Weber State University
GRADUATE COUNCIL
MEETING MINUTES

CHAIRIED BY: Valerie Herzog, Director of Graduate Studies
DATE: February 8, 2019, 12:30 p.m. - 2:00 pm, Education Bldg. Moench Room (016)

ATTENDEES: Valerie Herzog, Megan Boyle, Melinda Bowers for Louise Moulding, Sian Griffiths, Sarah Steimel, Cydnee Green, Julie Gee, Darcy Carter, Lindsay Garr, Bruce Bowen, Andrew Wright, Matt Mouritsen, Brian Stecklein, Eric Amsel, Gail Niklason, Jeff Glover, Brent Horn for Brad Reyns, Patrick Thomas, Ryan Pace

1. Approval of minutes from January 11, 2019 meeting
   a. Motion: Sarah Steimel; Second: Sian Griffiths; All in favor—1 abstention: Motion Passed

2. Introduction of new Graduate Student Senator – Cydnee Green

3. Audio/Video Recording in classes – Patrick Thomas
   a. The MBA program at the Davis Campus invested in Classroom Capture for their courses.
   b. Issues considered:
      • What can or can’t we capture (record) for the students.
      • The videos are currently only available for a semester for that one class. Removes the need for students to sign waivers for future use and removes the temptation from faculty to cancel class in favor of rebroadcasting a course.
   c. Discussion regarding: What would the view of the program and the University be should a student choose to record the course and redistribute it?
   d. We have to maintain compliance with FERPA standards when recording classes.
      • Anything defined by The Registrar as being under FERPA is protected.
      • Directory Information CAN be shared under FERPA.
      • Personally-identifiable information CANNOT be shared under FERPA.
      • Any information that you can piece together to identify a person is covered under FERPA.
      • There are ways that we can share FERPA covered information:
         1. We can share FERPA information through consent. Must be signed, dated, and include details regarding the type(s) information that will be disclosed to a third party and who that third party is.
         2. Patrick recommended signed consent forms each semester or upon program admission as well as a statement in the syllabus.
            a. The athletics department uses a consent form once for the entire time the athlete is enrolled at the institution. It would, for academics, be in better practice to have students sign a form each semester and to also include wording in a syllabus at the beginning of each semester/course.
         3. Students should be given the option to opt out of being in the recording.
4. If a student has restricted access to their records, they can inform the professor, or be forewarned that if they are concerned about being identified to be cautious with what they share in class.

5. Formal Guidelines University-Wide. There aren’t any right now, but there is a potential and it would be in good practice.

e. Copyright laws have to be abided by for powerpoint or any other presentations that are done in a classroom, especially if that content is going to be recorded.
   - YouTube Videos
   - Images used on slides borrowed from the internet
   - Oral History—The owner is the one who presents it, not the one who makes the recording.
   - The owner of the art is the author of the expression whether or not they were the one who recorded it.
   - Include explicit licensing to copyright in the syllabus. Right now, it is implicit and would be better if it were made explicit.
   - Students are still required to ask permission to record any faculty members or their lectures (current in Student Code section of PPM). A faculty member can limit who can record and who that recording can be distributed to.

f. Contact Patrick Thomas with any additional questions or concerns: x7619 or patrickthomas@weber.edu

   a. Differences between undergrad programs and graduate programs reports. Undergraduate focuses a lot on GenEd courses and that is not applicable to some grad programs.
   b. Not really a competition of the resources for graduate programs, but rather, a recognition for what they are currently doing.
      - MSAT—Valerie and Gail participating in a fellowship with Northwest Accreditation to determine how to best showcase graduate program outcomes in the WSU accreditation reports.
   c. Opportunity to lay out the importance of the graduate program not to just the department, but also to the college, and the university.
   d. Aligned with teaching and academic excellence so that we are all in line with academic affairs. How do we achieve this?
   e. Report details/outlines:
      - Report Forms and Samples found at: https://weber.edu/academicaffairs/annual-college-reports.html
        1. Use the EZ form if your graduate program already has a detailed strategic plan
        2. Use the LEZ form if your graduate program does not already have a strategic plan
      - Frequently Asked Questions found at: https://www.weber.edu/academicaffairs/SPR_2019_FAQ.html
   f. Strategic Planning and the reports allow us to grow within our resources and become more aligned with the 3 key goals of the university which are quality, affordability, and accessibility.
• We don’t need to justify or defend what has happened in the past. This is supposed to allow programs to lay out plans for their growth and development.
• Value/Quality: How do graduate programs enrich undergraduate programs. For example: It allows the students in the undergraduate program to look up to students in the graduate program, and see someone who is just like them. Think about the impact that you and your students are having on the undergraduate students. There are other prompts under this section as well.
• Affordability: We have to make the programs accessible to all our students in terms of tuition. Hybrid, Executive, and even shortened graduate programs allow for affordability on the part of the student. This addresses affordability to both the student and the university.
• Access/Growth: Flexible course delivery. Allows more students to take courses at times that work best for them. Not every program has the capacity for growth, but still may be trying to grow certain types of students such as increasing gender and/or ethnic diversity.
• This report doesn’t have to be rewritten every year, it’s just tweaked to add in new data every year.

5. Update on Grad App 2.0
   a. Projected start date of Summer or Fall 2019.
   b. Ben will contact individual programs to see what they would like or what they need in their individual program applications. Begin thinking about any changes you’d like to make to your existing application
   c. CRM (Phase 2 of the project): Ability to track a student from the first time that they show interest in the program until they matriculate in or graduate from the program.

6. Graduate Climate Survey
   a. What do we want to learn?
      • Valerie will start a Google Doc. Please add ideas/thoughts.
   b. Sub-committee members?

7. Financial Aid for graduate students
   a. A second-degree contract is not required
   b. Refer graduate students with questions to: Holly Hastings – hhastings@weber.edu
      • Send the list to Holly Hastings in Financial Aid as soon as you have a finalized list for newly admitted graduate students in your program

8. Marketing—Graduate Programs
   a. Student Planner Ad again?
   b. Other ideas?
   c. Signpost ads
   d. Bus Wraps
   e. Electronic Billboard rotating through all the programs. Different locations
      • Forego the acronyms because it won’t make sense to potential students
   f. Digital Advertisement
   g. Pre-Movie Advertising-Megaplex, Walker Cinemas
   h. Senior Grad Fair-Individual programs are allowed to have a table
i. Car Wraps for University vehicles

9. Program Updates
   a. How many times do you allow a student to retake a class?
      • Mandatory Counseling
      • Dismissal from program
      • Meeting with the program director after you fail a course
   b. Post Master’s for DNP will start in the fall along with the Post-Bachelor’s program

Next Meeting: Friday, March 15th, 12:30-2pm