Committee Meetings and Attendance
We held 7 meetings during the 2019-20 academic year. The dates are given in the first row.

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<th>Committee member</th>
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Accomplishments of the ASSA Committee
The charges for the 19-20 academic year were:

1. Review and implement policy changes presented by the Registrar's Office. (Ongoing)
2. Explore WSU’s current mental health demands and resources and if PPM 6-14 regarding the Student Health Center be amended to include mental health resources.
3. Explore the effectiveness and implementation of the student disability accommodation letters.
4. Obtain legal clarification for faculty regarding student complaints. With the implementation of the new Student Petition, Complaints, & Grievances system, what are the implications for faculty receiving complaints?
5. Examine PPM 6-22 IV. B. 4 as related to recordings in the classroom.
6. Examine the student senate resolution calling for additional information to be included in syllabi.
7. Review PPM 3-32 related to Discrimination, Harassment, and Sexual Misconduct and how it is being communicated to the student body.
8. In collaboration with key stakeholders, develop a long-term plan for accessibility of digital course materials.
9. Ensure that the language of generated policies is inclusive.

Below is an update on charges one through eight.
Charge 1: Policy Changes Presented by the Registrar’s Office
The registrar, Casey Bullock, presented PPM 4-1 Graduation Standards and PPM 4-21a-II-E Awarding of Transfer Credit for review and approval. Both PPM changes were approved by the committee. Appendix A contains a summary of the changes for each PPM written by Casey Bullock (excerpted from Curriculog).

Charge 2: WSU Student Mental Health
ASSA committee member, Sheila Anderson, led a subcommittee with the help of Stephanie Hollist, WSU Legal, and Dianna Abel, Director of Counseling and Psychological Services, to update PPM 6-14 Student Health Center to include mental health services provided by the WSU Counseling and Psychological Services Center. The update of PPM 6-14 was approved by the ASSA committee and the Faculty Senate Executive committee. Additionally, the subcommittee created a Teaching and Learning Forum Community of Practice, Positive Pedagogy, led by Dianna Abel, for faculty to meet to discuss ways to enhance student mental health through classroom practices. Please refer to the Subcommittee Notes in Appendix B for all 2019/2020 for a detailed account of how the subcommittee progressed through this charge. This charge is closed.

Charge 3: Student Disability Accommodation Letters
ASSA committee member, Matt Brower, led a subcommittee to work with the Angela Mclean from WSU Disability Services to gather information about the effectiveness of student disability accommodation letters sent to faculty. Matt Brower and his subcommittee met with Angela Mclean and decided to create a survey to be administered to faculty about accommodation letters and other disability related topics of interest to the Disability Center. Matt Brower found a suitable published survey as a starting point but received no feedback from Angela Mclean because the Disability Center was short-staffed because of the illness and later resignation of its director, Don Guthrie. Angela Mclean was filling in for the director as well as doing her and other jobs. ASSA expects to continue with this charge once Disability Services has a new director. Please refer to the Subcommittee Notes in Appendix B for all 2019/2020 for a detailed account of how the subcommittee progressed through this charge.

Charge 4: Implications of Faculty Receiving Student Complaints
ASSA committee member, Sian Griffiths, led a subcommittee to gain legal clarification for faculty regarding student complaints. Sian Griffiths and her subcommittee met with various people, Associate Provost Eric Amsel and his staff, to understand how the new online Student Petition, Complaints, & Grievances system functioned. Ultimately what was learned was that faculty obtain no legal protection from WSU; pro bono services are suggested for faculty. The online system attempts to ensure that the proper channels and personnel are consulted to resolve student conflicts and grievances with faculty. Please refer to the Subcommittee Notes in Appendix B for all 2019/2020 for a detailed account of how the subcommittee progressed through this charge. Suggestions for continuing with this charge are provided later in this report.

Charge 5: Recording Policy
ASSA committee member, Jesse King, led a subcommittee to review and revise PPM 6-22 IV. B. 4 as related to recordings in the classroom and some other WSU sponsored activities. This committee suggested the creation of a Presidential Taskforce to ensure that all colleges were properly represented. The creation of the Recording Policy Presidential Taskforce was approved by the Faculty Senate. The Taskforce, chaired by Vicki Deakin of SSBS with the help of WSU Legal (Patrick Thomas) created a policy that was approved by the entire ASSA committee. The policy will begin the process of review, hosted by ASSA, by all required entities (WSU University Committee, WSU Student Association, WSU Faculty Senate, WSU President, and WSU Trustees) in Fall 2020. Please refer to the Subcommittee Notes in Appendix B for all 2019/2020 for a detailed account of how the subcommittee progressed through this charge.

**Charge 6: Student Senate Resolution Syllabi Additions**
This charge has not been addressed because WSUSA did not present ASSA a resolution regarding syllabi additions.

**Charge 7: Review PPM 3-32 and How Information is Disseminated to Students**
ASSA committee member, Mark Denniston, led a subcommittee to review PPM 3-32 related to Discrimination, Harassment, and Sexual Misconduct and how it is being communicated to the student body. Mark Denniston and his subcommittee met with Dane LeBlanc (University Police Services), Paige Davies (Women’s Center), Stephanie Hollist (WSU Legal), Eric Amsel (Associate Provost), and Ashley Owens (FYE).

This subcommittee found that PPM 3-32 as written is not understandable by those, e.g., faculty, staff, and students, who are not lawyers. Those who are lawyers feel the language is not clear. It is recommended that PPM 3-32 be rewritten to make it understandable to those without law degrees.

