs, and facilities management. The committee shall serve as a local and statewide source for scientifically-based information and for leadership on environmental issues affecting Utah, the Wasatch Front and WSU campus communities.

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.

4.11 Committee on Teaching, Learning and Assessment

The Committee on Teaching, Learning and Assessment endeavors to enhance the learning environment at Weber State University.