



PUBLIC MEETING OF THE BOARD OF TRUSTEES

Meeting No. 15

July 27, 2016

2:00-6:00 PM

Werner University Center, Willamette Room

AGENDA

- 1. CALL-TO-MEETING/ROLL CALL**
- 2. CHAIR'S WELCOME**
- 3. PRESIDENT'S REPORT**
- 4. SHARED GOVERNANCE REPORTS**
 - a. Faculty Senate
 - b. Staff Senate
 - c. Associated Students of Western Oregon University
- 5. PUBLIC COMMENT**
- 6. CONSENT AGENDA**
 - a. FY16 Board Minutes
- 7. EXECUTIVE, GOVERNANCE AND TRUSTEESHIP**
 - a. Committee Chair Report
 - b. Vice President & General Counsel Report
 - c. DISCUSSION ITEM: Board Self-Evaluation
 - d. DISCUSSION ITEM: Board Vacancies
 - e. ACTION ITEM: Board Chair Election

8. BOARD DISCUSSION NWCCU Accreditation Report and Commission Meeting & University Strategic Planning

9. FINANCE & ADMINISTRATION

- a. Committee Chair Report
- b. Vice President for Finance & Administration Report
- c. ACTION ITEM: FY2016 Q4 Management Report
- d. DISCUSSION ITEM: Preliminary FY2017 Budget Outlook
- e. ACTION ITEM: Plant Fund Transfers
- f. ACTION ITEM: Reimbursement Resolution and Delegation of Authority

10. ACADEMIC & STUDENT AFFAIRS

- a. Committee Chair Report
- b. Provost & Vice President Report
- c. Vice President for Student Affairs Report
- d. ACTION ITEM: BA/BS, Educational Studies (New Degree Program)

11. FINAL ANNOUNCEMENTS

12. ADJOURNMENT

Full Board Agenda (Mtg No 15—July 27 2016)(1) 160718.doc



Board of Trustees, July 27, 2016

President's Report

NWCCU update

The accreditation process is complete and the NWCCU Board has found: “that the accreditation of Western Oregon University has been reaffirmed on the basis of the Spring 2016 Year Seven *Mission Fulfillment and Sustainability* Evaluation which was to address Recommendation 1 of the Spring 2013 Year Three Peer-Evaluation Report.” In general this reflects a positive outcome, however, the decision also includes direction concerning a special report. As noted in the *Accreditation Handbook*:

“For the evaluation regarding Reaffirmation of Accreditation, the Board of Commissioners may take one or more of the following actions:

1. Reaffirm Accreditation.
2. Request a special report (with or without an on-site evaluation) to address specified areas of concern.
3. Defer action on reaffirmation of Accreditation.
4. Issue, impose, or continue a sanction (*Warning, Probation, or Show-Cause*)
5. Remove a sanction.
6. Terminate Accreditation.”

With regard to Recommendation 1 from 2013, the Commission found that expectations had not been met:

“The Evaluation panel recommends that Western Oregon University continue to refine its system of measuring overall mission fulfillment.”

Further, the Commission found that WOU does not meet expectation as related to the following recommendations:

1. The Evaluation Committee recommends that the institution clarifies its mission statement to provide better direction for mission fulfillment. [1.A.1.]

Finding: substantially in compliance, but in need of improvement

2. The Evaluation Committee recommends that the institution defines mission fulfillment including identifying outcomes that represent the extent of their accomplishment of mission fulfillment. [1.A.2, ER 22, ER 23]

Finding: does not meet criteria for accreditation, and must be resolved within 2 years

3. The Evaluation Committee recommends the institution establishes objectives for each core theme and identifies meaningful, assessable, and verifiable direct and indirect measures (indicators) of achievement that form the basis for evaluating accomplishment of the objectives of the core themes. [Standard 1.B.2, ER 23]
4. The Evaluation Committee recommends the institution establishes student learning outcomes for all courses, programs, and degrees, including general education, wherever offered and however delivered, that are meaningful, assessable, and verifiable and are consistent with the mission. [Standards 2.C.1, 2.C.2, 2.C.4, 2.C.5, 2.C.10, ER 22]

Finding: does not meet criteria for accreditation, and must be resolved within 2 years

5. The Evaluation Committee recommends the institution provides appropriate and adequate technology systems and infrastructure planning with input from constituencies to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. [2.G.5., 2.G.7.]

Finding: substantially in compliance, but in need of improvement

6. The Evaluation Committee recommends the institution designs and implements an ongoing planning and budgeting process that is broad-based, inclusive of all appropriate constituencies, data-driven, includes Core Theme planning and leads to mission fulfillment. [2.F.3, 3.A.1-4, 3.B.1-3, ER 23]

Finding: does not meet criteria for accreditation, and must be resolved within 2 years

7. The Evaluation Committee recommends the institution engages in comprehensive, on-going, systematic assessment that leads to mission fulfillment through the evaluation of Core Theme objectives and supports continuous improvement. [4.A.1.-6, 4.B.1-2, 5.A.1-2, 5.B.1, ER 23]

Finding: does not meet criteria for accreditation, and must be resolved within 2 years

Steps taken since campus visit

Concern: *The current articulation of the mission statement and core themes appears to be out of alignment with institutional passions. Conversations on*

campus reflect energy and excitement around student access, success, institutional adaptability, innovation, diversity, and environmental sustainability. The institution could benefit from a renewed discussion of mission and core themes; the resulting shared ownership of the mission could then advance future efforts to plan for and fulfill the mission.

Action: WOU launched the SPC and completed an in-depth SWOT, meeting through summer and the next task is Mission, vision, values → outcome will be mission refinement

Concern: *The institution should review the public accessibility and organization of the policies and procedures transmitted from the previous governance structure.*

Action: Minutes and existing policies have been posted to BOT website, formed a Policy Council that is working through OUS policies and revising/adapting to WOU

Concern: *Given the de-centralized approach to distance education, it is not clear that policies and processes meet NWCCU requirements.*

Action: WOU has been in the process of establishing a Center for Academic Innovation whose primary charge is to facilitate development of on-line and hybrid curricular offerings, to assist faculty with development of on-line course shells and to work with academic units to identify specific course/curricular offerings to better serve our student populations.

Concern: *The evaluation committee holds a concern about the current lack of an independent internal audit function to provide assurance of the university's risk management, governance, and internal control processes [2.F.4]*

Action: WOU has contracted with Shared Services, a service for several Oregon universities housed at OSU-Corvallis, for an internal auditor

Concern: *The institution must assess the needs of its end users through a technology planning and budget process that aligns with the educational mission. This is particularly important in the case that the institution plans to expand online course and program offerings.*

And,

Concern: *The Evaluation Committee expresses a concern that the institution needs to develop an ongoing, systematic planning and budgeting process that involves appropriate constituencies.*

Action: As part of the Strategic Planning process, the university is revamping its budget planning process and IT planning. WOU will form a university budget committee that will include representation from all governance groups and IT will form an advisory group that includes faculty

Next steps: leading to Spring 2023 Year Seven *Mission Fulfillment and Sustainability* Evaluation

Spring 2017

- Address Recommendations 1, 2, and 3 in Spring 2017 Year One *Mission and Core Themes* Report

Fall 2017

- Ad hoc Report, with a visit, to address Recommendations 4, 6, and 7 Spring 2017 Year One *Mission and Core Themes* Report

Spring 2018

- Addendum to Mid-Cycle Self-Evaluation Report to address Recommendation 5

Strategic Planning update

Meeting Date	Topics	Outcomes
April 22	Initial meeting	<p>Review of process and calendar; review of SP process and best practices</p> <p>The plan should:</p> <ul style="list-style-type: none"> • Be readable • Empower and inspire individuals to take creative control and work toward common good • Identify and articulate consensus about priorities <ul style="list-style-type: none"> ○ Measure how we define success in those priorities ○ Not just a wish list, but a map • Have a structure of communication information flow up, down, and across • Tell our story in an engaging and informative way • Have active and equitable participation in idea generation on campus, eliminating institutional and individual roadblocks

Office of the President

		<ul style="list-style-type: none"> • Be a living document that honors the populations we serve and has commitment from faculty and staff • Be something everyone is aware of and believes in • Give a sense of identity and unity among divisions • Align our resources to strategic priorities and initiatives • Hold us accountable • Provide unity between the university and the community • Continue to be of use regardless of staff turnover
May 13	SPC	Development of SWOT from five working groups (attached—SWOT)
May 20	Town Halls	SWOT discussion in two sessions
June 3	SPC	<p>Linkage of SPC and NWCCU report:</p> <p><i>The current articulation of the mission statement and core themes appears to be out of alignment with institutional passions. Conversations on campus reflect energy and excitement around student access, success, institutional adaptability, innovation, diversity, and environmental sustainability. The institution could benefit from a renewed discussion of mission and core themes; the resulting shared ownership of the mission could then advance future efforts to plan for and fulfill the mission.</i></p> <p><i>Assignment –mission, vision, values</i></p>
June 23	SPC	<p>Review of senior survey and faculty survey related to values; students: 88% of graduates are very satisfied or extremely satisfied with their total experience at WOU; personalized education was key positive; faculty reaffirmed many values including student focus and student success</p> <p>Assignment –mission, vision, values</p>

July 7	SPC	Review of enrollment management strategy; graduate programs; fundraising; and research/grants SPC discussion of mission, vision, values work group reports and preference mapping Assignment: mission, vision, values update, “pillars” for outline of plan and identify units for communications of Strategic Plan process
July 21	SPC	Review of Mission-Values-Vision draft and discussion of pillars for SP outline. Work groups on draft of plan for September, mission, vision, values reports; IT and budget discussion, and communication plan

Meeting Date	Topics	Outcomes
September 23	SPC	
October 5, 6	Town Halls	Feedback on draft plans/goals
October 7		
October 21		
November 4, 18		
November 29	Town Hall	Feedback on final draft
January 13	Final plan	Develop/approve final plan
January 25	BOT meeting	Final Draft of plan/presentation

Outreach activities since April BOT meeting:

- May 5—Bend Alumni event about 40 alumni/friends
- May 13—Gate Foundation event, local fund raiser for at risk students.
- May 20—Nuestra Fiesta, WOU
- May 31—Joint meeting of Independence and Monmouth city councils
- June 3—Smith Fine Arts concert
- June 9—Lavender graduation

Office of the President

- June 10—Black Student Union graduation
- June 10—Senior sendoff
- June 11—Commencement
- June 30—Keizer Rotary
- July 8—President’s Club Dinner
- July 9—Welcome at AASCU Summer Presidents Meeting in Portland, OR
- July 13—presentation to Monmouth/Independence Chamber of Commerce on the local economy and WOU

A-1 *Summary of NWCCU Reports*

Comprehensive Evaluation - April 2007

Recommendations (Overall)

1. The Committee recommends the full implementation of a broad-based, University-wide, integrated process of planning and evaluation (Standard 1.B.2).
2. The Committee recommends that the University use the results of systematic evaluation and ongoing planning to influence resource allocations and to inform decisions on instruction programs, institutional services, and activities (Standard 1.B.4).
3. The Committee recommends that the University implement the practice of regular and continuous assessment and provide evidence that the assessment activities lead to the improvement of teaching and learning across all academic programs (Standard 2.B1, 2.B2, 2.B.3).

Concerns – Standard 1: Mission, Goals, Planning & Effectiveness

The Strategic Planning Process is fragmented and despite progress, is not fully implemented, particularly in its use of information to inform discussions.

Concerns – Standard 2: Educational Programs and their Effectiveness

The University needs to enter into a cycle of continuous improvement- developing academic plans, carrying out those plans, assessing the outcomes, and allowing the data collected to influence future decisions.

Department student learning outcomes are still in the beginning stages of development. –

The curriculum in the “slash” courses in the graduate programs may be too heavily influenced by the enrollment ratio of undergraduate to graduate students.

The complexity of teaching a mixed group of undergraduate and graduate students – and of differentiating the curriculum in appropriate ways- would suggest that release time may be appropriate for them as well.

The University should carefully consider capacity before creating additional graduate-level programs.

The University needs to provide sufficient resources to allow international students to succeed at the graduate level.

Concerns – Standard 3: Students

The institution needs to develop a periodic and systematic evaluation of the appropriateness, adequacy and utilization of student services and programs and use the results of the evaluation as a basis for change (Std. 3.B.6)

The institution needs to develop a plan to create duplicate data and student records and have provision for recovery in the event of a disaster (Std. 3.C.5)

The institution needs to reference the Student Right-to-Know Act in required publications.

The institution needs to offer orientation of new students at the graduate level (Std.3.D.9)

3 others related to: input on bookstore policies, policies and expectations for athletic staff members and administration, policy for planning athletic practice/completion during finals.

Concerns (summaries) Standard 4: Faculty

1. Recommends addressing discrepancies between the CBA and Faculty Handbook.
2. Recommends revisiting student rating of instruction (SIR) from once per year to more frequent system.

Concerns (summaries) Standard 5: Library and Information Resources

1. Staffing for both the library and UCS is at minimal level and below average compared to peers.
2. While UCS provides robust networking environment, it is not engaged in a strategic planning process to determine expectations and needs of campus in terms of software applications and IT services.

Focused Interim Evaluation, April 2009

Recommendations

Two of the three recommendations from 2007 Comprehensive Evaluation Report remained in effect:

1. The Committee recommends that the University use the results of systematic evaluation and ongoing planning to influence resource allocations and to inform decisions on instruction programs, institutional services, and activities (Standard 1.B.4).
2. The Committee recommends that the University implement the practice of regular and continuous assessment and provide evidence that the assessment activities lead to the improvement of teaching and learning across all academic programs (Standard 2.B1,2.B2, 2.B.3).

Concerns

There is insufficient documentation that strategic planning, assessment, and using evaluation results to inform broad-based university decision-making are occurring.

Year 1 Report, May 2011

Recommendations

1. The Panel recommends that WOU clarify its definition of mission fulfillment in the context of expectations. The institutional outcomes that, collectively, will represent an acceptable threshold or extent of mission fulfillment need to be articulated in a way that lends itself to that determination (Standard 1.A.2)
2. The panel recommends that WOU revise its indicators of achievement to ensure that they are meaningful, assessable, and verifiable. (Standard 1.B.2)

Year 3 Report, March 2013

Recommendation

The Evaluation panel recommends that Western Oregon University continue to refine its system of measuring overall mission fulfillment.

Concern

WOU should be encouraged to create student learning outcomes for these four certificate programs and publish them in a way that is easily accessible. (2.C.11)

Year 7 Report, April 2016

Commendations

1. The evaluation committee commends Western Oregon University for its commitment to student access and success.
2. The evaluation committee commends Western Oregon University for its commitment to first generation and low-income students.
3. The evaluation committee commends Western Oregon University's staff and faculty for their resiliency and ongoing commitment to students during transformative changes in governance.
4. The evaluation committee commends Western Oregon University for its commitment to facilities and grounds. The campus is accessible, welcoming, aesthetically pleasing and reflects the commitment to environmental sustainability.