This committee found that the current procedures to disseminate information to students was through the Safe@Weber website using the outside vendor software from Everfi/Haven (two hour training modules) given to freshman during orientation and student organizations and athletes. WSU administration feels these modules are too long to hold student attention especially since there is no enforcement of the training and it is possible for students to click through the training modules. The contract with Everfi will be up in the summer of 2021. The Women’s Center will be creating materials to replace the Everfi materials used in student training. It is hoped that the new training modules will be tailored to decrease training time by addressing specific student needs based on student demographics, e.g., age of student, where the student lives, traditional or nontrade student, etc. Additionally, there was discussion with the Associate Provost and FYE to determine if FYE courses would be an appropriate venue for disseminating information to students regarding PPM 3-32. Ultimately, it was concluded that FYE may help but not mandate this information in its classes. Please refer to the Subcommittee Notes in Appendix B for all 2019/2020 for a detailed account of how the subcommittee progressed through this charge. This charge could be continued if desired but it appears that the Women’s Center has been tasked with creating new student training materials.
Charge 8: Long-term plan for accessibility of digital course materials
ASSA committee member, Jason Francis, led a subcommittee to connect with other interested stakeholders to create a long-term plan for accessibility of digital course materials. Jason Francis and his subcommittee met with Aaron Garza (WSU AAEO), Patrick Thomas (WSU Legal), RC Callahan (WSU Online), Angela Mclean (WSU Disability Services), Allan Ferrin (WSU Creative Academic Technology Solutions Senior Manager Academic Technology), Shaun Adamson (WSU library)Barry Gomberg (WSU Chief Accessibility Officer) and others. Through this subcommittee’s meetings, it was learned that there were existing accessibility efforts in the library, WSU Online, Disability Services, and that there was an Accessibility Council led by Barry Gomberg. Please refer to the Subcommittee Notes in Appendix B for all 2019/2020 for a detailed account of what is happening with the various entities. The end result of this subcommittee’s work was to be absorbed into the Accessibility Council which will meet every other month to update on campus initiatives to outline budgetary concerns associated with making course work accessible.

Special Recognition
The committee would like to thank the following individuals for providing special service during the 2019-2020 academic year: all subcommittee chairs, Shiela Anderson (Student Mental Health), Brady Brower (Student Accommodation Letters), Sian Griffiths (Faculty Implications of Student Grievances&Petitions), Jesse King (Classroom Recording Policy), Mark Denniston (PPM 3-32), and Jason Francis (Accessibility Plans) did a great job in tirelessly working on their particular charge.

Though all did an excellent job, Jason Francis did the equivalent of three or more subcommittee chairs. He was invaluable as a subcommittee chair and as a member of Brady Brower’s subcommittee on Disability Accommodation Letters.

Suggestions for Future Work and Improvements
1. Carry over Charge 3: Student Disability Accommodation Letters. This work would include creating with WSU Disability Services 1) a survey to be sent out to faculty, 2) clear guidelines outlining specifically for what faculty are responsible, i.e., define “reasonable accommodations” and what resources are available to faculty, and 3) clear guidelines outlining specifically for what WSU Disability Services are responsible.

2. Create the structure for an online complaint system (similar to the site for Student Petitions and Grievances) for faculty and staff to report complaints (boundaries to be specified by ASSA) against faculty, staff, students, administration or others (to be discussed by ASSA).

3. Ensure by reviewing policies and procedures that all decisions (ASSA may need to narrow the range of decisions) that affect faculty have a faculty representation, e.g., the STAR team.

4. Rewrite PPM 6-22 so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities.
5. Determine how faculty can have legal representation paid by WSU.

6. Look at University standards for TOEFL standards who have English as a second language.

7. Rewrite PPM 3-32 so that non-lawyers, i.e., faculty, students, and staff, can understand it.

8. Review how records of faculty, staff, and student trainings are documented, stored, and accessed.

Appendix A
Below are the justifications given for PPM changes 4-1 and 4-21a written by the Registrar, Casey Bullock, excerpted from Curriculog.

4-1 Graduation Standards

4-1-I-A-1. General Requirements for All Undergraduate Degrees

Use consistent GPA terminology. The WSU transcript uses three terms for GPA:

1. Institution: Includes credit hours completed at WSU only
2. Transfer: Includes credit hours completed at transfer institutions
3. Overall: Combines institution and transfer GPA

4-1-I-A-2. General Requirements for All Undergraduate Degrees

Removes the current policy clause regarding the credit limit for D grades. CatTracks cannot verify the current policy regarding total credits of D grades and a manual process is not feasible. Institutional academic standards (i.e., minimum institutional GPA of 2.0) are already stipulated in PPM 4-1-I-A-1.

4-1-I-D-1. Completed Degrees

(1) Adds language on degree title and program for the baccalaureate in line with existing language for associate’s degree in 4-1-I-D-2. (2) Clarifies course repeat policy to improve GPA.

4-1-I-E-1. Requirements for Double Majors (Two or more majors within one degree)

(1) Punctuation edit. (2) Changes policy to allow a distinct diploma for each degree awarded if the institution desires. This change puts WSU in line with other USHE schools, including the University of Utah and Utah State University. The awarding of separate diplomas creates more accurate and higher degree completion rates, and thus boost performance-based funding. The Graduation Office reports that current policy is controversial among students, many of whom express dissatisfaction that multiple degrees are reflected on a single diploma. The new Program of Study Application, in which students will self-declare their intended programs of study, cannot support the current policy in its programming logic.
4-1-I-G-2. Requirements for a Second Baccalaureate Degree (Degree awarded after completion of the first degree)

Clarifies language around requirements for a second baccalaureate and closes a potential loophole to protect degree integrity. Reinstates 30-credit rule to support requirement verification by Graduation Office, as CatTracks cannot verify current policy and a manual process is not feasible.

4-1-I-G-5. Requirements for a Second Baccalaureate Degree (Degree awarded after completion of the first degree)

Updates language around General Education requirements to comply with Utah Code 53B-16-103(1)(b).

