Welcome to the second issue of our AA e-newsletter. Attached please find Deans' Council minutes from our September 19, 2018 meeting. You'll be able to find archived editions of this newsletter on the Provost's website under Resources: Faculty & Staff or by clicking here.

Security Warnings from IT

Recently several faculty and staff have received e-mails from individuals demanding hush-money payment. The e-mails say that the sender has access to the recipient's passwords and browsing history, the latter of which supposedly contains pornographic sites. The sender threatens to forward the browsing history to everyone in the recipient's address book unless the recipient pays a sum in Bitcoins.

Don't be taken in! Report such e-mails to the Information Security Office: security@weber.edu

Revisions to PPM 4-16

Last year Faculty Senate, President's Council, and our Board of Trustees approved major revisions to PPM 4-16, which deals with Course Materials. Most revisions are associated with faculty-authored materials, conflicts of interest, and approval processes for those faculty who wish to require students to use faculty-authored materials. We now have an application form for those faculty who desire to use their own materials, as well as a multi-page set of guidelines. Both the form and the guidelines are on the Provost's page under "Resources: Faculty and Staff. Here's the URL for the guidelines:

https://www.weber.edu/wsuiimages/academicaffairs/Forms/Provost%20Rec%20rev%204%20ppm%204%2016%20rev.pdf

Chairs, curriculum committees, and deans play a role in this process (especially when a faculty member requests approval to retain profits), so faculty are encouraged to initiate the approval process early in a semester prior to that when they hope to use their own materials.

Donut-Hole in On-line compensation

This past summer, AA became aware of what appears to be an inequity in our current on-line compensation model. On-line instructors teaching upper-division classes receive $35 per SCH for 0-9 students, $940 per credit hour for enrollments of 10-26, and go back to $35 per SCH for 27+ students. In contrast, on-line instructors teaching lower-division classes receive a flat $35 per SCH. In other words, instructors teaching lower-division classes with between 10 and 26 students actually earn LESS than they would if they were teaching the class face-to-face.

We carried this concern to Deans' Council. Doing so opened a Pandora's Box of issues associated with equities, inequities, caps, and so on. AA had hoped for a quick fix to the lower-division salary issue, but that conversation has been folded into the larger conversation. Stay tuned for more.
Searches and Reviews

This year, AA is searching for two new deans, one in Social and Behavioral Sciences, and the other in the Moyes College of Education. We're also engaged in several reviews of deans: Dean of Continuing Education Bruce Davis, Dean of the Goddard School Jeff Steagall, and Dean of Health Professions Yas Simonian come up for review this fall. Deans Dave Ferro (Engineering, Applied Science and Technology) and Wendy Holliday (The Stewart Library) will come up for review in spring.

S-STEM Grant

This project aims to lower the unmet financial need of low-income, high-achieving students, and implement evidence-based interventions to enhance student success. The interventions include targeted recruitment to STEM degrees, student academic cohorts, STEM faculty mentors, and a STEM seminar course responsive to students as they progress through the program. An important aspect of the program is a consistent focus on engaging the Scholars in their community, including participation in community engaged learning projects. By using student focus groups, the project will investigate students' perceptions of STEM careers and assess the effectiveness of these interventions within the context of regional student demographics. The research results will provide formative assessment to guide ongoing project improvements and will identify effective strategies for recruiting and retaining future students. These results can also provide information to other institutions that aim to increase the participation and success of STEM students from diverse, low-income populations in which cultural or religious beliefs may discourage pursuit of a STEM degree.

Grant for Commercial-emphasis Foreign Language Programs

The Department of Foreign Languages was recently awarded a $165,000 grant from the US Department of Education to strengthen commercial-emphasis foreign language programs at Weber State University. The grant will help provide training and materials for various faculty members in the Department to design and/or revise language-for-business courses, such as Chinese for Business, French for Business, etc.

Attachment 1
Attachment 2