Recommendations

8. The Evaluation Committee recommends that the institution clarifies its mission statement to provide better direction for mission fulfillment. [1.A.1.]
9. The Evaluation Committee recommends that the institution defines mission fulfillment including identifying outcomes that represent the extent of their accomplishment of mission fulfillment. [1.A.2, ER 22, ER 23]
10. The Evaluation Committee recommends the institution establishes objectives for each core theme and identifies meaningful, assessable, and verifiable direct and indirect measures (indicators) of achievement that form the basis for evaluating accomplishment of the objectives of the core themes. [Standard 1.B.2, ER 23]

11. The Evaluation Committee recommends the institution establishes student learning outcomes for all courses, programs, and degrees, including general education, wherever offered and however delivered, that are meaningful, assessable, and verifiable and are consistent with the mission. [Standards 2.C.1, 2.C.2, 2.C.4, 2.C.5, 2.C.10, ER 22]
12. The Evaluation Committee recommends the institution provides appropriate and adequate technology systems and infrastructure planning with input from constituencies to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. [2.G.5., 2.G.7.]
13. The Evaluation Committee recommends the institution designs and implements an ongoing planning and budgeting process that is broad-based, inclusive of all appropriate constituencies, data-driven, includes Core Theme planning and leads to mission fulfillment. [2.F.3, 3.A.1-4, 3.B.1-3, ER 23]
14. The Evaluation Committee recommends the institution engages in comprehensive, on-going, systematic assessment that leads to mission fulfillment through the evaluation of Core Theme objectives and supports continuous improvement. [4.A.1.-6, 4.B.1-2, 5.A.1-2, 5.B.1, ER 23]

Concerns

Concern: *The institution did not develop a system of measuring overall mission fulfillment for the Year Seven Self Study.*

Concern: *The current articulation of the mission statement and core themes appears to be out of alignment with institutional passions. Conversations on campus reflect energy and excitement around student access, success, institutional adaptability, innovation, diversity, and environmental sustainability. The institution could benefit from a renewed discussion of mission and core themes; the resulting shared ownership of the mission could then advance future efforts to plan for and fulfill the mission.*

Concern: *The institution should review the public accessibility and organization of the policies and procedures transmitted from the previous governance structure.*

Concern: *Given the de-centralized approach to distance education, it is not clear that policies and processes meet NWCCU requirements.*

Concern: *The evaluation committee holds a concern about the current lack of an independent internal audit function to provide assurance of the university's risk management, governance, and internal control processes [2.F.4]*

Concern: *The institution must assess the needs of its end users through a technology planning and budget process that aligns with the educational mission. This is particularly important in the case that the institution plans to expand online course and program offerings.*

Concern: *The Evaluation Committee expresses a concern that the institution needs to develop an ongoing, systematic planning and budgeting process that involves appropriate constituencies.*

Concern: *Evidence of meaningful assessment is anecdotal and decentralized. The decentralized nature of reporting structures, limited access to institutional data, generic mission statement, and campus culture thwart assessment efforts. The WOU faculty, administrators and staff could benefit from challenging their own perspectives, more clearly articulating their strengths, and demonstrating their successes. The institution needs to critically analyze system functions, ways of knowing and beliefs, and devise plans and actions for self-improvement.*

A-2--SWOT



Western Oregon UNIVERSITY

Strategic SWOT Update

May 20, 2016

Strengths S - W - O - T



Strengths

Welcoming

- **WOU is well situated within the Willamette Valley which allows us access to larger population while also minimizing costs. Centrally situated between Coast and Cascades.**
- **Attractive campus that highlights the “traditional” look of an academic institution.**

Strengths



Welcoming

- **Quality staff (administrators, faculty, staff) with a service orientation.**



Strengths

Opportunities

- **Focus on attracting and supporting (financially, academically, etc.) ethnically and economically diverse students as well as traditionally under-represented student.**
- **Focus on attracting and supporting (financially, academically, etc.) students with disabilities.**



Strengths

Opportunities

- **Existence of The Research Institute at a predominantly undergraduate institution that attracts external funds to provide support for academics, student services, athletics, facilities.**



Strengths

Opportunities

- **Opportunities for undergraduate research (Honors Program, Academic Excellence Showcase, etc.).**
- **Size provides opportunity to change to meet the on-going needs of the new generations of students, faculty and staff.**

Strengths



Opportunities

- **Smaller class size allows greater faculty-student interaction.**



Strengths

Unity

- **Quality staff (administrators, faculty, staff) with a service orientation.**
- **Smaller class size allows greater faculty-student interaction.**
- **Expectation of students that the university will provide a personalized education with excellent customer service.**

Weaknesses

S - W - O - T

Weaknesses



- **Human resources taxed greatly - many one person operations**
- **Disconnect in teamwork and communication-**
- **Lack of marketing and consistent branding**

Weaknesses



- **Need more alumni and foundation reach out**
- **Degree pathway barriers**
- **Accessibility issues**

Weaknesses



- **Affordability**
- **Enrollment management**
- **Lack of internal assessment**

Opportunities

S - W - O - T



Opportunities

VALUE PROPOSITION - RECRUITMENT

- Enhancing connections and visibility, and improving marketing with a goal of increasing enrollment

VALUE PROPOSITION - DONORS & FUNDERS

- Increasing recognition and connections with a goal of increased funding, donations, and awareness of WOU's value

Opportunities



STUDENT SUCCESS - SUPPORT SYSTEMS

- Providing students with support systems, programs, and efficient pathways to increase independence, completion, and future success

STUDENT SUCCESS - REAL ACCESS

- Providing students with meaningful financial support and effective connections to other educational institutions

Opportunities



STUDENT SUCCESS - ACADEMIC DIMENSIONS

- Providing students with educational opportunities relevant to life, learning, and work in today's world - and tomorrow's

FACULTY & STAFF EMPOWERMENT

- Shaping institutional structures and opportunities that enable personal and professional growth of faculty and staff to further enrich student education and public visibility

Opportunities



CAMPUS ENVIRONMENTAL ENGAGEMENT

- **Increasing diversity and collaboration; encouraging integration with local and global communities**

SYSTEMS REFORM

- **Reform and transform core systems such as assessment, technology, and bureaucratic processes**

Threats

S - W - O - T



Threats

POLITICAL

- Mandates for educational outcomes, focus on job preparation;
- Lack of legislative allies.

ECONOMIC

- Unpredictable funding and rising costs;
- Increasing student debt/pressure to abate it.



Threats

RELATIONSHIPS/COMPETITION

- **New sources of competition as well as changing relationships with community colleges.**

LOCATION

- **Small town has fewer opportunities for employment and internships for students;**
- **Perceived lack of cultural draw and “things to do.”**



Threats

SOCIAL/CULTURAL CLIMATE

- Devaluing of a liberal arts education;
- Less funding for K-12 = less prepared students;
- Changed expectations from outside accrediting and standards groups;
- Reputation/perception of us as a college for teachers, not everyone.



Threats

TECHNOLOGICAL

- **Rapidly evolving technology needs are expensive, often not interoperable, and require training;**
- **Cyber-attacks/ hacking are a constant concern.**



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
FULL BOARD MEETING
JULY 22, 2015
HAMERSLY LIBRARY, ROOM 107
2:00 PM-6:00 PM
MEETING NO. 9**

BOARD MINUTES

(1) Call-to-Meeting and Roll Call

The meeting was called to order by Chair Jim Baumgartner at 2:04 pm.

The following trustees were present:

Arredondo, Baumgartner, Fuller, Guthrie, Hurtado, Kulongoski, Llamas, Minahan, Shetterly, Taylor

The following trustees were absent:

Hokanson, Ingle, Koontz, Mladenovic, Paraskevas

(2) Chair's Welcome

Chair Baumgartner welcomed the trustees to the first official meeting of the WOU Board of Trustees after the dissolution of the Oregon University System and State Board of Higher Education, commented on the construction on the new education building, introduced WOU's new president Dr. Rex Fuller, and outlined the changes in how the board agenda was constructed now the Board had full authority over the university. Baumgartner observed that the agenda was organized by topic, with discussion and action items under each heading.

(3) Consent Agenda

Chair Baumgartner asked Secretary Hagemann to walk through the consent agenda. The consent agenda was comprised of executive session minutes for the Board's

participation in the presidential search. These include minutes for Board meetings on April 2, April 7, and April 9, 2016.

Chair Baumgartner called for a motion to approve the consent agenda. Shetterly moved approval, and Arredondo second the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Kulongoski, Llamas, Minahan, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(4) President's Report

Chair Baumgartner recognized President Fuller for a report. Dr. Fuller acknowledged the Board's tremendous work to prepare for full independence. Fuller described the combination of internal and external events in which he had participated since his arrival three weeks prior, including a grand opening of the child development center, Fourth of July parade, meetings with union leaders and public safety, and participation in WOU's summer orientation program SOAR. Fuller touched briefly on enrollment data and donor relations, including the President's Circle dinner and meeting donors of gifts for the new education building.

Fuller offered some thoughts on WOU's direction. While encouraged by effort from the state to reverse funding trends, Fuller noted that WOU had work to do to ensure that it offered an affordable education to incoming students. He noted, given the changes in university governance in the state, WOU needed to differentiate itself from the other public universities and reaffirm its commitment to public higher education as a public good. He stated that adaptability, creativity, and stewardship of the public good would help WOU forward. He echoed themes of campus engagement and student support in the coming months and years. Fuller stated that while WOU was one of the state's best kept secrets, the university needed to engage internal and external communities to become a known opportunity.

Trustee Kulongoski asked about the change in the state's higher education funding formula through the Higher Education Coordinating Commission (HECC) and how the

WOU Board would be apprised of changes and progress. Fuller stressed, with governance changes, WOU would need robust institutional research capacity to monitor the metrics. Kulongoski was happy to hear that the institution would be monitoring the changes in the funding formula. The Board discussed the possibility of dashboards of various metrics in order to keep the Board updated on the health of the university. Fuller also discussed the impact of the new funding formula on the recruitment and retention of community college transfer students. Associate Provost David McDonald shared information with the Board regarding streamlined articulation with community colleges, most notably Chemeketa Community College in Salem. In light of questions from Kulongoski, McDonald observed that, with articulation and transfer degrees, there is less issue with “wasted credits” and more of a focus on pinpointing appropriate credits for transfer.

(5) Shared Governance Reports

Chair Baumgartner stated that the shared governance representatives would have a standing slot at each regular Board meeting to share information with the Board. He recognized Dr. Laurie Burton, Faculty Senate President, for some remarks.

(a) Faculty Senate

Dr. Burton walked through the Faculty Senate’s committee structure, sharing work of the general education committee and the academic requirements committee. She described Faculty Senate work in light of House Bill 3335 and Kulongoski asked about the legislation. Hagemann offered that the bill created a work group to study how to offer some sort of credential to a student that started at a four-year university, but left without a degree. Dr. Burton described the Faculty Senate’s participation in a university-wide assessment committee and focus on a draft mission statement for the Senate itself.

(b) Staff Senate

Chair Baumgartner recognized Elayne Kuletz from the Staff Senate. Ms. Kuletz noted that she was the outgoing Staff Senate president and that the Staff Senate did not convene in the summer. She stated that the Senate completed elections in June and was working on Welcome Wolves, a mentorship program, staff development and retention, staff newsletters, and exploring ways to recognize staff achievement.

(c) Associated Students of Western Oregon University (ASWOU)

Corbin Garner, ASWOU President, was unable to attend the meeting.

(6) Public Comment

There was no public comment.

Prior to turning to the Finance & Administration portion of the Board agenda, Chair Baumgartner recognized Trustee Guthrie. Guthrie shared with the Board that the WOU Student Enrichment Program, funded by the federal government's TriO program, was re-granted for an additional \$1.65 million for the next five years. Erin McDonough, WOU Director of Strategic Partnerships, outlined the various external events on the agenda for the coming months.

(7) Finance & Administration (FA)

(a) Committee Chair's Report

Chair Baumgartner recognized Louis Taylor, the Finance & Administration Committee (FAC) chair, for a brief report. Chair Taylor reiterated his prior discussions with Chair Baumgartner and outlined some of the topics the FAC had tackled, including the committee charter, budget variances, fund balance thresholds, overlap between the FAC and the Board's Executive, Governance and Trusteeship Committee for risk management, and the construction of dashboards or metrics in order to simplify the reporting process to the full Board. Dr. Fuller also echoed the need to develop the appropriate dashboards. Chair Baumgartner asked about the approval of committee charters and Hagemann mentioned that it would occur at the following full Board meeting. The Board asked about the differences between designated operations, service centers, and community funds and Vice President Yahnke clarified.

(b) Vice President for Finance & Administration Report

After the Chair's report, Chair Baumgartner called on Vice President for Finance & Administration Eric Yahnke for a brief report. Yahnke described the formation of the University Shared Services Enterprise (USSE), which took over some of the functions of the former OUS Chancellor's Office. The Board asked if all of the universities were participating in shared services and Yahnke described that they were to varying degree. Yahnke also described the separate risk management trust and Kulongoski asked for clarification as to what was covered by the risk management trust. Yahnke described insurance coverage and the experience formulas off which risk assessments were based. Yahnke described a complaint hotline available that allows for individuals to make anonymous complaints to the university. Yahnke continued his report with brief remarks regarding WOU's capital projects, including the Woodcock Education building, the student health and wellness renovation, and the science building renovation. Yahnke described capital repair funds and the methodology by which the dollars are distributed to the public universities. Yahnke concluded his report by updating the board on administrative document imaging projects on campus and sharing that WOU hosted a HECC training session on the student outcomes funding model. Kulongoski asked Yahnke what the university was doing to prepare for the PERS increases and Yahnke replied that it was part of the budget process and would be adjusted when PERS issued actual assessment rates.

Chair Baumgartner noted two of FAC's agenda items—year-end budget and the electrical repair expenditure—and asked if Yahnke would like to address the electrical repair expenditure first.

(c) ACTION ITEM: Electrical Repair Expenditure

Yahnke described WOU's history with capital project transfers and offered that he was proposing a \$500,000 transfer from the general fund to a plant fund in order to expedite a repair to WOU's electrical grid. Yahnke asked WOU Physical Plant Director Tom Neal to describe the project. Neal described the sources and switches of electrical power for the campus, along with the history of the repairs and replacements to the system. He described the two feeds that provide the loop for the majority of the campus's power needs. Neal stated that the staff proposal was to repair a critical portion of the loop east of Valsetz Dining Hall. Kulongoski asked if Monmouth Electric was involved in the repair Neal explained that, while they provide primary power, the distribution was the responsibility of the campus. Kulongoski asked Neal about Monmouth Electric's ability to supply the power needs of campus and Neal explained that the utility was in good shape. Kulongoski continued to ask about the history of upgrading the campus's system over the years and Neal offered much of it had been upgraded and replaced over time. Baumgartner clarified that the expenditure would reduce the university's fund balance in fiscal year 2015, placing the university with a 15.7% fund balance at year end.

Chair Baumgartner called for a motion to approve a \$500,000 expenditure from FY2015, transferring funds from the general fund to a plant fund to repair the electrical grid as presented. Shetterly moved approval, and Taylor second the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Kulongoski, Llamas, Minahan, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

Before moving to the next agenda item, Chair Baumgartner asked for a presentation on the campus's master plan at a future meeting.

(d) DISCUSSION ITEM: FY2015 Year-End

Chair Baumgartner asked Yahnke to walk through the close of the fiscal year 2015 budget. Yahnke noted that, for FY2015, state appropriations were up 15% (accounting for the fiscal year split across the biennium from the state). He also observed that the university received \$524,000 for shared services assessments. Yahnke shared that enrollment settled, and Kulongoski asked about tuition buy-down from the state. Yahnke explained that it continued for the next biennium. Yahnke also noted that the university experienced significant savings from position vacancies. He observed that the S&S budgets increased by \$2.1 million, primarily due to shared services. Yahnke stated that there was a transfer in from the Chancellor's Office after it closed and transfers out, including the plant fund transfer just approved by the Board. Yahnke offered that new treasury fees, resulting from the dissolution of OUS, were coming to the institution, as well. He concluded that, at year end, WOU maintained a 15.7% fund balance. The Board observed that it was good to recapture vacancy dollars, but, at some point, it was more important to fill vacant positions when there could be impact on students. The FY2015 Year-End was a discussion item and there was no Board action.

(e) DISCUSSION ITEM: FY2016 Budget

Yahnke turned from the FY2015 year-end close to describe the development of the fiscal year 2016 budget. He explained there was no increase in department S&S budgets and there were approximately \$3 million in budget enhancement requests emerging from the budget development process earlier in the year. Yahnke noted that actual numbers for labor settlements and enrollment would be available later in the fall. Yahnke stated there was a good story to tell regarding revenue, observing a 28% increase in state appropriation coming to WOU, with \$1.2 million off the top to pay shared services assessments. Yahnke noted that the new funding formula for state appropriation would slowly phase out and would eventually be focused on outcomes and degrees awarded.

The Board asked about the Western Promise, WOU's fixed-tuition program. Yahnke described that the Western Promise was responsible for approximately half of WOU's tuition revenue, but there was always a delicate balance between the tuition rate and the number of students that take advantage of the Promise. Yahnke walked the Board through the changes in participation in the tuition programs. Yahnke turned to a historical review of the institution's fund balance, observing that it was currently sitting at 15.7%. Hagemann noted that the other campuses had a different requirement with regard to fund balances while in OUS because WOU had the fixed-tuition program. Kulongoski asked about EOU's new fixed-tuition program and Hagemann described the new Eastern Advantage. After Board questions, Yahnke confirmed that the FY2015 and FY2016 budgets were essentially aligned with regard to expected expenditures.

The update on the FY2016 budget development was a discussion item and there was no Board action.