4-1-I-H. Requirements for a Post-Baccalaureate Associate Degree or Certificate (new)

**Action:** (1) Creates a new policy preventing the award of a post-baccalaureate Associate of General Studies or a post-baccalaureate associate degree or certificate in the same discipline as the baccalaureate. (2) Sets minimum credit requirements for post-baccalaureate associate degrees and certificates. (3) Adds language around General Education requirements to comply with Utah Code 53B-16-103(1)(b).

4-21a Awarding of Transfer Credit and Credit by Examination or Petition

4-21a(II)(E) is out of compliance with state statute and regents’ policy. This proposal adds language around General Education requirements to comply with Regents Policy R470.3.2.3 and Utah Code 53B-16-103(1)(b).
Appendix B
Below are the subcommittee summaries presented before each ASSA committee meeting. These summaries capture the progression and sometimes deviations in executing charges. The summaries are listed in chronological order.

2019-2020 ASSA Charges and Subcommittee Updates for ASSA Mtg 102419:

1. Review and implement policy changes presented by the Registrar's Office. (Ongoing)
   Summary: Please read attached documents:

2. Explore WSU’s current mental health demands and resources and if PPM 6-14 regarding the Student Health Center be amended to include mental health resources.
   Summary: We had our first meeting on October 11. Michelle provided an overview of this charge. The following action items were identified:
   - Brady - checking into legal considerations for updating PPM 6-14
   - Sheila (chair)- working on gather student perspective
   - Michelle - contacted Dianna Abel and posted Counseling & Psychological services annual report and some statistics on ASSA website.

   Next meeting is November 7 1-2 pm with Dianna Abel, Brett Perozzi, and Jeff Hurst.

3. Explore the effectiveness and implementation of the student disability accommodation letters.
   Summary: On September 26, my subcommittee (composed of myself, Afshin Ghoreishi, Jason Francis) met with Angela McLean, acting director of Disabilities Services (DS) to discuss the effectiveness and implementation of Weber State’s disabilities accommodation letter.

   In our meeting, Angela noted that, while the current letter conforms to ADA legal requirements, it has on occasion proven inadequate as a means of communicating faculty responsibilities. This seems to have been especially the case in situations in which accommodation allowed for attendance flexibility in courses where attendance is required. Issues have also arisen in instances where student accommodation allowed for the re-taking of exams. Angela expressed an interest in addressing these shortcomings in faculty understanding through training session presented to the various colleges, a Frequently Asked Questions page available through DS’s webpage, and/or online instructional modules made available through Canvas. We encouraged these efforts both as a means of meeting student needs and of better protecting our faculty from adverse legal consequences. Angela is also in the processes of crafting an online faculty survey which might meet both the purposes of communicating and measuring the level of faculty awareness of their responsibilities. We suggested that a survey might be the best first step in identifying shortcomings in faculty understanding. Any future faculty training on ADA requirements might then be designed to specifically address any persistent misunderstandings. Angela will be working with my committee in the coming months preparing meaningful survey questions. I have asked her to submit a draft of her survey questions to us as soon one is available. I hope to present these draft questions to the ASSA committee as a whole for review and comment.
Among other findings, we learned the degree to which Disabilities Services is currently understaffed. With the departure of the former director, Angela (whose formal possession is as the assistant director) is currently filling two roles. Angela also noted that, as the scope of recognized impairments expands among disability service professionals, the demand for the services provided by Weber State’s DS continues to grow. Angela estimated that perhaps 10-12% of the current student population might qualify for ADA accommodations.

4. Obtain legal clarification for faculty regarding student complaints. With the implementation of the new Student Petition, Complaints, & Grievances system, what are the implications for faculty receiving complaints?
Summary: Groundwork was done via lot of emailing to better understand the motivation and scope of the charge. The committee has a meeting scheduled with Stephanie Hollist of WSU Legal at 9AM on Oct 24. She is going to go over the current policies with us and we'll discuss any concerns.

5. Examine PPM 6-22 IV. B. 4 as related to recordings in the classroom.
Summary: A sub-group of ASSA members met to discuss the classroom recording policy. The general consensus was that people (students) should ask before making recordings of others. However, there was some concern about who can/should grant permission to record a class. Currently, students are expected to ask an instructor before recording a lecture. The concern is that a student who has been ‘okayed’ to record a lecture by the instructor may also end up recording classroom conversations among students. We are concerned that recording these classroom discussions may harm the openness of classroom discussions. Students might not want to say something ‘incorrect’ or weigh in on controversial topics if they know that they are being recorded. Relatedly, there is concern about recordings being shared outside of class. One of the approaches we discussed is to possibly ask students who wish to record lectures to sign a form that would include details about how the recording could be used (i.e., the recording can only be used by the student to aid in their own learning of course material and cannot be shared with others).
Before we moved forward with anything, we obtained student input from the student representatives to ASSA, Andres Peralta and Cydnee Green. Below is what Cydnee relayed to our subcommittee:

“Andres and I (Cydnee) spoke with our student senators about recording in the classroom. In general, the Student Senate believes that the professor should be the person granting or denying permission for recording in the class. In general, students think that they should be allowed the option to record if approved by the professor. Senators from the College of Science, Health Professions, Business and International Students said that recordings often help them go back and review some intense lectures. It also helps international students when there is a language barrier.

When it comes to "signing" a document stating that the recording would only be used for educational purposes, we had some conflicting views and different ideas / other suggestions. One
large suggestion was that the Student Code be changed to state that, so the professor doesn't need to create additional paperwork. Right now, the Student Code simply states "students must obtain the faculty member's permission before recording lectures." Right now, it does NOT state what it can or cannot be used for. If the Student Code was to mention that recording lectures for educational purposes, it would make more sense. When a student asks a professor if a lecture can be recorded, the professor could either approve or deny the request and tell them that the Student Code needed to be followed (i.e., only using the recording for education purposes).

However, some students agreed that signing a document would be useful for classes that have more conversation, that way personal opinions and views wouldn't be shared (this really depends on the type of class). Some students who take lecture based classes with little discussion said that it would be a hassle for them to have to sign something when they are JUST recording the professor. However, in some classes (communication or political based classes) where opinions are shared, some more action might need to take place.

Another suggestion was to have professors state this information in their syllabi – whether or not recording is allowed, and that they would only be able to record lectures with permission and for educational purposes only. Students Senators also mentioned that if someone was to need to "sign" a document stating what they would do with the recording, they should do so at the beginning of the semester when it is mentioned in the syllabi, saying they agree to the terms and conditions of the class, professor and the student code. Students said this could be done on canvas or in person.

Students also agreed that if someone is recording a lecture, that the recording device be placed closer to the professor than the students (so they aren't capturing side conversations students may be having). Or, another suggestion was to have the professor record the lecture and then distribute it to the students via canvas so that is more controlled and not accessible by just anyone.”

7. Review PPM 3-32 related to Discrimination, Harassment, and Sexual Misconduct and how it is being communicated to the student body.

Summary: The subcommittee chair contacted both Paige Davies and Stephanie Hollist regarding current procedures to disseminate knowledge to students, and learned dissemination of information is primarily through a website that was not up and working yet. Website scheduled to become functional/updated October 10th. Information is also disseminated through the safe@weber training that is available through Freshman Orientation and for WSU student organizations. Persons who should attend the first subcommittee meeting were identified, and the subcommittee chair will schedule a meeting this week (hopefully to be held before Nov. 8th). Also, some of Charge 7 may overlap with Charge 4 and the degree of overlap should become somewhat clearer in the Charge 4 Subcommittee meeting scheduled for the morning of Thursday, Oct. 24th prior to the 2nd ASSA meeting (the subcommittee chair is a member of both subcommittees).
8. In collaboration with key stakeholders, develop a long-term plan for accessibility of digital course materials.

Summary: A meeting to discuss ASSA Charge #8 Digital Course Materials Subcommittee was held Thursday October 3 2:00 – 2:30. The attendees were Michelle Paustenbaugh, Sheila Anderson, Jason Francis, Jesse King, Aaron Garza, Patrick Thomas. The subcommittee met to discuss a path forward for creating a long-term plan for accessibility of digital course materials. The importance being that digital content is accessible for students. The possibility of a software purchase is something that will need to be explored.

The committee identified the following areas that will need to be identified:
1) What do faculty members need to make content accessible?
2) Will it be possible to do this in stages?
3) Who should be part of this subcommittee that wasn’t present at this meeting? (RC Callahan WSU Online, Angela McLean Disability Office, and Alan Ferrin: Creative Academic Technology Solutions Senior Manager Academic Technology were invited to join the subcommittee. I reached out to all three and met with RC to discuss his concerns and what options are available from WSU online to assist with this project.)
4) What is already being done on campus/what services are currently available? (George Mason and the University of Washington were mentioned as possible examples to review)
5) What issues are present that factor into accessibility issues IE: Closed Captioning, Screen readers not interpreting content in PDFs, etc.?
6) Has there been a discussion on the impact various disciplines face with accessibility issues and should a priority be established? Associated with this, has a priority been set on websites that should be accessible? Has benchmarking of other institutions accessibility procedures been undertaken?

There are currently three levels of accessibility ratings available for the campus to endorse: A, AA, and AAA. It was indicated that most Universities state that they have adopted the AA level however not all of the guidelines are followed at every institution. The example of the requirement for captioning of live events was shared as a guideline for AA level. It was indicated that knowing the guidelines is important and care must be given in what is adopted. Currently, there is a working document on what will be required to get to the AA level at Weber State but it was noted that offering captioning of live events will be difficult. (We have access to the working document but Patrick noted that he didn’t want it disseminated outside of members on the subcommittee.) Jason Francis accepted the role of Chair of this subcommittee.

2019-2020 ASSA Charges and Subcommittee Updates for ASSA Mtg 111419:

1. Review and implement policy changes presented by the Registrar's Office. (Ongoing)
   None.

2. Explore WSU’s current mental health demands and resources and if PPM 6-14 regarding the Student Health Center be amended to include mental health resources.
   Summary:
On 11/7/19 Shiela Anderson, Afshin Ghoreishi, and Michelle Paustenbaugh attended a meeting with Brett Perozzi (VP of Student Services), Jeff Hurst (Dean of Students), and Dianna Abel (Director of the Counseling and Psychological Services Center). Two outcomes:

1. Recommend including counseling and psychological services in the PPM. Next step is to explore legal considerations. We plan to submit a draft to the full committee at the December meeting.
2. Recommend exploring options for facilitating faculty and student, awareness of strategies for promoting a culture of wellness/supporting students. We discussed examples such as considering due date and grade release timing, syllabus statements, proactive in promoting campus self-care services.

3. Explore the effectiveness and implementation of the student disability accommodation letters.

Summary:
No meetings were held (?) Michelle P.

4. Obtain legal clarification for faculty regarding student complaints. With the implementation of the new Student Petition, Complaints, & Grievances system, what are the implications for faculty receiving complaints?

Summary:
The charge 4 subcommittee met on Oct 24 with Stephanie Holist, Aaron Garza, and Barry Gomberg. It remains unclear where our charge comes from or what it is intended to entail. Stephanie and Barry went over some of the history of PPM 3-32 and we talked for a while trying to understand where problem spots may be and what exactly our committee should be doing. Unfortunately, rather than honing in on one area of focus, more potential tasks were suggested to our subcommittee, including a desire for us to review the language of the student grievance website and the need for a parallel faculty grievance site. The subcommittee will meet again briefly on Nov 12, during which time I hope we can figure out which of the following tasks we wish to tackle:

- Reviewing PPM 3-32, Discrimination, Harassment, and Sexual Misconduct
- Reviewing PPM 6-22, Student Code
- Reviewing the policies in the faculty code regarding faculty rights in Chapter 9
- Review efficacy of the Student Complaint website
- Reviewing language of Student Complaint website for clarity of use
- Recommending plan for Faculty Complaint website
- Review faculty rights when student records them for defamatory purposes

Some of these items seem outside the bounds of "faculty rights." During our earlier meeting, I did raise the concern that faculty were not provided with legal counsel but was told this service would be too expensive for the university to cover. The university instead provides a list of attorneys who might be willing to work pro bono. As a committee, we may want to consider
whether this is sufficient protection for faculty members when student complaints are brought to court.