(f) DISCUSSION ITEM: Budgeted Operations/Fund Balance Policy

Yahnke turned to the next FAC topic: the budgeted operations/fund balance policy. Yahnke observed that the fund balance was a touchstone in budget development and Chair Baumgartner asked if the Board should continue with a fund balance target of 15%. Dr. Fuller noted that, with the Promise tuition program and the potential changes necessary due to governance reform, a 15% fund balance target was prudent. The Board noted that it might be useful to know what opportunities are lost due to a 15% fund balance and Yahnke observed that it was prudent, in the first year of independence, to stay the course with the 15% target. Baumgartner noted that a motion was not necessary and Dr. Fuller reiterated he wanted to reaffirm the existing fund balance approach previously held by the university.

(8) Academic & Student Affairs (ASA)

(a) Committee Chair's Report

After FAC concluded its agenda items, Chair Baumgartner recognized Academic & Student Affairs Chair Dr. John Minahan for a brief committee report. Minahan noted that the committee had not met since the last full Board meeting, but would be focusing on various quantitative topics, including retention and recruitment, student support and student affairs staffing, and student-athletes. He observed that the committee made minor changes to the committee's charter. After a brief conversation about enrollment and housing metrics, President Fuller noted that a dashboard of metrics and drivers would be key.

(b) Provost & Vice President for Academic Affairs Report

After Chair Minahan's report, Chair Baumgartner recognized Provost & Vice President Dr. Steven Scheck for a brief report. Scheck noted the campus was moving forward with a new Institutional Research director position and awaiting action on various new academic program proposals at the Higher Education Coordinating Commission. He stated that the university had ceased other academic programs and made the Northwest Commission on Colleges and Universities aware of the changes. Scheck described changes to a master's program in history and emergence of the field of public history. Scheck also described WOU's Willamette Promise, the university's approach to accelerated learning. Scheck explained the outcomes-based approach to offering college credit to high school student. Scheck also noted how summer session is funded and explained the changes to the collective bargaining agreement to capture the university's approach to summer session.

(c) Vice President for Student Affairs Report

Chair Baumgartner recognized Vice President for Student Affairs Dr. Gary Dukes for a brief report. Dukes shared housing numbers, described the Campus Climate Survey that would be administered across campus, noted that WOU would be hosting a Campus Investigation and Adjudication of Sexual Assault Cases conference, observed that WOU received an additional CASA grant, and that the campus was amid discussing a tobacco-free policy. Trustee Llamas asked about the complaint hotline and the Board discussed the scope of the Ethics Point anonymous complaint hotline.

(d) DISCUSSION ITEM: NWCCU Accreditation Process

After the reports, Chair Baumgartner asked Scheck to describe the accreditation process. Scheck described the regional accreditation process, as well as specific accreditation obligations for specific colleges, such as WOU's College of Education. He observed that the Oregon Legislature required all colleges of education in the state receive national accreditation by 2022. The Board and Scheck discussed the various education programs across the state—both public and private. Scheck also described the separate accreditation process for the music program before turning to the regional accreditation from the Northwest Commission on Colleges and Universities for the entire campus.

Scheck outlined the seven-year accreditation process and the development of the university's report. He noted that the university would like the Board to reaffirm the university's mission statement to assist with the accreditation report. Baumgartner paused and noted that the accreditation process was at the end of a seven-year cycle and that WOU was still operating under a mission statement approved by the previous State Board of Higher Education. Baumgartner asked for a reaffirmation of the mission statement, even though the campus, when it turned its attention to strategic planning, might offer changes to the university's mission statement. Amid discussion about the grammatical construction of the current mission statement, Baumgartner called for a motion to adopt the current mission statement.

Guthrie moved approval, and Taylor second the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Kulongoski, Llamas, Minahan, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

Before moving to the next agenda item, Baumgartner asked about the Board's expectations as the accreditation unfolds. Scheck noted that the university would update the Board at its meetings as the process proceeded and President Fuller observed that the NWCCU site visit would be April 11-13, 2016. Fuller noted that the university would describe the governance changes in its report to the Commission. Baumgartner asked if anything further was required regarding the mission statement and Scheck mentioned that all that was necessary was a letter from the Board to the Commission outlining the adoption of the mission statement.

(e) DISCUSSION ITEM: HECC Evaluation Process

To conclude, Scheck offered some comments on the new HECC university evaluation process. He described HECC's statutory requirements to evaluate the public universities in the state. Scheck outlined some of the topics that the HECC was discussing in its construction of an evaluation rubric, such as metrics and how Boards were functioning. He offered that the HECC and the Provosts Council, representing all of the public universities, were continuing to discuss the appropriate approach to university evaluations.

(f) ACTION ITEM: Mission Statement

This was addressed amid the Board's discussion on accreditation.

(9) Executive, Governance and Trusteeship (EGT)

(a) Committee Chair's Report

Chair Baumgartner offered brief comments from the Executive, Governance and Trusteeship Committee (EGTC). He noted that the committee worked on minor adjustments to the committee charter and discussed the overlap in responsibility for risk management oversight between the EGTC and the FAC. He stated that the revised committee charters would come to the Board at the next full Board meeting.

(b) Vice President & General Counsel Report

Chair Baumgartner asked Hagemann to offer a brief report from his role as Vice President & General Counsel. Much of the report was a summary of the 2015 legislative session. He observed that OUS was dissolved and closed. He shared the public universities' work with Thorn Run Partners on bill review and communications. Hagemann noted that the universities would examine how to approach preparation for future legislative sessions. Hagemann outlined the primary goal of the universities with

regard to a \$755 million budget. He explained the evolution from the Governor's Recommended Budget, to Ways & Means, to the final appropriation of \$700 million. Hagemann noted that the public universities would attempt to seek additional appropriation in the 2016 short legislative session. Hagemann also explained the capital accomplishments of the public universities, including \$65 million in capital repair dollars. He observed the numerous work groups created by the Legislature, requiring participation, under HECC oversight, by the public universities. Hagemann continued, describing the paid sick leave and "ban the box" for criminal background questions on employment applications. He described the sunset of the university venture development tax credit and sexual assault prevention legislation. Hagemann shared that the Legislature changed the tuition equity statutes and abolished ETIC to create the Oregon Talent Council. He also described the significant changes to bonding statutes, which resulted from the governance changes. Kulongoski asked for clarification about Thorn Run Partners. He asked Hagemann about expectations for the 2016 legislative session and Hagemann explained a budget push and the possibility of minimum wage. Amid Board discussion, Hagemann observed that employee classification and adjunct faculty healthcare might emerge again in the 2016 session. Kulongoski queried for information about the HECC commissioners.

(10) BOARD DISCUSSION: Western Promise

Chair Baumgartner recognized Associate Provost David McDonald for an overview of the Western Promise, WOU's fixed-tuition program. McDonald noted that the program started under President Minahan as a pilot in 2007, originally designed for new students. At the outset, when it was the first fixed-tuition program in Oregon, the university outlined that the success of the program depended upon consistent funding from the state. When state appropriation declined, the program was modified in 2012 to a tuition choice. McDonald explained the participation rates, observing that about one-half of the new students selected in the Promise program in 2012. McDonald returned to previous presentations from Vice President Yahnke and described that the revenue from the Promise should drop because fewer and fewer students are selecting the Promise. McDonald noted that the increases in the Promise tuition rate looked expensive and that the gap continued to grow. McDonald observed that there were several policy questions regarding fixed-tuition and the Promise with which the Board and university could grapple, including whether the program should continue or whether it should be extended to other populations. Minahan asked what financial aid officers are saying to parents about the programs. Kulongoski asked if there would be a negative impact on enrollment if WOU were to eliminate the Western Promise. McDonald noted that his office collects information on how important the Western Promise was to the students who selected it. Fuller described various questions that the university would need to ask in considering how the program might move into the future. McDonald stated that he presents the information to families in a neutral way—it is an individual decision with both advantages and disadvantages. The Board discussed whether or not there was an impact on retention, depending on the tuition program that a student selects. The Board asked whether or not there was an impact

on graduation rates and McDonald observed that some curricular obstacles might impact graduation rates more than the tuition plans offered by the university. McDonald noted that the university's retention rate is sitting around 70.3%. Baumgartner reiterated his concern that some might be recommending against the Promise when the university has decided to retain the program. The Board discussed whether or not the Promise could be extended in the Western Undergraduate Exchange (WUE) states.

(11) Final Announcements

After the Western Promise presentation, Chair Baumgartner noted Board participation at key university events was appreciated and that he would be working on the Board calendar, including a possible retreat, in the coming months. The Board asked about access to various background documents and Hagemann explained, as part of organizing the Board, the university was working on how best to distribute documents, including whether or not to offer a board portal to information.

(12) Adjournment

Chair Baumgartner adjourned the meeting at 5:58 pm with a quorum (Arredondo, Baumgartner, Fuller, Guthrie, Hurtado, Kulongoski, Llamas, Minahan, Shetterly, Taylor)



Ryan J. Hagemann
Secretary to the Board of Trustees



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
FULL BOARD MEETING
OCTOBER 28, 2015
WERNER UNIVERSITY CENTER, COLUMBIA ROOM
2:00 PM-6:00 PM
MEETING NO. 10**

BOARD MINUTES

(1) Call-to-Meeting and Roll Call

The meeting was called to order by Chair Jim Baumgartner at 2:02 pm.

The following trustees were present:

Arredondo (arrived at 2:11 PM), Baumgartner, Fuller, Guthrie, Hurtado, Koontz, Llamas (left the meeting at 4:44 PM), Minahan, Mladenovic, Paraskevas, Shetterly, Taylor

The following trustees were absent:

Ingle, Kulongoski

(2) Chair's Welcome

Chair Baumgartner observed that there was a full agenda for the October meeting and reviewed some of the events involving the university. He urged that Board attendance at key events was welcome.

(3) President's Report

Chair Baumgartner recognized President Rex Fuller for a report. Dr. Fuller noted that his written report was a part of the docket materials, but that he would review some important highlights. Fuller reiterated the numerous external events involving the campus, discussed public safety engagement on campus after the tragic shooting at Umpqua Community College in Roseburg, and summarized his State of the Campus address, including topics such as WOU's access mission and enrollment. Fuller reported settlement of the SEIU labor agreement. He also described the shift from renovating the existing student health and counseling center to building a new structure.

The Board asked if enrollment was down and Fuller confirmed that enrollment had declined for the past three years. The Board asked about the HECC chair and the timeline for the student health and counseling center construction. Fuller discussed how other buildings on campus might be repurposed to meet other needs. Several Board members asked about retention and Fuller described data trends. Fuller also noted that departments should start to look at clear pathways to the 180 credits necessary for graduation. The Board discussed retention of Latino students and Trustee Guthrie also observed that the major issue was with retention between the first and second years.

(4) Shared Governance Reports

Chair Baumgartner recognized Dr. Laurie Burton, Faculty Senate chair, for a brief report.

(a) Faculty Senate

Dr. Burton described the Senate's Executive Committee's work in organizing the Senate, the Academic Infrastructure Committee work with regard to the formal proposal process to spend its \$200,000 budget, and the Academic Requirements Committee's work with examining the role the minor plays at the university. Dr. Burton also referenced the Assessment Facilitation Steering Committee, in addition to formalizing some certificate programs on campus, given the change in the state's funding formula. She noted that she would serve as the Faculty Senate's representative on the newly formed Policy Council. Dr. Burton explained that there is new path to consider Fulbright applications. She concluded by noting the Faculty Senate passed its constitution. The Board asked about the graduate certificates and Dean of the College of Education Dr. Mark Girod offered additional information about future graduate certificates.

(b) Staff Senate

Chair Baumgartner asked Chris Solario for a brief report from the Staff Senate. Solario noted that he would have a brief report and observed the Staff Senate was working on Welcome List, staff development, bylaw revision, electronic newsletters, and a special election.

(c) Associated Students of Western Oregon University (ASWOU)

Chair Baumgartner recognized Alma Pacheco, the ASWOU State and Federal Affairs Director, for a brief report from ASWOU. She noted that ASWOU had an emergency election and was focused on the Oregon Student Association's statewide survey. She shared that a representative body—the ASWOU representative assembly or ARA—was created, consisting of the multicultural, equity, and council representative boards. The Board asked Pacheco about her experience as a transfer student.

(5) Public Comment

Chair Baumgartner recognized Dr. Mark Perlman, Western Oregon University Federation of Teachers (WOUFT) for public comment. Dr. Perlman observed the longstanding problem with low starting salaries, particularly for assistant professors. He described the difficulty to attract and retain new faculty and the number of failed searches at the university. He shared that the union and university were still far apart on salary matters in bargaining. Chair Baumgartner noted that, because there was a specific process of bargaining, the Board would not engage in bargaining at a Board meeting. Baumgartner asked for any questions or observations, cautioning the Board against bargaining at a Board meeting. Trustee Taylor noted that salary issues were discussed briefly at the Finance & Administration Committee (FAC) and Baumgartner shared that he appreciated the information and urged the Board to keep the matter on its radar.

(6) Finance & Administration (FA)

(a) Committee Chair's Report

Baumgartner recognized Louis Taylor for a committee chair's report. Taylor noted that the FAC met earlier in the month and addressed a long list of topics. In addition to the numerous FAC topics on this agenda, Taylor shared that Director of Human Resources Judy Vanderburg and Director of the Physical Plant Tom Neal joined the committee meeting to discuss position classifications and the master plan, respectively. Taylor stated that the committee discussed the natural science building renovation and the feasibility of a campus-wide alert system. Taylor also introduced the topic of fund balances and budget development considering state funding. Taylor closed by offering some comments on scholarships available to student-athletes.

(b) Vice President for Finance & Administration Report

Chair Baumgartner turned to Vice President for Finance & Administration Eric Yahnke for a report, observing that many of the FAC agenda items were later on the Board's agenda. Yahnke updated the Board on document imaging projects, participation in various HECC work groups, and the conclusion of the FY2015 external audit.

(c) ACTION ITEM: Finance & Administration Committee Charter

Chair Baumgartner asked for the Board to consider the Finance & Administration Committee's charter as included in the docket materials. Taylor noted that there were not significant changes to the charter and Baumgartner called for a motion to approve the charter of the Board's Finance & Administration Committee as included in the docket materials. Arredondo moved approval, and Shetterly seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(d) ACTION ITEM: FY2015 Year-End Report

Chair Baumgartner asked Yahnke to continue with the FY2015 Year-End Report. Before turning to the docket materials, Yahnke observed that an additional \$150,000 from the closure of the Chancellor's Office moved the year-end fund balance from 15.7% to 15.9%. The report, recommended by the FAC, was included in the docket materials and Baumgartner called for a motion for its acceptance. Taylor moved acceptance, and Paraskevas seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(e) ACTION ITEM: FY2016 Budget

After the Board accepted the FY2015 Year-End Report, Chair Baumgartner asked Yahnke to present the FY2016 budget. Yahnke pointed the Board to two exhibits necessary to explain the FY2016 budget. He explained 2014 and 2015 actuals, noted appropriations were up 29%, and concluded that total tuition revenue was relatively flat, with an increase of \$500,000. After covering total tuition revenue, Yahnke described

WOU's fee remission programs and the opportunity grant impact. He demonstrated the \$216,000 influx from the sale of the previous presidential residence and turned the Board to the traditional mix between tuition and fees and state appropriation. Yahnke shared that 35% of the budget is coming from the state and approximately 60% was coming from students. He explained the increase in personnel costs and the Board asked about the impact of PERS. Yahnke described the unfunded pension liability and discussed, with the Board, the performance of the PERS fund driving the proposed increase in PERS assessments. Yahnke noted that the change in the fund balance—at \$200,000—was relatively flat. Yahnke also walked through expenditures by percentage, demonstrating the university's largest expenditure is on personnel. Yahnke continued, turning the Board's attention to the ten-year financial forecast and noting that many of the assumptions have changed dramatically, including state funding, enrollment, and tuition. Yahnke described the changes in the state's funding formula, stressing the difference between FTE-based and outcomes-based funding. The Board asked Yahnke about retention and enrollment trend lines. Minahan offered perspective on the Western Promise's impact on retention.

Before concluding, Yahnke turned to the FY2016 Q1 Management Report, which captured some of the same information as the budget presentation. Yahnke observed that the auxiliary reserves and designated operations reserves, as illustrated by the docket materials, were adequate in his opinion.