5. Examine PPM 6-22 IV. B. 4 as related to recordings in the classroom.

Summary:
Since the last ASSA meeting the classroom recording subcommittee learned of an incident in which a student recorded a WSU professor and other students without first obtaining their permission. The recordings occurred during a series of meetings before the start of the 2019/2020 school year. The student then edited together a set of videos that were posted to youtube criticizing the professor and university. Members of the committee were invited to meet with Provost Miner and university legal council to discuss how to proceed. At that meeting (10.30.2019) legal council recommended the committee hold off on any formal policy votes until the university had a chance to investigate the incident. It was also suggested that the administration may be open to forming a task force to consider the issues surrounding this policy. A subsequent meeting was held by the faculty senate executive committee (11.07.2019) who invited several members of ASSA to report on the status of the recording policy. At that meeting the executive committee voted to ask president Mortensen to convene a joint faculty senate + presidential task force to explore issues around student recordings. On 11.10.2019 president Mortensen agreed to form the task force. The next step will be to decide who should serve on the task force. Membership will likely include ASSA committee members and representatives from faculty senate, student senate, WSU legal council and WSU administration. After nominating member(s) it may make sense for ASSA to table this charge until the task force finishes its work.

7. Review PPM 3-32 related to Discrimination, Harassment, and Sexual Misconduct and how it is being communicated to the student body.

Summary:
We have broken our charge into 3 parts: 1) how PPM 3-32 sexual assault and harassment training occurs for students; 2) ambiguity in language in current PPM 3-32 that might interfere with how the policy is being communicated to students (and staff and faculty) and 3) possible procedural changes in either PPM 3-32 or PPM 9 to harmonize them with each other (e.g. are students permitted on Faculty Board of Review under PPM 9 to review 3-32 complaints, or are students potentially barred from Faculty Board of Review by objection of either party because of language in PPM 3-32? Currently Stephanie believes either party in a 3-32 complaint could, via objection, bar student involvement in Faculty Board of Review due to PPM 3-32 language, but some anecdotal reasons to believe students collectively would want a student voice on Faculty Board of Review for the rare instance a proceeding against a faculty member makes it to that level of review, and Stephanie is open to clarifying this either way in one or both PPM sections--see is doing some leg work on an initial proposal(s)).

On the first portion, we have met a couple times now with WSU Administration officials and learned that although some training occurs face-to-face (notably for athletes and some clubs/orgs), most student training is through an online training through a third-party vendor, Haven, and that contract will be ending Spring 2021. (The Safe@Weber website is a catch-all
We have also begun very preliminary discussions regarding the part of our charge (item 2 above) regarding ambiguous language, specifically surrounding the definition of "sexual exploitation." Finally, the Subcommittee Chair and Aaron Ashely met with Stephanie Hollist on November 4th to begin discussions on clarifying procedural concerns between PPM 3-32 and PPM 9 (item 3 above).

8. In collaboration with key stakeholders, develop a long-term plan for accessibility of digital course materials.

Summary:
Currently, our subcommittee is working on updating the Syllabus statement relating to Disabilities and the Disability office. Training opportunities have been outlined and discussed. Patrick Thomas reached out to the Provost's office. Eric Amsel and Madonne Miner are "supportive about a conversation relating to allocating resources, generally support of training opportunities for faculty members, and like the potential idea of faculty accessibility ambassadors".

2019-2020 ASSA Charges and Subcommittee Updates for ASSA Mtg 111419:

1. Review and implement policy changes presented by the Registrar's Office. (Ongoing)
   None.

2. Explore WSU’s current mental health demands and resources and if PPM 6-14 regarding the Student Health Center be amended to include mental health resources.
   Summary:
   Sheila A. has written a draft of PPM 6-14 to include the Counseling and Psychological Services. A meeting will be held be with the subcommittee and Diana Abel, Director of Counseling and Psychological Services, and Stephanie Hollist, WSU Legal, to discuss the draft.

3. Explore the effectiveness and implementation of the student disability accommodation letters.
   Summary:
During our September 26 meeting with Angela Mclean, the interim director of Disabilities Services, it was agreed that a survey of faculty would be the best means of gauging faculty understanding and awareness of the accommodation process. Since that meeting, I have had no response from Ms. Mclean despite repeated email queries and prompts. In the last effort (November 19) I emailed Ms. Mclean a sample questionnaire developed in 2018 to survey faculty at Keystone College in Pennsylvania, with the hope that this might serve as a basis for drafting questions to survey Weber State Faculty. I have had no response from Ms. Mclean. Although less than ideal, my committee may find it necessary to proceed with the survey without the participation of Disability Services.

4. Obtain legal clarification for faculty regarding student complaints. With the implementation of the new Student Petition, Complaints, & Grievances system, what are the implications for faculty receiving complaints?
   
   **Summary:**
   None.

5. Examine PPM 6-22 IV. B. 4 as related to recordings in the classroom.
   
   **Summary:**
   A Presidential Task Force was created.

7. Review PPM 3-32 related to Discrimination, Harassment, and Sexual Misconduct and how it is being communicated to the student body.
   
   **Summary:**
   None.

8. In collaboration with key stakeholders, develop a long-term plan for accessibility of digital course materials.
   
   **Summary:**
   None.

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**2019-2020 ASSA Charges and Subcommittee Updates for ASSA Mtg 012420:**

1. Review and implement policy changes presented by the Registrar's Office. (Ongoing)
   None.

2. Explore WSU’s current mental health demands and resources and if PPM 6-14 regarding the Student Health Center be amended to include mental health resources.
   