Chair Baumgartner asked that the topics be considered by the Board separately. Chair Baumgartner inquired as to whether there were questions about the FY2016 Budget and asked for a motion to adopt the budget as recommended by the FAC and presented to the Board. Koontz moved adoption, and Minahan seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(f) ACTION ITEM: FY2016 Q1 Management Report

After adopting the FY2016 budget, Baumgartner asked for a motion to accept the FY2016 Q1 Management Report as recommended by the FAC and presented to the Board. Paraskevas moved acceptance, and Shetterly seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(7) Academic & Student Affairs (ASA)

(a) Committee Chair's Report

After a brief break, Chair Baumgartner asked ASAC Chair Dr. John Minahan for a report. Minahan noted that the ASAC had not met, but with all of the new data on budget and enrollment, the committee would have much to discuss and consider. Minahan turned to the Provost & Vice President Dr. Steven Scheck and Vice President for Student Affairs Dr. Gary Dukes for the vice president reports.

(b) Provost & Vice President for Academic Affairs Report

Dr. Scheck shared that the master's program in deaf and hard-of-hearing approved previously was at the accrediting body. He observed that graduate certificates, several of which WOU is considering, present an opportunity to address workforce needs in the state. Board members asked about the upcoming NWCCU accreditation site visit and Scheck noted that there would be ongoing revisions and drafting of the report until the final product would be available early next year. Scheck acknowledged ongoing negotiations with the faculty union.

(c) Vice President for Student Affairs Report

Dukes described ongoing consultations and planning for the new student health and counseling center. Baumgartner interjected the pervasive impact of retention vis-à-vis the new funding formula from the state. The Board asked Dukes about student

perception of campus safety after the Umpqua Community College tragedy and Dukes reported that students feel safe generally.

(d) ACTION ITEM: Academic and Student Affairs Committee Charter

Chair Baumgartner turned to the ASAC action items and Chair Minahan moved approval of the ASAC charter, as recommended by the ASAC and presented to the Board, with Taylor seconding the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(e) ACTION ITEM: Graduate Certificates

After approval of the ASAC charter, Scheck described the graduate certificate docket materials and proposal. Scheck observed that the graduate certificates proposed in the materials were existing programmatic offerings at the university and were recast as graduate certificates because of the HECC funding formula. The Board asked if graduate certificates could be earned concurrently with an undergraduate degree and Schenk confirmed that they could not. With no further questions, Baumgartner asked for a motion to approve the graduate certificates as recommended by the ASAC and presented to the Board in its docket materials. Shetterly moved approval, and Paraskevas seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(8) Executive, Governance and Trusteeship (EGT)

(a) Committee Chair's Report

Chair Baumgartner noted that the EGTC was rather active over the past few weeks, tackling the Board vacancy left by Major General Daniel Hokanson's resignation and the presidential evaluation framework for Dr. Fuller. Observing that the topics would be covered later in the agenda, Baumgartner asked Hagemann for his Vice President & General Counsel report.

(b) Vice President & General Counsel Report

Hagemann outlined his comments would cover four areas: September Legislative Days, November Legislative Days, HECC, and the February Legislative Session. Hagemann shared that the presidents and government affairs representatives had good conversation with Ben Cannon, HECC executive director and Andrea Henderson, the Oregon Community College Association Executive Director, during legislative days in September. Hagemann stated that the public universities would be scheduling legislative appointments during November legislative days. Hagemann continued, sharing that WOU would be the "small school" representative at the upcoming HECC meeting to explain what the university did for student success with its increment of the additional \$30 million appropriated for the universities. Finally, Hagemann described strategy for additional appropriation in February, anticipation of legislation on the minimum wage, and collaboration on a consolidated budget request work group. The Board asked for information about the staffing levels of the HECC and the former Chancellor's Office. At the conclusion of Hagemann's report, Baumgartner turned to criteria the Board might apply in recommending a candidate for its vacancy.

(c) ACTION ITEM: Board Vacancy Protocol

Baumgartner outlined that the Board's bylaws vest authority in the Board Chair to recommend a candidate or candidates to the Governor whenever there is a Board vacancy. He asked the Board for an open discussion about the criteria presented for Board vacancies in the docket materials. He noted that the materials were developed after review of the materials from other public universities. Baumgartner listed several important criteria in developing a recommendation for a new trustee, including commitment to public higher education, regular public or community service, knowledge of complex organizations or academic institutions, demonstrated collaborative leadership, willingness and availability for constructive engagement, open-minded, non-

partisan decision-making, and integrity. Baumgartner also observed the importance of a diversity of experiences, thoughts, backgrounds, and perspectives. He also added the Board might weigh whether or not geographic diversity was important. Baumgartner stressed that he wanted the Board's blessing on an approach to apply criteria to various candidates as he discharged his obligation as Board Chair to make recommendations to the Governor. The Board observed, particularly with Senator Peter Courtney's affinity for WOU, it would be important to consider political connections and candidates that understood how the political hydraulics of the state worked. Some Board members added that private sector experience was useful. Amid conversation about whether or not geographic diversity was attractive, Taylor observed that someone with a fundraising background might compliment the current trustees. Baumgartner stated that someone with a complex business perspective could offer a strategic advantage to the Board. With the benefit of the discussion, Baumgartner shared that he would send out the criteria for the trustees to mull as they considered whether or not they, individually, would have candidates for the consideration. Baumgartner noted it would take careful management and that trustees should call him with any individual questions or recommendations.

(d) ACTION ITEM: Ratification of President Fuller's Contract

After the discussion of the criteria for Board vacancies, Baumgartner asked the Board to consider the ratification of President Rex Fuller's employment contract. Chair Baumgartner noted that the State Board of Higher Education employment contract, which transferred to WOU, was included in the materials. Baumgartner asked for a motion to ratify Dr. Fuller's contract as recommended by the EGTC and presented to the Board. Koontz moved ratification, and Minahan seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(d) ACTION ITEM: Executive, Governance and Trusteeship Committee Charter

The EGTC also made minor changes to its committee charter and Baumgartner, after directing the Board to the written materials, requested a motion to approve the EGTC charter as recommended and presented to the Board. Shetterly moved approval, and Paraskevas seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(e) ACTION ITEM: Election of Board Vice Chair

The EGTC also nominated Cecilia “Cec” Koontz to serve a two-year term as WOU Board of Trustees Vice Chair. Baumgartner explained outreach to trustees, Koontz’s willingness to serve, and the EGTC’s recommendation that the Board elect her as vice chair. Baumgartner asked for motion to elect Koontz as the Board’s Vice Chair. Taylor moved election, and Paraskevas seconded the motion.

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Llamas, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(f) ACTION ITEM: Presidential Evaluation Framework

Baumgartner turned to the proposed presidential evaluation framework. He observed that the employment agreement required President Fuller to complete a self-evaluation,

but that he should also have clear expectations from the WOU Board. Baumgartner asked President Fuller what he thought might be important in a presidential evaluation framework and Baumgartner, in turn, described how he distilled the employment contract, information from President Fuller, and his own expectations with regard to institutional priorities. Baumgartner asked President Fuller to focus on “integrated institutional governance.” President Fuller shared that he consulted the key opportunities and challenges facing WOU when he compiled information and observations for Chair Baumgartner. Fuller stated that he included information on enrollment and HECC metrics for consideration. The Board, reflecting on the draft document, asked President Fuller if it was reasonable to get an initial self-assessment completed prior to April 2016. Baumgartner explained the sections of the evaluation framework, starting with institutional governance obligations and moving in future years to more strategic achievements. The Board asked whether there would be an opportunity for further input, and Baumgartner shared that there would be opportunity for input, but the dates were mostly driven by the previous framework in the contract. Baumgartner asked for a motion to approve the presidential evaluation framework as recommended by the EGTC and presented the Board. Minahan moved approval, and Koontz seconded the motion.

Arredondo, Baumgartner, Guthrie, Hurtado, Koontz, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(9) BOARD DISCUSSION: Campus Climate Survey

Chair Baumgartner recognized Dukes and Dean of Students Tina Fuchs to introduce the Board Discussion the WOU Campus Climate Survey. Dukes explained the recent history regarding Title IX, the US Department of Education, the Dear Colleague letters, and sexual misconduct prevention on college campuses. Dukes and Fuchs turned to highlight some of survey’s findings. Students reported that they felt safe on the WOU campus, and noted that faculty were concerned with their welfare. According to the survey, students also reported that WOU would take a sexual misconduct complaint seriously and a significant percentage noted that WOU would administer the judicial process fairly. While a large number of students knew where to report an incident of sexual misconduct, a relatively large number—28%--did not know where to go. Fuchs explained that the survey could serve as a baseline to measure efficacy on some

prevention initiatives implemented by the university. Guthrie observed that staff have been educated on sexual misconduct prevention as well and could serve as a resource for students. Fuchs walked through areas of improvements, including the numbers of students who experienced sexist remarks, sexual comments, or sexual email. The Board asked for more specific information about the nature of the comments and remarks and Fuchs explained that the survey instrument did not elaborate. Fuchs described the campus resources, including Abby's House. Fuchs also shared her concern with the information reported by students regarding actual events that had occurred to them. Fuchs offered that she was concerned even if something on the list had occurred just once. She further shared that her concern remains because some students are not reporting certain behavior when it occurs to them. Fuchs continued to describe the phenomenon of sexual assault and misconduct between people who know each other and have a level of trust. The Board asked if there were numerous avenues to report sexual misconduct and Fuchs and Dukes explained that there were. They outlined the grant-funded Abby's House resource center on campus. Fuchs and Dukes offered that it was unlikely that WOU would get another grant for a third cycle, as the federal government expected at that time for the institution to fund the resource center institutionally. Fuchs and Dukes described faculty and staff leadership training, as well as training opportunities in various WOU units and departments. Dukes described the on-line training module that was recently required of students, as well as the change in sexual misconduct hearings. He noted that students no longer serve on those hearings panels and they are made up of faculty and staff. Chair Baumgartner asked if there were any further questions or comments and thanked Dukes and Fuchs for the presentation on such an important topic.

(10) Final Announcements

There were no final announcements.

(11) Adjournment

Chair Baumgartner adjourned the meeting at 5:46 pm with a quorum (Arredondo, Baumgartner, Fuller, Guthrie, Hurtado, Koontz, Minahan, Mladenovic, Paraskevas, Shetterly, Taylor)



Ryan J. Hagemann
Secretary to the Board of Trustees



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
SPECIAL MEETING OF THE BOARD
EXECUTIVE SESSION
MARCH 10, 2016
SALEM CONVENTION CENTER
200 COMMERCIAL STREET SE
SALEM, OREGON
CONVENTION CENTER BOARD ROOM
4:00-6:00 PM
MEETING NO. 12**

BOARD MINUTES

(1) Call-to-Meeting and Roll Call

Chair Jim Baumgartner called the meeting to order at 4:09 pm. With brief announcements, Board Secretary Ryan Hagemann stated the roll for the record. The following trustees were present: Arredondo, Baumgartner, Fuller, Hurtado, Ingle, Koontz, Minahan, Shetterly, Taylor, Guthrie, Llamas, and Paraskevas. Trustees Kulongoski and Mladenovic were absent.

Hagemann announced the following for the executive session:

The WOU Board of Trustees is now in executive session pursuant to the Oregon Revised Statutes 192.660(2)(i) for the purposes of conducting the employment-related evaluation of the chief executive officer. Pursuant to ORS 192.660(6), the Board may not take any final action in executive session. Members of the institutionalized news media may attend the session, pursuant to ORS 192.660(4), on the condition that they agree that the deliberations in the executive session remain undisclosed.

Hagemann acknowledged that no news media were in attendance.

Hagemann also explained that President Fuller's self-assessment, required by the WOU Board's presidential evaluation framework adopted in October 2015, was a confidential faculty record and protected under Oregon law. Trustee Shetterly reminded the Board that executive sessions, under Oregon law, were narrow and that the Board must remain focused on the self-assessment and the president's employment evaluation while in executive session.

(2) President's Self-Assessment and Evaluation Framework

After the required announcements introducing the executive session, the Board discussed Dr. Fuller's self-assessment and progress report as a part of his performance evaluation.

(3) Adjournment

The Board adjourned the executive session at 6:11 pm.

A handwritten signature in black ink, appearing to read 'Ryan J. Hagemann', written over a horizontal line.

Ryan J. Hagemann
Secretary to the Board of Trustees



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
SPECIAL MEETING OF THE BOARD
MARCH 11, 2016
SALEM CONVENTION CENTER
200 COMMERCIAL STREET SE
SALEM, OREGON
CONVENTION CENTER BOARD ROOM
8:00 AM-12:00 PM
MEETING NO. 13**

BOARD MINUTES

(1) Call-to-Meeting and Roll Call

The meeting was called to order by Chair Jim Baumgartner at 8:10 AM.

The following trustees were present:

Arredondo, Baumgartner, Fuller, Guthrie, Hurtado, Ingle, Koontz, Llamas, Minahan, Paraskevas, Shetterly, Taylor

The following trustees were absent:

Kulongoski, Mladenovic

(2) Chair's Welcome

Baumgartner welcomed the board and acknowledged the previous evening's dinner with invited guest Ben Cannon, Higher Education Coordinating Commission's executive director. Baumgartner described HECC was dealing with many of the same challenges as WOU, such as determining new relationships and expectations after all of the higher education governance changes in Oregon. He shared that he thought WOU's relationship with HECC was good. Baumgartner continued to enumerate many of the challenges that would face WOU and public higher education in the coming years, such lack of state funding and that, quite possibly, WOU would need to "tighten the belt and bear down" in the coming years. He outlined the agenda for the planning session, including getting a legislative update, a report on the upcoming Northwest Commission

for Colleges and Universities (NWCCU), and upcoming WOU budget information. Baumgartner stated that, particularly for this meeting, trustees should engage in dialogue and ask questions about the information and reports. He urged trustees to start to think about what the board should do moving forward. Baumgartner reminded trustees that he would need some representation on the strategic planning steering committee and for NWCCU site visit meetings. He stated that the board would end the session by reflecting on the information, reports, and discussion and by sketching out a strategic planning process for the president to bring to the campus for serious engagement and participation.

(3) Legislative Update

Chair Baumgartner recognized Vice President & General Counsel Ryan Hagemann to present a legislative update. Hagemann turned trustees to the written report in the docket and explained that the presentation would be different than previous legislative reports. As opposed to a summary of achievements, the presentation would describe various opportunities and obstacles from both past and future legislative sessions as they might impact budget and strategic positioning of WOU. Hagemann outlined that there was a brief timeline of the next year in the report, including board meetings, revenue forecasts, legislative meetings and sessions, HECC budget submissions, and election dates. Hagemann outlined various “headwinds” that could present budget impacts at WOU. The first of these legislative initiatives was change to Oregon’s minimum wage. Hagemann described SB 1532 which created a three-tiered minimum wage system in the state. He also mentioned that it would be phased in over three biennia. Hagemann shared that the universities decided not to support or oppose any of the minimum wage measures and only responded to information requests with factual fiscal impact information. He shared that the eventual, total fiscal impact on all seven universities was \$41 million, with approximately \$2.1M at WOU when the measure is completely phased-in. Hagemann also noted, with the information from the fiscal impact statement submitted to the state, that the vast majority of the impact was on student employment. He shared that there would need to be strategic conversation about what to do with student jobs in federal work-study positions, auxiliaries, and student fee-funded positions.

Hagemann turned from minimum wage to paid sick leave. He described that the Oregon Legislature passed a paid sick leave bill in the previous session and WOU was implementing it. He acknowledged that most university employees already had paid sick leave, but there was a gap that the legislation addressed. He shared that the estimated fiscal impact to WOU was \$750,000. Baumgartner asked whether or not the bill applied to student-employees and Vice President Yahnke responded that it did and eligible student-employees draw down accrued sick leave, just as other employees would. Baumgartner observed that WOU appeared to have more student employment impact than other regional campuses and Yahnke affirmed his observation. President Fuller reiterated that the full impact would need to be studied across the auxiliaries and other fee-funded programs. Vice President Dukes also observed that compression is

another issue confronting student employment on campus. Trustee Guthrie asked how the fiscal impact statement was constructed regarding salaried employees and Yahnke and Hagemann stated that they would look at the fiscal impact statement to answer his question.

After minimum wage and paid sick leave, Hagemann described legislative efforts to extend health insurance to adjunct university instructors. Senator Michael Dembrow introduced legislation in 2015, but all acknowledged that, particularly with the federal Affordable Care Act, adjunct health care was a complicated issue. Hagemann shared that all stakeholders agreed to send the issue to the HECC for study. The HECC's report reaffirmed the university position, urging expert analysis of the matter with the ACA overlay. Hagemann said that he expected some sort of legislation on this topic in the 2017 session.

Hagemann described the university's concern with budget-building and the current service level calculation next. Prior to the 2013 governance reform, Hagemann shared that the university system separated from the state's HR system and procurement process in 2015 and perfected the DAS separation in 2011 with Senate Bill 242. At that point, when building a budget submission to the state, the universities were only permitted to inflate the previous budget at 3.3%, as opposed to the actual amount it would take to maintain the status quo from the previous biennium. After much study by all of the university vice president for finance and administration, considering legislative mandates and PERS and PEBB assessments, the actual current service level increase would need to be 7.9%, as opposed to 3.3%, to maintain the current state of affairs. Hagemann observed that the community colleges were successful in getting a different CSL process to at least acknowledge PERS and PEBB increases when they submitted their initial number. The universities attempted to craft a budget note that would result in a different CSL process, but DAS and the Legislative Fiscal Office revised the language to mirror the process for community colleges.

Hagemann concluded his legislative report with brief remarks on the gross receipts tax that will appear on the November 2016 ballot and the unfunded PERS liability. He noted that, if it passes, the gross receipts tax could raise between \$2-3 billion. It was unclear if any of that hypothetical revenue would be directed to higher education. As for PERS, after the Oregon Supreme Court rejected two different sets of legislative reforms, public entities are faced, at least for the next three biennia, with substantial increases in PERS assessments. Hagemann observed that while the actual rates will not be set until September 2016, the universities are modeling an assessment of 3% of current payroll. Hagemann noted that this was not a 3% increase in the current assessment, but a new assessment of three percent of payroll. This would result in an impact to WOU of approximately \$3.8 million, or a 24.6% increase in its PERS assessment.

Baumgartner asked if WOU had been planning for increases, and President Fuller and Yahnke shared that hypothetical increases in PERS were included in models, but the

minimum wage impacts had not. Guthrie asked how many of the issues described in the report were a “done deal” and Hagemann described all of them, other than the ballot measure and adjunct health care. Guthrie also asked about changes to overtime rules at the federal level and Hagemann and Baumgartner observed that those were different changes and could also have a substantial financial impact on the operations of the university. Fuller and Hagemann observed that even if the changes in the CSL calculation offered some relief, it was no guarantee that the Governor would include the level in her recommended budget. Hagemann noted that, even with the welcome increases to the Public University Support Fund in the 2015 session, it would take \$100 million across the universities in 2017 in order to keep services and jobs at the same level.

(a) FY2017 Budget

Chair Baumgartner recognized Vice President for Finance & Administration Eric Yahnke to describe the construction of the FY2017 budget. Yahnke noted that initial budget development had started with budget worksheets for positions and salaries. Yahnke shared that departments and units were also asked for strategic needs. Yahnke informed the Board of tuition and state appropriation projections, shared services assessments, and the initial budget outlined by departments and programs. He continued by explaining employment and personnel data, including distribution of payroll expenses and fund balance projections. Yahnke offered that the enrollment assumptions for the projections, at this time, was flat enrollment. President Fuller interjected that tuition revenue could be impacted positively by either new students or better retention efforts. Amid Yahnke’s explanation of state appropriation, the Board observed that retention was even more important because of the potential impact of the Oregon Promise. Yahnke reviewed the format of the management report, which is a side-by-side comparison to the previous year. The Board reiterated the critical importance of retention, noting Yahnke’s budget assumption of flat enrollment. Yahnke observed that the review of the FY2017 Budget planning process would assist in the Board’s consideration of upcoming tuition rate parameters.

(b) 2016-2017 Tuition Rate Range

Vice President Yahnke, after the FY2017 Budget overview, turned to the 2016-2017 tuition rate range proposal. Yahnke advised the Board that the university would seek a 3.3% tuition rate increase for resident undergraduates in the variable rate program, a 3% increase for non-resident undergraduates, a 5% increase for incoming Promise (fixed-rate tuition program) students, and a 3% increase for graduate residents and non-residents. Yahnke reviewed the thresholds by which WOU would need to seek approval from the HECC. The Board considered whether or not the Promise’s fixed-rate tuition plan was confusing for some families. Chair Baumgartner asked about engagement with the students around a “not-to-exceed” number when the Board formally approved tuition rates in the spring. Yahnke observed that there was a student advisory committee that was consulted throughout the year on tuition rates and while,

no one liked rate increases, the students understood the necessity of a modest increase. Chair Baumgartner turned the Board to a letter of support from the students in the meeting packet. Yahnke reiterated that the university was seeking a “not-to-exceed” rate and would attempt to minimize the increase even further when the Board met in the spring to approve the tuition rates for the upcoming year. The Board examined participation rates in the variable rate and Promise rate tuition plans. The Board asked about the apparent drop in graduate enrollment illustrated in the materials and requested clarifications. Provost Scheck explained that many of the graduate cohorts were reported in the spring and would not be captured in the data presented to the Board in March. In examining tuition, Yahnke and the Board observed that the timelines were somewhat different due to independence, as the HECC required budget requests by April 1. The Board asked about cooperation among the universities and President Fuller described the collaborative Oregon Public University Council of Presidents. Yahnke and Hagemann confirmed that there was no motion necessary as the formal proposal would come at the April 2016 meeting. The Board, Chair Baumgartner and Yahnke returned to the retention conversation and observed the enrollment was key to WOU’s success.

(4) NWCCU Update

Chair Baumgartner turned to Provost Scheck for an update on the Northwest Commission of Colleges and Universities accreditation report. Scheck pointed the Board to the institution’s written accreditation report and encouraged Board members to review the supporting documentation held on a secure website. He noted that report was frank in its assessment of the university and the site team would be on campus in April. He stressed that the accreditation team would be focused on actions and initiatives that feed into the student experience. Scheck emphasized the importance of trustee participation at the site visit in April. President Fuller noted that accreditation teams stress Chapters 1, 2, and 5 of the report with trustees. He reiterated that the accreditation process is about continuous improvement. The Board asked about how the report was compiled and Dr. Fuller shared that it involved the entire WOU community. Fuller stated that it was important for Board members to be frank and honest with the site team. Chair Baumgartner queried the staff how the process compared to the past accreditation process and what message could be distilled from the self-study report for the Board. Provost Scheck noted extensive work to get data and numbers to match up for the accreditors. He stressed the national trend for robust assessment of learning outcomes.

(5) Enrollment Management Update/HECC Funding

Chair Baumgartner transitioned the conversation to enrollment management and HECC funding. He observed that recruitment and retention were both important, but different, elements of enrollment management. Provost Scheck reviewed enrollment materials with the Board, including the distribution of students in various programs and majors across campus. Reflecting on the trend analysis, Scheck posed questions about future

decisions and potential new programs. Shetterly asked for clarification in the number of Spanish majors. Scheck stated that the largest majors at WOU included business, criminal justice, science, teacher education, and psychology. Scheck continued with a review of the data, focusing on the persistence of students based on major. He noted that the largest group were undecided students. President Fuller stated that the overall persistence of students—regardless of major—was the most important information for the university and the Board to consider. The Board observed that the programs to which students were attracted was just as important as the programs that lost students. Associate Provost David McDonald shared, compared to peer institutions, WOU's graduation rate was in the middle to bottom 30% of comparators. Chair Baumgartner asked what a reasonable goal would be regarding the graduation rate, noting that WOU was currently sitting at 44%. Fuller noted that there was value in choosing aspirational peers. Scheck observed that, consistent with national trends, students with “no major” are more likely to drop out, so, some colleges and universities are asking first-year students to affiliate with an area of interest. The Board observed that even a modest improvement in retention in some of WOU's largest programs could have a big impact.

Baumgartner shifted, asking the Board to engage in strategic thinking about what strategic and tactics could be used to improve outcomes, retention, and degrees granted. Reflecting on the materials organized by major, Minahan asked if organizing the materials by credit hours could illustrate traffic for retention. The Board shared that, if approached correctly, the materials presented at the session could turn into a strategic planning document. President Fuller stressed that it could represent an internal assessment of WOU's strengths and weaknesses. The Board emphasized the university's success with recruiting, retaining, and graduating Latino students. The Board discussed scaling the successful Student Enrichment Program to reach different populations. President Fuller also noted that faculty play an important role in developing relationships with students and contributing positively to the retention of students. The Board reflected on how affordability impacted WOU's retention narrative. Scheck turned to the docket materials entitled “Academic Affairs Executive Committee's Strategic Planning Preparation” to spark discussion. He touched on enrollment trends for first-year students, success of the Student Enrichment Program, and the change in Oregon's high school student demographics. Scheck shared about the institution's investments and focus on the Willamette Promise, WOU's proficiency-based accelerated learning program. He observed that engagement with faculty at both the university and high school is a hidden strength of the Willamette Promise. Koontz referred to employment trend data and the need to produce more students with bachelor degrees. Chair Baumgartner summarized that the session so far had framed issues well. Before engaging the PEST/SWOT exercise, he observed that WOU needed a strategic approach to the future, like OSU or UO. He concluded that with data, discussion, and a clear review of the “headwinds” that the university is facing, it was time for the Board to turn to a PEST/SWOT exercise to reflect on the strengths, weaknesses, opportunities, and threats to the institution. President Fuller described the PEST/SWOT process and assigned trustees and staff into smaller groups to discuss

and reconvene when the Board goes back into full session. He stated that the Board input would launch the university's planning process.

(6) PEST/SWOT Exercise

The Board and staff broke up into small groups to engage in a strategic PESTSWOT exercise.

When the full Board reconvened and reestablished a quorum, Chair Baumgartner returned to the tuition rate range conversation and clarified that the university needed guidance in order to develop the budget for HECC, prior to formal approval in late April. Chair Baumgartner distributed the recent Portland State University strategic plan for perspective.

(7) Strategic Planning Process

Chair Baumgartner and President Fuller asked the Board to review a draft timeline for strategic planning. Fuller noted that the committee should have several faculty members, board representatives, and key internal and external individuals. President Fuller observed that the process could start with an examination of mission statement. President Fuller asked for Board guidance to set up a university-wide committee to launch strategic planning, with a fully drafted and vetted plan for the Board in January 2017. Chair Baumgartner asked for comments on the process and for Board members interested in serving on the university committee. The Board expressed confidence in the process and timeline.

(8) BOARD DISCUSSION: Planning Session Summary

After discussing the process and timeline for strategic planning on campus, Chair Baumgartner asked for brief reports from the small groups engaged in the PEST/SWOT exercise. Guthrie reported from the "threats" group. He shared financial threats, including PERS assessments and uncertainty, political threats, including WOU's invisibility, recruitment threats, and lack of engagement with WOU friends. Chair Baumgartner asked for a report from the "strengths" group and the Board reported personalized instruction, low student to faculty ratio, smaller campus size, and success with low-income, first-generation students. The Board shifted to examine "opportunities," including recruitment, retention, and fundraising. The "opportunities" group discussed participation in community events and engage statewide Latino leaders. Trustee Ingle reminded the Board to consider outreach to tribal communities in Oregon. Finally, Chair Baumgartner requested reflection on some "weaknesses," and the Board reported lack of coordinated branding, reliance on international students, an understaffed business department, and inability to make progress on key initiatives in the middle of faculty bargaining. Chair Baumgartner concluded with the distribution on another university strategic plan for context. He stressed the challenge is for WOU to move from "best kept secret" to "best known opportunity." He shared that strategic

planning was about continuous, active improvement, as opposed to drafting a static document.

(9) Adjournment

Prior to adjournment, Chair Baumgartner outlined some upcoming WOU events. Chair Baumgartner asked Ginny Lang, who joined the Board meeting, to introduce herself to the Board. Ms. Lang was asked to serve as the facilitator for the campus strategic planning process. She shared her confidence in the process that expressly engaged internal and external constituents.

Chair Baumgartner adjourned the meeting at 11:50 AM with a quorum (Arredondo, Baumgartner, Fuller, Guthrie, Hurtado, Ingle, Koontz, Llamas, Minahan, Paraskevas, Shetterly, Taylor).

A handwritten signature in black ink, appearing to read "Ryan J. Hagemann", written over a horizontal line.

Ryan J. Hagemann
Secretary to the Board of Trustees



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
REGULAR MEETING OF THE FULL BOARD
APRIL 27, 2016
WERNER UNIVERSITY CENTER, COLUMBIA ROOM
2:00-6:00 PM
MEETING NO. 14**

BOARD MINUTES

(1) Call-to-Meeting/Roll Call

The meeting was called to order by Chair Jim Baumgartner at 2:01 pm.

The following trustees were present:

Arredondo (phone), Baumgartner, Fuller, Guthrie, Hurtado (left meeting at 3:00 PM, returned at 4:13 PM, and left again at 4:56 PM), Ingle, Koontz, Kulongoski (left meeting at 4:03 PM), Llamas (left the meeting at 4:53 PM), Minahan, Mladenovic (left meeting at 4:28 PM), Paraskevas, Taylor

The following trustees were absent:

Shetterly

(2) Chair's Welcome

Chair Baumgartner welcomed trustees, staff, and the audience to WOU's fourth meeting as a full, independent Board. He recognized the substantial amount of work achieved over the past year and acknowledged, as discussed in the previous special planning meeting in March, all of the challenges the university faced, including funding, enrollment, and financial aid.

(a) ACTION ITEM: Special Recognition—WOU Men's Basketball

Chair Baumgartner noted the accomplishments of the men's basketball team and asked Secretary Hagemann to read a draft resolution into the record.

Hagemann read the April 27, 2016 Board Resolution 16-001 as follows:

Recognizing the men's basketball team, its coaches, student-athletes, and support staff for their achievements, dedication, sacrifices, and contributions to Western Oregon University, the University's alumni, and the surrounding Monmouth/Independence communities.

RESOLUTION

Whereas the Western Oregon University Men's Basketball Team won the Great Northwest Athletic conference regular season championship with an 18-2 record, and won Great Northwest Athletic Conference tournament thereby advancing to the NCAA Division II Men's Basketball West Regional Tournament as the #1 seed;

Whereas Western Oregon University hosted the NCAA Division II Men's Basketball West Regional Tournament for the first time in school history;

Whereas the Men's Basketball Team won the NCAA Division II Men's Basketball West Regional Tournament for the first time in school history, and earned the number three seed in the NCAA Division II Men's Basketball Elite Eight Tournament for the first time in school history;

Whereas the Men's Basketball Team won its first ever berth to the NCAA Division II Men's Basketball Final Four in school history and completed its season with a school record of 31-4;

Whereas by the extraordinary efforts of this team and coaching staff, a member of the team was named NCAA Division II West Region Player of the Year, and Great Northwest Athletic Conference Player of the Year for the first time in school history;

Whereas by the extraordinary efforts of this team and coaching staff, the head coach was named the NCAA Division II Men's Basketball West Region Coach of the Year, the Great Northwest Athletic Conference Coach of the Year, and the NCAA Division II Men's Basketball National Coach of the Year Runner –Up;

Whereas special commendation is due to all team members and coaching staff; and

Whereas Western Oregon University is proud of the record the Men's Basketball Team has earned and the fine publicity they have brought to the University by their good sportsmanship and inspired team play: Now, therefore, be it

Resolved by the Western Oregon University Board of Trustees

That the Men's Basketball Team be recognized for their achievements, dedication, sacrifices, and contributions to Western Oregon University's school history in their record-setting 2015-2016 season and their contributions to the Western Oregon University campus community spirit and pride.

Chair Baumgartner asked men's basketball head coach Jim Shaw to share a few words with the Board. Coach Shaw observed that the WOU men's basketball team, more than any other team he has coached, maximized talents and played to its full potential. He asked the student-athletes in attendance and assistant coaches stand to be recognized.

Chair Baumgartner congratulated the team and coaching staff and called for motion to approve the resolution recognizing the accomplishments of the WOU Men's Basketball Team. Minahan moved approval, and Koontz seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Ingle, Koontz, Kulongoski, Llamas, Minahan, Mladenovic, Paraskevas, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(3) President's Report

President Fuller referred to his written report in the docket and provided brief updates on the Pastega award winners, strategic planning, including its focus on the WOU mission statement, NWCCU accreditation site visit, including the commendations and concerns identified in the draft report, enrollment, selection of Dennis Tichenor, Class of 1966, as the Alumni of the Year, upcoming events, academic performance of WOU's student-athletes, the WOU Affordability Grant, and the impact of enrollment declines on the number of sections available and the need for non-tenure track faculty members.

Chair Baumgartner asked President Fuller how the NWCCU recommendations aligned with the HECC funding formula and President Fuller observed how the HECC's focus on outcomes resonated with NWCCU's interest in degree pathways.