   **Summary:**
   PPM 6-14 was revised by Dianna Abel (Director of Counseling and Psychological Services) and Stephanie Hollist (WSU legal). This revision was sent out last week for ASSA to review.

3. Explore the effectiveness and implementation of the student disability accommodation letters.
   
   **Summary:**
On December 6, Jason Francis (a member of my subcommittee) met with Angela McLean of Disabilities Services (DS). Angela provided us with a copy of an old survey previously used by DS to measure faculty understanding of reasonable accommodation. She hoped to add to this survey questions addressing accessibility issues relevant to the charge of the ASSA subcommittee chaired by Jason. She hoped to have a draft prepared for us to review soon. She noted that any final action on the survey would have to wait until mid-spring semester when the Don Guthrie, the director of DS, returns from leave.

Along with discussing the survey, Angela pointed to a problem she had noted with the provost office's “Required Policy/Statements for Instructors”--specifically the disabilities statement in the sample syllabus attached to the end of this document (“English 3080: Critical Approaches to Literature”). The sample syllabus incorrectly places a two week time limit on students seeking accommodation.

Here is the problematic language:

Disability Accommodation:

If for any reason you need a disability accommodation, please provide me with documentation from the Students with Disabilities Office before the end of the second week of the semester, and I would be happy to work with you.

Angela indicated that enforcing this time limit would constitute an ADA violation.

She also noted that PPM 4-9a “Course Syllabus” II.B (Rev. 02-07-2017) does not make a statement of disability accommodation a syllabus requirement. Angela hoped to see PPM 4-9a revised to add a disabilities statement to syllabus requirements. She also mentioned adding a best-practices guideline to the PPM asking that instructors read the disability statement in their syllabi aloud during the first week of classes.

4. Obtain legal clarification for faculty regarding student complaints. With the implementation of the new Student Petition, Complaints, & Grievances system, what are the implications for faculty receiving complaints?

Summary:

The charge 4 subcommittee met with Jill Speth, Eric Amsel, and Aaron Ashley and learned the complaint website seems to be working as planned. They are working to ensure students go through level one procedures before reporting through the website, but it is unclear how ASSA could help with that or whether we should. Siân raised the question of a parallel faculty-oriented complaint site for logging concerns about students (especially problems with plagiarism or other violations of academic integrity) or fellow faculty (such as bullying), and it was suggested we follow up with the STAR committee. We also discussed questions about faculty rights during complaints, focusing on whether faculty can be kept better informed and whether there might be more legal protection offered by the university. This matter definitely needs more thorough investigation.
5. Examine PPM 6-22 IV. B. 4 as related to recordings in the classroom.
Summary:
This charge is currently being handled by a Presidential Taskforce chaired by Vicki Deakin.

7. Review PPM 3-32 related to Discrimination, Harassment, and Sexual Misconduct and how it is being communicated to the student body.
Summary:
None.

8. In collaboration with key stakeholders, develop a long-term plan for accessibility of digital course materials.
Summary:
I (Jason Francis) was able to meet with RC Callahan from WSU Online and Angela McLean from the Disability Services office in December. RC conducted a conference call with SUU to gauge their faculty services relating to accessibility.

Currently, SUU’s course designers employ 8 student workers as hourly employees who check content for accessibility compliance. Faculty submit their content for review and an online ticket system is employed to ensure that content is verified for compliance in the order it was submitted.

If faculty want to learn how to address accessibility themselves, then they may access the same online training modules utilized by the student workers. If faculty prefer to allow the students to make corrections then they will have to wait for the students to complete any work that is ahead of them in the queue. Student corrections focus on PDFs and captioning services. Accessibility issues associated with course design referred to the course design specialists on staff.

I have worked with Diana Meiser in creating a training video for English 2010 faculty during our recent work of creating a combined English 2010 and Library 1704 course. I created this instructional video for Concurrent Enrollment instructors but it does outline the process of ensuring that PDF content is accessible:
https://1533221.mediaspace.kaltura.com/media/Accessibility+training/0_u1i6jzl3

I have worked with Shaun Adamson, the department chair for Teaching and Instruction services - replacement name for Reference, and she has pledged to have our student workers partner with WSU online to implement a ticket system and offer similar services to SUU. We also have discussed getting funding from the College of Health Professions to work with Archives and the Disability office to offer captioning services. Captioning is the most expensive service. (I have some rough cost estimates from the Disability office).

We also are exploring the idea of creating a 50/50 student position that would ideally be an Education major to provide them with experience in course design and creating accessible content tied to learning outcomes. This is something that SUU would like to see and SUU has offered to collaborate with anything that we may need to get this going.
We discussed the issue of faculty purchasing software that does not adhere to accessibility requirements. There is an online document, a Voluntary Product Accessibility Template, VPAT, that addresses these concerns. The library has these on file for our databases etc. SUU makes these VPAT documents available through their equivalent of WSU online. If a faculty member decides to purchase software that does not have a VPAT or is not in compliance then the faculty member assumes any financial liability rather than SUU directly.

A lot of the information that I received from Angela relates to charge 3 and I have shared the relevant information with Brady Brower, the chair of that subcommittee. Angela requested two weeks in the hopes of finalizing the transition of the Disability office. They are waiting for their director to return and it has thrown off their workflow.

She has reviewed the survey that the chair for charge #3 provided and is adding questions to the survey but she wants to ensure that the Disability office is involved in the dissemination of the information.