(4) Shared Governance Reports

(a) Faculty Senate

Dr. Laurie Burton provided a brief report of Faculty Senate's efforts, including the process for recommending a faculty member for the Board, the NWCCU accreditation visit and faculty questions about the draft report, Policy Council, Faculty Senate committee work, tenure track and non-tenure track faculty members, academic advising, retention data, the Healthy Workplace appendix in the collective bargaining agreement, and Faculty Senate leadership. Dr. Burton noted that WOU's Director of Teacher Education, Dr. Adele Schepige, is the incoming Faculty Senate president.

Chair Baumgartner asked Dr. Burton about her observation regarding the accreditation process, mission statements, and student learning outcomes. Dr. Burton stated that the accreditation team did push WOU on student learning outcomes. Chair Baumgartner noted how strategic planning might address mission issues, but was unclear as to it might tackle student learning outcomes. He noted that for the layperson, "student learning outcomes" might mean simply a grade, but that it was much more than that. Dr. Burton encompasses more than a grade; she observed that it more of a critical understanding of what a student might have accomplished in a course.

(b) Staff Senate

Chris Solario provided a brief report of Staff Senate's efforts, including the process for recommending a staff member for the Board, website updates, professional development opportunities, workshop surveys, and Staff Senate officer elections.

(c) Associated Students of Western Oregon University (ASWOU)

Alma Pacheco provide a brief report for the Associated Students of Western Oregon University, including student body elections, diversity efforts, the re-chartering of student clubs and organizations, voter registration efforts in concert with the Oregon Student Association, food pantry donation drive, and event planning for area youth.

Chair Baumgartner asked Ms. Pacheco about ASWOU efforts to put forward candidates for any potential Board vacancy, and she noted that her predecessor, Corbin Garner, was coordinating that effort.

(5) Public Comment

The following individuals addressed the Board on the following topics:

Dr. Mark Perlman, Western Oregon University Federation of Teachers (WOUFT) president, addressed the Board on assessment. Dr. Perlman noted that faculty bargaining was complete and a lot of good was accomplished. He expressed hope in the joint committee to examine salary issues. He turned to the accreditation visit and

shared disappointment with the site team's session with faculty. Dr. Perlman observed that many of the team's recommendations centered on assessment. He stated that there was not much faculty could do if the emphasis on assessment was the new reality. Dr. Perlman described the heavy teaching load of WOU faculty and if assessment was the new reality, the university would need to make some adjustments to make the new reality possible. He shared that he was fairly confident that all the faculty feels this way. The Board reiterated that it was important for the faculty to understand the mission statement of the university because of the external changes in governance and how the HECC would distribute appropriation. President Fuller observed the important link between the accreditation finding and long-range strategic planning. Baumgartner echoed the importance of strategic planning and noted that if the faculty did not understand the institution's mission, it was a disconnect that needed to be fixed.

(6) Executive, Governance and Trusteeship (EGT)

(a) Committee Chair Report

Chair Baumgartner provided a brief report of the committee's activities, including board vacancies. He described the committee's work after Major General Daniel Hokanson's resignation and how the previous discussions of criteria for trusteeship would impact consideration of any potential vacancies in the designated positions. He noted that these previous conversations have led to a draft Board Statement on Board Vacancies, which would be considered later in the meeting. Chair Baumgartner observed that the draft was consistent with the previous presentations to the Board on the topic of board vacancies. He reiterated that, while the Board Chair would have a recommending role for all Board vacancies under the draft Board Statement, the decision rests solely with the Governor. With the discussion, Chair Baumgartner turned to the draft Board Statement prior to the Vice President & General Counsel's report and asked for a motion to approve the Board Statement.

(b) ACTION ITEM: Board Statement on Board Vacancies

Taylor moved approval, and Minahan seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Ingle, Koontz, Kulongoski, Llamas, Minahan, Mladenovic, Paraskevas, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(c) Vice President & General Counsel Report

Vice President & General Counsel Hagemann provided a brief report, recognizing that he would give updates on the Policy Council later in the meeting. He discussed recent efforts for the government affairs representatives at all of the seven public universities to plan for the 2017 Oregon Legislative Assembly and the formation of the Oregon Public University Council of Presidents. The Board asked about budget projections and Hagemann observed that the universities, as well as the rest of state government, were watching the gross receipts tax closely and how that might impact budgets. He noted that the universities had already submitted a consolidated 2017-2019 budget request to the Higher Education Coordinating Commission (HECC).

(7) **Academic and Student Affairs (ASA)**

(a) Committee Chair Report

Chair Minahan provided a brief report on the committee's work, including the action items on this Board's agenda. He introduced the Educator Equity in Teacher Preparation Institution Plan, required by House Bill 3375. He observed that the legislative requirements were focused on how to increase diversity and fairness in the selection of prospective future teachers and asked Provost & Vice President Dr. Steven Scheck to describe the legislation. Scheck asked Dean of the College of Education Dr. Mark Girod to describe House Bill 3375. Dr. Girod described the demographic realities of education in Oregon and how the plan addresses WOU's role in teacher education and bilingual education specifically. He observed that WOU would need to tackle many different strategies to increase diversity of new teachers for the state. He shared that diversity is defined as "culturally and linguistically diverse" so as to capture more than bilingual teachers in WOU's approach in enhancing a diverse work force.

The Board asked if the independent colleges and universities in Oregon still supply the majority of teachers and Dr. Girod observed that they did, although WOU redoubled efforts to educate teachers to focus on special education, deaf populations, and students with disabilities. The Board discussed prior legislation that required teacher education programs in the state to be nationally accredited and how that might eventually impact the number of teacher education programs in Oregon.

Chair Minahan noted that the second action item from the ASAC was related to the Educator Equity in Teacher Preparation Plan. He shared that Provost Scheck and Dean Girod had crafted a graduate certificate in Dual Language/Bilingual Education in order, in part, to answer the demand for bilingual educators.

Minahan asked for a motion to approve the proposed graduate certificate and Chair Baumgartner asked if there were any further questions on the Educator Equity in Teacher Preparation Institution Plan required by House Bill 3375. Vice Chair Koontz observed that she appreciated the clear, measureable goals in the plan with regard to retention. The Board clarified that the plan, once approved, would be transmitted to the HECC. Dean Girod noted that WOU was committed to the action steps in the draft plan prior to the legislative requirement. Chair Minahan observed the hard work of the faculty to plan and deliver a comprehensive plan such as that captured by the proposed HB 3375 plan. Chair Baumgartner called for motion to approve the plan as recommended by the ASAC and as included in the docket.

(b) ACTION ITEM: Educator Equity in Teacher Preparation Institution Plan (HB 3375)

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Ingle, Koontz, Kulongoski, Llamas, Minahan, Mladenovic, Paraskevas, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

Chair Baumgartner turned to the proposed graduate certificate in Dual Language/Bilingual Education. Scheck noted that the graduate certificate was for in-service teachers who already possessed a bachelor and master's degree. Provost Scheck noted that there was substantial documentation about the courses in the program included in the docket for purposes of transparency. Chair Baumgartner called for motion to approve the graduate certificate as recommended by the ASAC and included in the docket. Provost & Vice President Scheck asked for a correction to the motion. In the docket, the motion states that the certificate would be transmitted to the Oregon Higher Education Coordinating Commission. In fact, the certificate will be transmitted to the Northwest Commission of Colleges & Universities (NWCCU), the university's accrediting body. Ingle moved approval, and Mladenovic seconded the motion.

(c) ACTION ITEM: Graduate Certificate, Dual Language/Bilingual Education

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Ingle, Koontz, Kulongoski, Llamas, Minahan, Mladenovic, Paraskevas, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(d) Provost & Vice President for Academic Affairs Report

Provost Scheck provided a brief report, including the topics of the Pastega awards, his involvement on an accelerated learning task force, and a pending proposal for an applied science transfer degree in biology.

(c) Vice President for Student Affairs Report

Vice President Dukes provided a brief report, including the topics of the new Student Health & Wellness Center, the recipients for WOU student awards, and past and upcoming student events.

(d) DISCUSSION ITEM: Undergraduate Admission Policy 2017-2018

Chair Baumgartner recognized WOU Associate Provost Dave McDonald to share changes to the 2017-2018 WOU Undergraduate Admission Policy. McDonald noted that there were four changes to discuss—two substantive changes and two process changes. He observed that WOU would change its minimum high school GPA for admission to 3.00 from 2.75 and would add class rank as a factor. McDonald also shared that WOU would shift to be “test optional” and no longer require the SAT or ACT for admission. McDonald noted that the SAT or ACT cost about \$100 and that could be a barrier to some students seeking admission to WOU. The Board asked what the minimum GPA for transfer students was and McDonald noted that it would remain 2.25.

McDonald also shared that WOU would require a letter from a high school teacher or counselor and would add language to the application regarding ineligibility for admission if a student is ineligible to enroll at another university. McDonald stated that Faculty Senate and various academic and student affairs were briefed on the proposed changes prior to implementation. The Board discussed the differences between high

school GPAs, transfer GPAs, and retention with McDonald. McDonald described a new assessment for writing placement. The Board asked whether raising the minimum GPA would have an impact on enrollment and McDonald described that a student with a 3.0 GPA or higher would be more likely to persist.

(8) Finance & Administration (FA)

(a) Committee Chair Report

Chair Taylor provided a brief report of the committee's work, including the agenda of the past committee work. The Finance & Admission Committee, at its previous meeting, considered an investment policy statement, FY2016 Q2 investments, the consolidated 2017-2019 budget request to HECC, current service level (CSL) calculations, capital construction requests, and two action items for the full board—FY2016 Q3 management report and the 2016-2017 Tuition and Fee rates.

(b) Vice President for Finance & Administration Report

Vice President Yahnke provided a brief report, thanking the committee for its work and turning to the various discussion items on the agenda.

(c) DISCUSSION ITEM: WOU Capital Request

Vice President Yahnke introduced the WOU (and consolidated) capital request for the 2017 Oregon Legislative Assembly. Yahnke described the collaborative process among the vice presidents at the seven public universities to devise a tiered list of projects to submit to HECC and the legislature. Yahnke observed that the materials were in draft form and that WOU capital priorities including seismic and safety renovations to the ITC building and the renovation of the Oregon Military Academy Building (OMA). Yahnke described the HECC prioritization process and how projects with funds set aside for bonding match were viewed favorably. President Fuller noted that the OMA renovation was added to the list—separate from the campus's master plan—because WOU had received bond proceeds to purchase the building and the state approved additional funds to the Oregon Military Department to vacate the building to leave for a new location. This was a discussion item and there was no Board action.

(d) DISCUSSION ITEM: CSL Projection & Consolidated Funding Request

After concluding the update on the WOU capital request, Yahnke introduced the CSL Projection & Consolidated Funding Request discussion item. He pointed the Board to the docket and supplementary materials. He observed that the public universities offered ten funding scenarios to the Higher Education Coordinating Commission. Yahnke focused on funding scenario one—which is a \$100M increase across all seven universities to maintain current service level. Yahnke reiterated the work of the vice

presidents to devise a “true” CSL to capture the budgetary impact of many legislative changes and PERS assessment. The Board confirmed that enrollment assumptions were constant for the modeling. Yahnke noted that PERS assessments were a significant headwind that all of the public universities faced. Yahnke concluded by illustrating a ten-year plan with updated CSL assumptions, including the impacts of minimum wage and salary increases. Hagemann described the current CSL process at the state and how, even though the universities requested funding for labor agreements, the institutions, at a minimum, wanted to receive treatment equal to that of the community colleges. This was a discussion item and there was no Board action.

Before turning to the Public University Fund and the remainder of the agenda. Chair Baumgartner moved the consideration of 2016-2017 Tuition and Fee Book up on the agenda because Trustee Llamas, the student trustee, needed to leave the meeting early.

(f) ACTION ITEM: 2016-2017 Tuition and Fees

Vice President Yahnke introduced the 2016-2017 Tuition & Fee Book as recommended by the FAC and included in the docket. Yahnke noted that, previously, the university informed the Board that it would not bring a tuition proposal that would exceed 3.0%. He outlined that the proposed tuition increase for resident undergraduate students in the variable rate plan was 2.6%. President Fuller expressed the desire to bring a tuition increase that would put WOU on par with other public institutions in the state on a per credit basis. He also stressed that WOU would be offering a Western Affordability Grant to students with zero EFC—which would cover the cost of the 2016-2017 rate increase. Chair Baumgartner called the Board’s attention to the March 2016 letter from students endorsing the modest tuition increase.

Chair Baumgartner called for motion to approve the 2016-2017 Tuition & Fee Book as recommended by the FAC and as included in the docket. Llamas moved approval, and Paraskevas seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Hurtado, Ingle, Koontz, Llamas, Minahan, Paraskevas, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

(f) DISCUSSION ITEM: Public University Fund

Vice President Yahnke returned to the Public University Fund discussion item. There were docket and supplemental materials. He explained that the PUF—in which six of the seven public universities participate—has approximately \$190M in the core account and \$116M in the long-term account. The Board confirmed with Yahnke that the fund typically outperforms the state and local government’s investment pool.

This was a discussion item and there was no Board action.

(g) ACTION ITEM: FY16—Q3 Management Report

Yahnke offered that the review of the FY16—Q3 Management Report would be brief, with no major changes from the last Board meeting. He noted a projected 16.8% fund balance, driven mostly by position vacancy savings and a slight increase in tuition revenue. Yahnke observed a 4% increase in housing and dining revenue. Yahnke confirmed an increase in athletic ticket revenue. He shared a slight increase in revenue from the designated operations and service centers.

Chair Baumgartner called for motion to accept the FY2016—Q3 Management Report as included in the docket. Ingle moved acceptance, and Minahan seconded the motion.

The following trustees voted in favor of the motion:

Arredondo, Baumgartner, Guthrie, Ingle, Koontz, Minahan, Paraskevas, Taylor (Fuller is non-voting).

The following trustees voted against the motion.

None.

The following trustees abstained from the vote.

None.

Motion passed.

Before turning to the remaining agenda items. Taylor expressed dismay at the public comments earlier in the meeting and how faculty members could not know what the mission statement of the university is. Paraskevas observed that WOU was making steady progress to understanding the requirement for learning outcomes and assessment. Chair Baumgartner concluded by noting that he really wants WOU to move from the “best kept secret” to the “best known opportunity.” Minahan noted

understanding the institution's mission is part of the faculty's motivation. Paraskevas observed, with a current faculty lens, that faculty should tell students what the goal of the course is, what the faculty wants them to learn, and to make the criteria for students transparent.

(9) Board Discussion: NWCCU Accreditation Visit

With the brief discussion of prior comments, Chair Baumgartner introduced the NWCCU Accreditation Visit discussion item and turned to President Fuller to expand on the docket materials. Baumgartner first observed that the site team pressed him firmly on whether or not the Board had a mission statement. He noted that in the first year after significant governance change, the Board was focused on getting organized. Baumgartner shared that the site team thought that the Board might be trying to usurp the president's authority, but after reflection, the site team included in the written comments that the Board and university was to be commended for working through governance change. President Fuller addressed the process and timeline going forward after the site team visit. He noted that the Commission would convene in-person in late June to discuss WOU's accreditation. Fuller reflected on what the NWCCU's site team report meant to the university. He noted the substantial amount of work the Board, faculty, and staff had accomplished. He shared that at the first strategic planning committee meeting, the group discuss mission, vision, and values. Fuller stated that he believed that the university would identify measurable outcomes related to the institution's mission. He observed that WOU needed a "reawakening" to the university's mission. Fuller continued, observing that the faculty were the lifeblood of the university and recruiting and retaining excellent faculty must be a priority. He returned to the accreditation's team pushing the institution about its mission and noted the important challenge of thinking differently about curriculum. Fuller offered that he was optimistic and that the institution sat at a moment of cultural change. Baumgartner concurred and stated that while he intentionally focused on organizational elements in the Board's first year, he was excited to turn to the strategic questions of recruitment, retention, and mission achievement.

(10) Board Discussion: Policy Council

Vice President & General Counsel Hagemann provided a brief report on the progress of the university's Policy Council. Hagemann reviewed the history of the project and the fact that WOU inherited policy statements from the Oregon University System. He shared that the Policy Council, created by the Board Statement on Delegation of Authority, had convened several times and was making significant progress on organization and conversion of the university's policies and procedures.