In discussing accessibility information that is required in our syllabi, I shared information that the Provost office lists as required language. It turned out that language was incorrect. There was an example that indicated that students must request an accommodation within the first two weeks of semester. Angela had been looking for the source of that information and the new link seems to be working https://www.weber.edu/tlf/Syllabus.html. She asked that syllabus language relating to disability services be read aloud in any face-to-face course rather than relying on the students to find it in the syllabus and to stress the location of the office. PPM 4-9a, https://www.weber.edu/ppm/Policies/4-9a_CourseSyllabus.html notes that the syllabus must contain:

1. The general content of the course.
2. Course requirements (exams, assignments, quizzes) and their due dates, if available.
3. Instructor office hours or other means of availability for students.
4. The procedures and criteria for academic evaluation in the course.
5. Student learning outcomes.
6. Directions to students in face-to-face or hybrid courses about how the class will continue remotely in case of an emergency that closes or prevents reasonable access to campus.

However, there is no mention of a disability statement, course fee or related content that I thought must be included in a syllabus. I am not sure if we need to look at this or not and this may be more in line with charge #3. Angela did mention that if we are determining if the accessibility statement is effective, we must also ensure that faculty know about the requirements. There have been some positive changes since my meeting in December on this front.

Campus IT has requested that Shelly Belflower become a member of the charge 8 subcommittee. They have requested a salary line to hire a new person to be in charge of accessibility and they presented a plan to faculty senate. I will be happy to make this addition but I do have a concern in relation to our charge. We are looking at ensuring that digital course materials are accessible
whereas the campus IT hire would be most likely concerned with VPAT compliance. WSU online shared my concerns as I do not want to lose focus of this charge in relation to the many accessibility issues that have come up during the year.

2019-2020 ASSA Charges and Subcommittee Updates for ASSA Mtg 02/21/2020:

1. Review and implement policy changes presented by the Registrar's Office. (Ongoing) None.

2. Explore WSU’s current mental health demands and resources and if PPM 6-14 regarding the Student Health Center be amended to include mental health resources.

Summary:
PPM 6-14 was approved by faculty senate. The first meeting of the Student Mental Health community of practice met 2/14/20 to discuss issues facing students in different colleges and how to plan future COP meetings. Diana Abel shared the usage statistics for the CSPS: 18% from Arts and Humanities, 16.3% from Health Professions, 15.6% from the College of Social and Behavioral Sciences, 15% from Science, 10.2% from Applied Science and Technology, 9% from Business and Economics, and 6.3% from Education.

Lastly there will be "I Can" training at the end of April 2020 for interested Faculty and Staff. Please see the information below excerpted from an email from Dianna Abel:

I CAN HELP is a university-specific training that prepares campus community members with knowledge of available health and wellbeing resources and helps individuals develop the skills to handle both one-time and ongoing student concerns across the domains of health and basic needs. To lead this train-the-trainer workshop, we are bringing to campus Dr. Brian Mistler, program developer and leading expert in the field of university health and campus-wide intervention. This program:

• Gives faculty/staff the confidence to keep up with changing student needs
• Teaches how to recognize distress and determine who does/does not need referrals
• Aligns with high impact practices to improve student success, including retention

After completing this full-day training, those in attendance will be prepared to offer shorter training workshops to faculty, staff, and students across campus. Please consider joining this team of colleagues willing to learn and make a difference. We are seeking participants from all colleges, divisions, and areas. You have been specifically invited based upon your recent attendance at one of Dr. Stuart Slavin’s Student Success Speaker Series events or other related involvements.

Respond via email to Dianna Abel at diannaabel@weber.edu if you’re:

• Interested in being trained in the I CAN HELP program
• Willing to commit to delivering a limited number of trainings across campus upon request
• Available all day on Thursday, April 29 or Friday, April 30. (Exact training date TBD)

We will compile a training group with diverse campus-wide representation. We hope to include as many interested individuals as possible, although training space is limited. Stay tuned for a calendar appointment if you are selected.
Lastly, another program (Jed Program) related to student mental health was also announced for all USHE schools. More information on this program will come. The website below gives information about it:

https://ushe.edu/ushe-institutions-enter-statewide-agreement-for-jed-campus-program-to-support-student-mental-health-and-well-being/

3. Explore the effectiveness and implementation of the student disability accommodation letters.
   **Summary:**
   No news to report other than the Director of the Disability Center is stepping down. I (MBPaustenbaugh) predict the position will not be filled until next Fall. I spoke with Angela Mclean (2/18) and gathered that the disability survey for faculty will not be going out this Spring; I suspect it will go out next Fall after a new director is in place.

4. Obtain legal clarification for faculty regarding student complaints. With the implementation of the new Student Petition, Complaints, & Grievances system, what are the implications for faculty receiving complaints?
   **Summary:**
   No news to report. Issues to discuss for the entire ASSA committee regarding this charge are:
   1. Faculty (and staff?) need WSU-paid legal representation when involved in disputes with students/staff/faculty...and possibly more situations when no criminal conduct is involved.
   2. Faculty need to have a representative during whatever "discussions" are taking place that involve disputes with the faculty (or staff?) member.
   3. Faculty and staff need a website to submit their complaints/grievances against students, other faculty, staff, administration, more (?)

5. Examine PPM 6-22 IV. B. 4 as related to recordings in the classroom.
   **Summary:**
   This charge is currently being handled by a Presidential Taskforce chaired by Vicki Deakin. Language similar to what is currently being used at the University of Utah Law School is being modified and discussed by the Taskforce for WSU use.

7. Review PPM 3-32 related to Discrimination, Harassment, and Sexual Misconduct and how it is being communicated to the student body.
   **Summary:**
   None.

8. In collaboration with key stakeholders, develop a long-term plan for accessibility of digital course materials.
   **Summary:**
   On February 3rd, WSU Online (RC Callahan, Sang Chan, Sean Cummings, and Nathan Boettcher) met with library representatives (Shaun Adamson and Jason Francis) to discuss the formalization of the creation of a faculty service for creating accessible course content.
RC mentioned that WSU Online will train library student workers on Blackboard Ally functions and closed captioning. Sean explained that he is a course designer that responds to accessibility issues and will work on organizing training materials with the library. Nathan has developed a ticketing system related to accessibility requests. In addition, faculty may directly communicate with WSU Online course designers through the Help button.

Part of the planning of this partnership is identifying potential roadblocks, and copyright has become a concern. We will not be able to make content accessible if it is not something that adheres to copyright. Jason has been working on another project with Misty Allen to create faculty training on copyright compliance and the use of permalinks to digital content available from the various library resources. License agreements place restrictions on content placed directly into course management software. To be in compliance, the use of a permalink rather than posting a PDF or scanned image is required.

Misty currently handles all faculty requests for eReserve personally. She does this because the person who uploads content becomes personally liable for copyright compliance and she has not wanted to push that potential liability onto other people. Misty would be happy to assist me in coming up with a list of "best practices" to look for in order to prepare training materials. In many cases, content may be present without any indication that the content is in copyright compliance. We may have to note that content may be in danger of a violation of copyright and rely on the faculty to explain how they are in compliance such as documentation from the Copyright Clearance office. Misty has assisted faculty with these requests in the past.

The issue is devoting the time and resources to making content accessible when it should not be included in the course due to it either not complying with copyright or another format, such as a permalink to an ePub version, may be available from the library and accessible. The further that we delve into these issues, the more it is becoming clear that there are a number of course design concerns associated with this charge. Misty has suggested that copyright compliance become a full-time position.

Nathan Boettcher created the following proposed flow chart:
On 2/19/2020, Barry Gomberg and Aaron Garza convened the Accessibility Council. Barry is the Chief Accessibility Officer for the campus. To begin, Campus IT, the Disability Service
Office, WSU Online, Facilities Management and this ASSA subcommittee updated the other members on current initiatives around campus. This committee will now meet every other month to update on campus initiatives to outline budgetary concerns associated with this work. RC and Jason mentioned that the library has pledged four student workers to the accessibility compliance project however at least four more are required to match the model outlined in our previous meeting. These student worker projections did not account for the copyright issues previously mentioned. Campus IT discussed their recent hire who is reviewing external websites for accessibility issues. Campus IT hopes to locate an equivalent program for Ally, which would be capable of determining accessibility issues in external sites. Barry and Arron mentioned that they have the ability to nominate Deputy ADA Coordinators. These appointees would supplement the work outlined at the following site: https://www.weber.edu/nondiscriminationandaccessibility.

Next month, this committee will discuss progress in the discussed initiatives with the goal of preparing a budget proposal. A clear issue will be identifying workflows. Angela mentioned that there is a real human cost, often overlooked, when considering the financial cost associated with accessibility.

As an example, over the past two weeks an accommodation request, informally communicated to the library. Approximately 20 articles were determined to be inaccessible. Two-library faculty, (Diana Meiser and Jason Francis in consultation with Michael Nakai from Disability Services Office) collaborated to make the 20 articles and eBooks accessible. This included correcting the reading order, adding alternative text, correcting tagging issues, and associated issues. This is very time intensive work and encompasses one student request. The issue is some accessible content, ePub to be specific, was determined to be inaccessible because an external app download was required to view the ePub content. The ePub format is supposed to address accessibility concerns and the library is taking steps to review the various vendors adherence to their own VPAT documentation. Any delays in providing accessible content places the student at a disadvantage in completing their work in a timely fashion. This is the Human cost.

Based on conversations with RC, we are now at the stage when a budget needs to be proposed and funding found to go further. The library has four students who will assist but this is as they have time. This work rapidly becomes very involved. We must consider that this work may require dedicated students who directly report to subject experts when requests become commonplace. Initial testing is required, such as a pilot project, until a reasonable accounting for workflows, Human costs, and required staffing numbers more accurately calculated. The library is employing a pilot project to test available Canvas digital content for accessibility compliance. Other issues are the large amount of student turnover each semester. Automated training should be available where applicable. More supervision will be required initially. This will affect the turnaround time on accessibility compliance requests.

Proposed Budget:
From the Stewart Library’s Student pay model:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
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Level Two
Common elements: More specialized skills, experience and/or on the job training required. Responsible for an area with minimal supervision at times.
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<thead>
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<tbody>
<tr>
<td>0-4 months</td>
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<tr>
<td>5-11 months</td>
<td>$9.50</td>
<td>$10.25</td>
<td>$11.00</td>
</tr>
<tr>
<td>12-23 months</td>
<td>$9.75</td>
<td>$10.50</td>
<td>$11.25</td>
</tr>
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</tr>
<tr>
<td>36-47 months</td>
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<td>$11.50</td>
<td>$11.50</td>
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<tr>
<td>48 plus months</td>
<td>$11.25</td>
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<td>$11.50</td>
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</tbody>
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For five student workers, at 10.50 an hour for 20 hours a week: $1050 dollars per week.
Fall Semester: 16 weeks X $1050 = $16,800
Spring Semester: $16,800
Summer Semester: Approximately $14,700 (Provided you find student workers in the summer to fill the positions)
Proposed Student Worker budget of approximately $48,300 for the first year. If we wanted to mirror the outlined pay increases, this will increase after the first year.
Work Study and the 50/50 program would offer potential savings.
50/50 program pays 50% of the costs up to 9.00 per hour. So, 4.50 per hour savings.
Same five students: $600 dollars per week.
Fall Semester: $9600
Spring Semester: $9600
Summer Semester: Approximately $8400
Becomes: $27,600
The Work Study program pays for about 90% of a student’s wage. However, students receive a set award each semester that they qualify for the program. Once depleted, the student will run out of funding, and their job, unless the institution can make up the difference. As students earn raises, they will use up their award amount faster so this will also influence these numbers. Recently, the library has found fewer students qualify for Work Study so finding qualified students may be difficult.
Ignoring these variables, five work-study students would cost the institution: $4830