(11) Board Discussion: Commencement

Chair Baumgartner asked President Fuller to provide a brief update on commencement preparations. Fuller described the platform party, encouraged any trustee to attend

commencement, reminded the Board that Representative Betty Komp would be the commencement speaker, and reviewed the calendar of events for the day. Baumgartner observed that the President and his staff did an excellent job coming into a new institution, with a new Board, facing the final year of a seven-year accreditation cycle, declining enrollment, and the negotiation of a faculty labor agreement.

(12) Final Announcements

There were no final announcements.

(13) Adjournment

Chair Baumgartner adjourned the meeting at 5:45 pm with a quorum (Arredondo, Baumgartner, Fuller, Guthrie, Ingle, Koontz, Minahan, Paraskevas, Taylor)

A handwritten signature in black ink, appearing to read "Ryan J. Hagemann", written over a horizontal line.

Ryan J. Hagemann
Secretary to the Board of Trustees

EGTC, Board Evaluation

The Executive, Governance and Trusteeship Committee's charter states:

"The EGTC is responsible for developing an evaluation process for the performance of the Trustees to improve Board function."

In this inaugural year, the Board Chair requested the Board's Office survey trustees individually on some key questions in order to facilitate an EGTC discussion about board structure and processes. Trustees were all asked the following questions:

- (1) How well did the board function in the first year?
- (2) What can we do differently to improve board function?
- (3) Should the meeting format/timing/location or other aspects change?
- (4) Should committee membership rotate, change, or stay the same?
- (5) Does the board need to revisit committee charters to delegate more to the committees or take more to the full board?
- (6) When should the committees meet in order to be most effective for board function?
- (7) Is the scope of the standing committees too broad?

With individual input, the Board Chair asked the Board's Office to summarize the findings for the EGTC. The summaries are intended to help the EGTC evaluate Board function in the first year and consider what processes might need to be implemented so the Board may evaluate its performance and function in the future, including, but not limited to whether or not there needs to be a Board Statement on Board Evaluation.

A common theme in trustee input was that the Board was functioning well in its first year and that it did not make much sense to make substantial changes until the Board had more experience and more meetings under its belt. For example, one trustee stated: "[The board functioned] very well, particularly for a new board. Participation and engagement by board members seems to be going well. Board committees seem to be working well, and making their reports and recommendations for action to the board." Another trustee stated: "We accomplished and impressive amount of foundational work and done it very cohesively...I feel confident that, for the short history of this governing body, we do a remarkable job speaking with one voice." From function to committees to membership, trustees, with clear uniformity, expressed satisfaction with board function

and urged to wait for more experience before making substantial changes. One trustee noted that committees should not meet right before full meetings of the Board because the Board should only receive committee recommendation after they are truly vetted and included in board materials. Another trustee asked whether there might be ways to encourage vocal participation from all trustees. Yet another trustee asked for a new process for board minutes and records.

Some other observations from trustees that might spark conversation about function and efficacy follow:

- (1) “I am very interested to see how the larger campus community may view the function of the board through the strategic process.”
- (2) “I am not sure how to bring topics to the board for discussion—it might be useful to have a process whereby members can send the chair a list of topics that are worth exploring...”
- (3) “As new as we are, I think things are working well enough now that I would be inclined to keep things working pretty much as they are for at least another year or so before we initiate any changes.”
- (4) “It would be nice to have two meetings up north and two down south in Monmouth for our commuters and that should be the same for committee meetings. Target cities could be Wilsonville & Monmouth...”

Questions to Consider:

- (1) Does the Board need an annual evaluation?
- (2) If so, what are the elements of an annual evaluation? Survey instrument?
- (3) Does the Board need a Board Statement on Board Evaluation?
- (4) If the Board does not want to make substantial changes in the first year, what process should it use to revisit some of the foundational questions next year to evaluate the functionality and efficacy of agenda-building, committee structure, scope, and membership, and other questions of function?
- (5) Any revision of the core organic governance documents necessary?
- (6) Are there are any core organic governance documents missing?

At its June 20, 2016 meeting, the EGTC discussed the summary of comments and observations as outlined above and reflected on the questions. In their individual comments, many trustees reported that it may be too early to make significant changes in board operations, committee structure, charters or membership. Nonetheless, EGTC members discussed making various changes, including the nature of the presentations of committee chairs and vice presidents and designating overarching topics for each standing meeting so the Board was aware of the fundamental agenda of the meeting well in advance. The committee felt that these changes could have a major and positive impact on Board meetings and strengthen committee performance, while acknowledging the feedback not to make significant or materials changes to board operations or committee structure at this time. The committee expressed interest in understanding the strategic role of the Board distinguished from that of the President and senior staff.

EGTC, Board Chair Recommendation

Article 3, Section (5)(a) of the Bylaws of the Western Oregon University Board of Trustees states:

“The Board shall select one of its members as Chair and another as Vice Chair, and may appoint such other Board Officers with such duties as the Board determines necessary and appropriate. Thereafter, a vacancy in the position of Chair shall be filled by the Vice Chair, unless the position of Vice Chair is vacant in which case the Board shall appoint the Chair. A vacancy in the position of Vice Chair shall be filled by the Board. The Chair and Vice Chair shall hold office for two years, starting on July 1, or until a successor shall have been duly appointed and qualified or until death, resignation, expiration of the appointment as a Trustee, or removal. **For the initial term of Board Officers to commence on July 1, 2015, the Chair shall hold office for one year and the Vice Chair shall hold office for two years.** The Chair and Vice Chair shall not be employees or students of the University and shall not, as Chair and Vice Chair, be authorized to bind the university, except that they shall have such authority as is reasonably necessary to execute, implement, achieve, or otherwise affect any action that is adopted by the Board. The Secretary, described at Article VI, Section 5 of these bylaws shall serve as the Secretary of the Board.” (Emphasis added).

As the Board was preparing to assume all authority for the University on July 1, 2015, the Board consciously decided to stagger the terms of its officers. As such, James Baumgartner was elected to a one-year term as Chair, expiring June 30, 2016 and Cecilia Koontz was elected to a two-year term as Vice Chair, expiring June 30, 2017.

In order for the EGTC to nominate one or more candidates for Board Chair, the Vice President & General Counsel was asked to contact each trustee individually to gather information and gauge interest in serving as Board Chair. Chair Baumgartner is eligible to continue as Board Chair and is willing to stand for re-election. No other candidates were nominated for EGTC to consider in its recommendation to the full Board.

At its June 20, 2016 meeting, the EGTC nominated James Baumgartner to serve a two-year term as Board Chair, expiring June 30, 2018.

COMMITTEE RECOMMENDATION: The Committee nominates James Baumgartner and recommends the Board elect him to serve a two-year term as Board Chair, expiring on June 30, 2018

➤ FY16 – Q4 Management Report

Oregon University System Quarterly Management Report

(Unaudited, non-GAAP, for management purposes only)

For the Fiscal Year Ended June 30, 2016

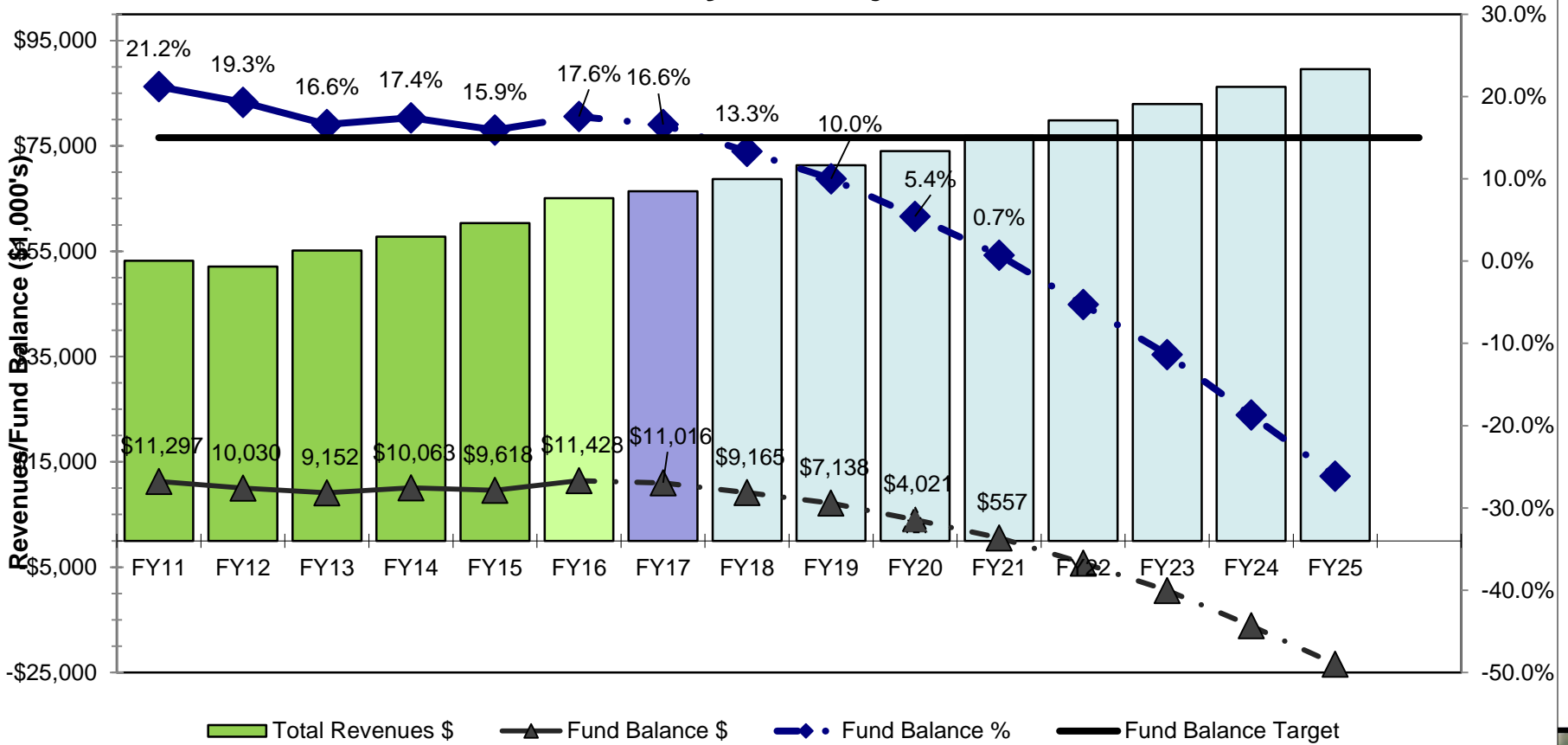
Preclose / Preliminary As of July 11, 2016

WESTERN OREGON UNIVERSITY (in thousands except enrollment)	Actual to Prior Year				Actual to Budget			Projection
	Prior YTD Actual	YTD Actual	\$ chg Current/ Prior YTD	% chg Current/ Prior YTD	Adjusted Budget	Variance from Adj. Budget	Variance % of Adjusted Budget	Chg since Prior Report
EDUCATION & GENERAL								
State General Fund	17,620	22,988	5,368	30%	22,874	114	0%	0
Tuition & Resource Fees, net of Remissions	39,473	38,378	(1,095)	-3%	38,919	(541)	-1%	204
Other	3,203	3,700	497	16%	3,678	22	1%	(20)
Total Revenues	60,296	65,066	4,770	8%	65,471	(405)	-1%	184
Personnel Services	(48,599)	(51,485)	(2,886)	6%	(53,913)	2,428	-5%	690
Supplies & Services and Capital Outlay	(8,594)	(7,309)	1,285	-15%	(8,760)	1,451	-17%	1,468
Total Expenditures	(57,193)	(58,794)	(1,601)	3%	(62,673)	3,879	-6%	2,158
Net from Operations	3,103	6,272	3,169		2,798	3,474		2,342
Transfers In	386	529	143	37%	526	3	1%	3
Transfers Out	(4,109)	(4,992)	(883)	21%	(3,125)	(1,867)	60%	(1,792)
Fund Additions/(Deductions)	0	0	0		0	0		0
Change in Fund Balance	(620)	1,809	3,169		199	1,610		2,342
Beginning Fund Balance	10,063	9,618	(445)		9,618	0		0
Ending Fund Balance	9,443	11,427	1,984		9,817	1,610	16%	553
% Operating Revenues	15.7%	17.6%			15.0%		17%	
Student FTE (Tuition Based)	5,000	4,737	(263)	-5%	4,768	(31)	-1%	75



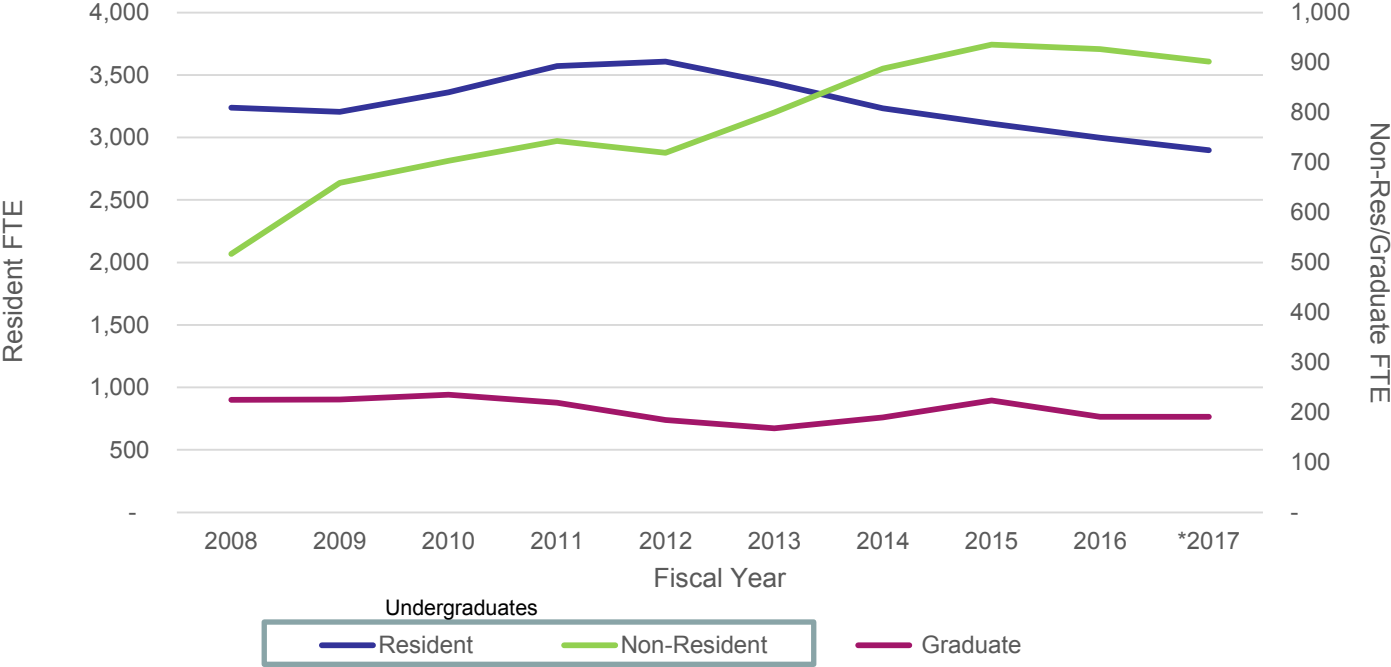
FY17 – Budget Update

WOU 10-year Projection



FY17 – Budget Update

Projected Student FTE



* Estimated enrollment projections using FY16 actual tuition revenue; excl. Continuing Education



Request to transfer \$1.5M from the FY16 General Fund for capital construction

- Natural Science Renovation
 - \$6.0M renovation
 - Update lab & classroom space and address ADA needs
 - Transfer \$500K Bridge funding to allow work to commence in advance of Spring 2017 bond sale

- Oregon Military Academy (OMA) Renovation
 - \$8.2M renovation
 - Renovation will address academic, student success, and ADA needs
 - \$500K transfer provides statutorily required match for XI-G Bond Match - Spring 2019 bond sale

- Information Technology Center (ITC) Renovation – Phase III
 - \$6.0M renovation
 - Renovation will make seismic improvements, replace mechanical systems and address ADA needs
 - \$500K transfer provides statutorily required match for XI-G Bond Match - Spring 2019 bond sale

In Process

- FY17 Budget Development
- HECC
 - June - July
 - Operating, Capital, Policy Option Packages
 - Dashboard Development
 - August – Finalize Agency Requested Budget (ARB), Policy Option Package's (POP's) & Capital Prioritization
 - December – Governor's Recommended Budget Issued



Dashboard Preview

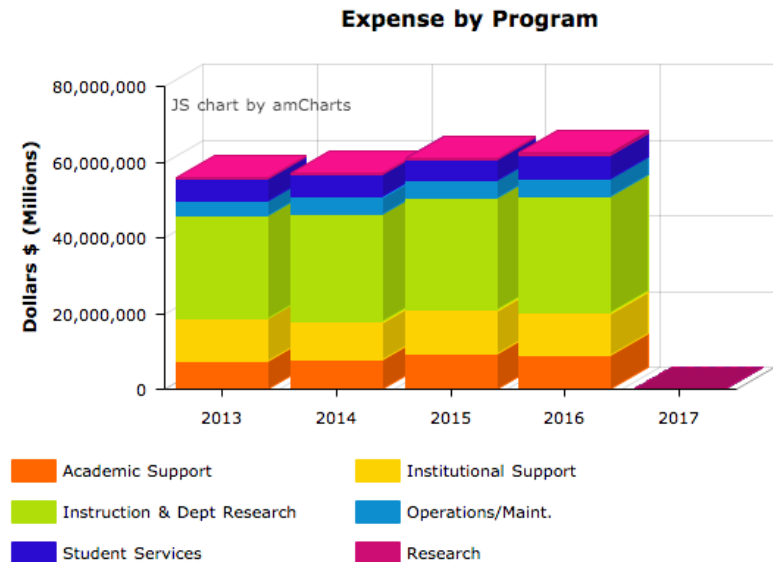
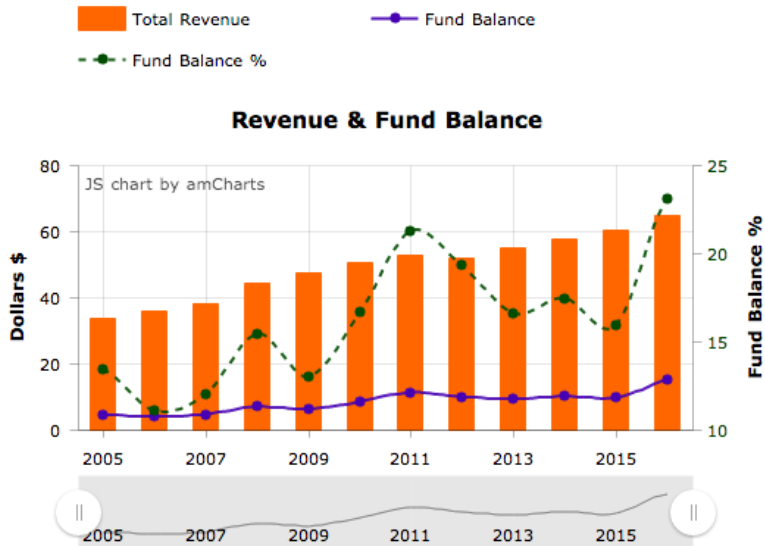


DASHBOARD

FINANCE ENROLLMENT

HOME » FINANCE

FINANCE



FAC, FY 2016 Q4 Management Report

The Board's Finance & Administration Committee recommends the Board accept the FY2016 Q4 Management Report.

At their July 18, 2016 meeting, the Board's Finance & Administration Committee reviewed a preliminary FY2016 Q4 Management Report that compiled actual activity through July 11th 2016 with activity projected through the close of the fiscal year.

It is important to note that while the fiscal year formally ends on June 30th there are necessary accounting adjustments that are made for financial reporting purposes. This year, the adjustment period ended at the close of business on July 21st.

The attached report and associated notes include all adjustments made to date and presumes Board approval of three capital finance transfers of \$500,000 in support of Board approved capital projects.

The Board's Finance & Administration Committee notes no concerns with Education & General, Auxiliary Enterprise, Designated, or Service Department operations. The F&A committee also recognizes the Education and General Fund fund balance is within the Board approved range of 10%-20% of total revenue.

COMMITTEE RECOMMENDATION: The Finance & Administration Committee recommends that the Board accept the FY2016 Q4 Management Report.

FAC, FY 2017 Budget Development Update

At their July 18, 2016 meeting, the Board's Finance & Administration Committee reviewed a preliminary and high-level FY2017 Education & General Fund Budget of approximately \$66.8M.

The F&A Committee reviewed programmatic budget allocations are proportionally similar to the prior year with the majority of funding in support of Instruction, Academic Support and Student Services. Similarly, the Committee reviewed budget allocations by natural classification with the majority of funding supporting Salaries and Benefits.

Currently the 2017 budget anticipates negotiated salary increases for the fiscal year and changes in service and supplies expenditures. The budget also projects a 5% decline in resident undergraduate and Western Undergraduate enrollment and is based on based on the four year (2013-2016) average decline in undergraduate enrollment.

WOU will continue to develop and refine the 2017 budget through the end of September 2016. At that time we will have a better sense of the actual enrollment level and mix of students, tuition revenue, and State Appropriations and associated settle-up.

The final initial FY2017 budget will be reflected in the 2017Q1 Management Report with the full budget document presented to the Board at its January meeting.

FAC, Plant Fund Transfers

The Board's Finance & Administration Committee recommends the Board approve three transfers of \$500,000, for a total of \$1.5M, to plant funds in order to enhance the university's ability to move swiftly on its capital project priorities. The Board Statement on the Delegation of Authority anticipates that budgetary adjustments or capital projects that exceed \$500,000 be approved by the Board.

Due, in part to FY2016 budget savings attributable to position vacancies, the university is able to transfer funds from the general fund to plant funds dedicated to three specific capital projects. One capital project—the Natural Science Building renovation for \$6.0M—is already approved and the university anticipates it to be included in the Oregon State Treasurer's bond sale in spring 2017. The \$500,000 transfer for the Natural Science Building renovation would serve as bridge funding to allow the project to start before the 2017 bond sale. The \$500,000 in the Natural Science Building renovation plant fund will be returned to the general fund when the university receives bond proceeds from the 2017 sale for this project.

The other remaining plant fund transfers are to provide matching funds for two projects the University will pursue in the 2017 legislative session. The university has two projects currently included on the Higher Education Coordinating Commission's tentative list of capital projects for Oregon's public universities. First, the university is seeking approval for an \$8.2M renovation of the Oregon Military Academy Building. The university anticipates that this renovation will address academic, student success, and ADA compliance needs. Because the university is requesting XI-G bonds, in part, it is required to provide matching funds. The \$500,000 transfer represents the matching funds for the XI-G portion of the request. The \$500,000 transfer could be returned to the general fund, for example, if the university secures a gift or other revenue that could serve as matching funds.

Finally, the last \$500,000 transfer is also for matching funds for the Information Technology Center renovation. This is also an \$8.2M renovation.

WOU has made plant fund transfers historically with success. For example, the university made a plant fund transfer from the general fund to serve as bridge funding as it awaited the generous gift from Richard Woodcock for the Richard Woodcock Education Center.

COMMITTEE RECOMMENDATION: The Finance & Administration Committee recommends that the Board approve the three transfers of \$500,000 each—for a total of \$1.5M—from the general fund to three separate plant funds as identified for the three capital projects specified in these docket materials.

FAC, Declaration of Official Intent Reimbursement Resolution

The Finance & Administration Committee recommends that the Board approve the attached reimbursement resolution and delegate to the Vice President for Finance & Administration or the Director of Business Services the authority to “declare official intent on behalf of the Board for purposes of the [referenced IRS] regulations.”

The attached resolution, referencing IRS requirements, is required by the State and declares the Board’s “official intent” to have authorized expenditures for capital projects reimbursed with bond proceeds, as expenditures made before the date of the resolution, under IRS regulations, may not reimbursed using bond proceeds.

COMMITTEE RECOMMENDATION: The Finance & Administration Committee recommends that the Board approve the Declaration of Official Intent reimbursement resolution included in these docket materials and delegates authority to enter into such resolutions with the State to the Vice President for Finance & Administration or the WOU Director of Business Services.

DECLARATION OF OFFICIAL INTENT

WHEREAS, the Western Oregon University Board of Trustees (the "Board") authorizes the issuance of bonds (the "Bonds") from time to time to provide funds for or to reimburse the Board for the costs of educational facilities owned or operated by the Board; and

WHEREAS, the Internal Revenue Service has published regulations (the "Regulations") that prohibit the State of Oregon from issuing federally tax-exempt Bonds to reimburse expenditures previously made by the Board unless the requirements of the Regulations are met; and

WHEREAS, one of the requirements of the Regulations for the issuance of Bonds to reimburse an expenditure previously made is that a declaration of official intent to reimburse the expenditure with the proceeds of the Bonds be made on or before the date on which the expenditure is made; and

WHEREAS, the Regulations authorize the Board to designate a person or persons to declare official intent on behalf of the Board to reimburse expenditures with the proceeds of Bonds; and

WHEREAS, the Board adopted a Resolution on July 27, 2016 authorizing the Vice President for Finance and Administration or the Director of Business Services (the "Representatives") to declare official intent on behalf of the Board for purposes of the Regulations.

NOW THEREFORE, the Vice President for Finance and Administration, pursuant to the Board Resolution, declares as follows:

Section 1. The Board reasonably expects to reimburse the expenditures described herein with the proceeds of debt to be incurred by the Issuer (the "Reimbursement Obligations").

Section 2. The maximum principal amount of Reimbursement Obligations expected to be issued is \$500,000.00.

Section 3. The expenditures with respect to which the Board reasonably expects to be reimbursed from the proceeds of the Reimbursement Obligations, will be incurred to provide funding of capital expenditure costs related to the renovation of Natural Sciences Building on the Western Oregon University campus, Monmouth, Oregon.

Signed this 14 day of June, 2016.

Vice President for Finance and Administration,
Western Oregon University

Eric Yahnke, Vice President

ASAC, Proposal for a New Academic Program, BA/BS in Education Studies

Program Description

Faculty from the Division of Teacher Education propose an undergraduate **Education Studies Major**. The major will focus on the exploration of educational processes and institutions, and the broader social, cultural, political and economic factors that affect them. The program will provide structured opportunities for students to engage in the study of education as an interdisciplinary field while making connections with other liberal arts disciplines. This major is not connected to educator licensure.

The major will consist of courses organized into four strands: 1) content area focus, 2) educational foundations, 3) educational methods, and 4) field experience and reflective practice. Students will develop strong skills in communication, critical thinking, inquiry-based teaching and learning, advocacy, culturally and linguistically responsive practices, and innovative uses of technology. These skills will prepare students for a variety of careers and graduate study opportunities, including:

- teaching in private schools or internationally
- teaching in non-school settings such as outdoor programs, environmental centers, museums, or other educational agencies
- graduate studies in fields such as special education, school counseling, speech pathology, education law, education policy, education research
- post-baccalaureate or graduate teacher licensure programs

Due to its non-licensure nature, this new major will not be bound by the requirements of Oregon's Teacher Standards and Practices Commission (TSPC), which include passing several standardized licensure tests, and completing clinical placements in PK-12 schools under the supervision of school and university personnel. These requirements represent a serious barrier for students who are interested in careers outside of the U.S. public school system.

COMMITTEE RECOMMENDATION: The Academic and Student Affairs Committee was not able to meet on the proposal prior to the full board meeting. In order to avoid delay to moving this proposed degree programs on to Provosts Council – HECC, Committee Chair Dr. John Minahan and Provost Stephen Scheck recommend review and approval by the full board at the Board's July 27, 2016 meeting.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Teacher Education

Degree and Program Title: BA/BS in Education Studies

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.

13.0901

Detail for CIP Code 13.0901 (from <http://nces.ed.gov/>)

Title: Social and Philosophical Foundations of Education.

Definition: A program that focuses on the systematic study of education as a social and cultural institution, and the educational process as an object of humanistic inquiry. Includes instruction in such subjects as the philosophy of education, history of education, educational literature, educational anthropology, sociology of education, economics and politics of education, educational policy studies, and studies of education in relation to specific populations, issues, social phenomena, and types of work.

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Faculty from the Division of Teacher Education propose an undergraduate **Education Studies Major**. The major will focus on the exploration of educational processes and institutions, and the broader social, cultural, political and economic factors that affect them. The program will provide structured opportunities for students to engage in the study of education as an interdisciplinary field while making connections with other liberal arts disciplines. This major is not connected to educator licensure.

The major will consist of courses organized into four strands: 1) content area focus, 2) educational foundations, 3) educational methods, and 4) field experience and reflective practice. Students will develop strong skills in communication, critical thinking, inquiry-based teaching and learning, advocacy, culturally and linguistically responsive practices, and

innovative uses of technology. These skills will prepare students for a variety of careers and graduate study opportunities, including:

- teaching in private schools or internationally
- teaching in non-school settings such as outdoor programs, environmental centers, museums, or other educational agencies
- graduate studies in fields such as special education, school counseling, speech pathology, education law, education policy, education research
- post-baccalaureate or graduate teacher licensure programs

Due to its non-licensure nature, this new major will not be bound by the requirements of Oregon's Teachers Standards and Practices Commission (TSPC), which include passing several standardized licensure tests, and completing clinical placements in PK-12 schools under the supervision of school and university personnel. These requirements represent a serious barrier for students who are interested in careers outside of the U.S. public school system.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Education Studies Major (Non-licensure)

(63-68 credits)

The major includes coursework in four areas:

- Content area focus outside of education (15 credits)
- Educational Foundations (18 credits)
- Educational Methods (24 - 29 credits)
- Field Experience and Reflective Practice (6 credits)

Content Area Focus (15)

Choose a minimum of 15 credits from one academic area outside of Education. Courses must be approved by an Education advisor.

Educational Foundations (18)

- ED 200 Foundations of Education (3) –or – ED 220 Introduction to Early Childhood Education (3)
- ED 230 Children's Literature in Diverse Classrooms (3) – or – ED 240 Young Adult Literature in Diverse Classrooms (3)
- ED 421 Teaching and Learning with Technology (3) –or – ED 466 Technology in inclusive early Childhood Settings (birth-4th grade) (3)
- ED 242 Applied Children's Learning and Development (3) –or – ED 233 Applied Adolescent Learning and Development (3) – or – ED 320 Typical and Atypical Development (birth-4th grade)
- ED 259 Special Education (3)
- ED 373 Introduction to Curriculum and Assessment (3)

Educational Methods

Choose **four** of the subsets below (21-27):

Creative Arts

- ARE 433 Art Education (3)
- MUE 318 Music for the Classroom Teacher (3)

Health and Physical Education

- PE 433 Physical Education in Elementary School (4)
- HE 351 Elementary School Health (4)

Linguistics and Writing

- LING 314 Language Study for Elementary/Middle Teachers (4)
- ED 374 Teaching Writing in Elementary Classrooms (3)

Science

- GS 325 Science Inquiry and Design for K-8 Teachers (3)
- ED 325 Elementary Science Methods (3)

Mathematics

- MTH 396 Elementary Problem Solving (3)
- ED 353 Elementary Mathematics Methods (3)

Social Sciences

- ED 352 Elementary Social Studies Methods (3)
- PS 375 Scope and Methods of Political Science (3)

Or

- SOC 390: Critique of Education / Critical Pedagogy (3)
- HST 301: Introduction to Historical Research (4)

Research

- SOC 327: Research Methods (3)
- GEOG 384: Qualitative Research Methods (4)

Bilingual/ESOL

- ED 481 Introduction to ESOL and Bilingual Education (3)
- ED 483 Cultural, Community and the ESOL/Bilingual Classroom (3)

Field Experience and Reflective Practice (6)

- ED 409 Practicum (3)
- ED 407 Seminar: Reflective Practice Portfolio (3)

Also required are the university's general education requirements for the BA or BS which would bring total required coursework to 154 – 161 credits + free electives = 180 credits for the BA or 152 -159 credits + free electives = 180 credits for the BS. Completing a minor (typically 27 credits) is optional.

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

At this time, it is anticipated that this major will only be offered in a face-to-face format for students on campus at Western Oregon University. On occasion, some classes may be delivered on-line or in hybrid but it is unlikely that this major will be delivered entirely online, for example, in the near future.

- e. Adequacy and quality of faculty delivering the program.

Western Oregon University currently employs 19 full-time, tenured professors in the area of Education as well a number of part-time and well-qualified non-tenure track faculty. All faculty are outstanding educators, leaders within the field, and recognized experts across the state. In addition, a strong network of school-based collaborators assures an adequate supply of both tenured and non-tenure track faculty.

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

The College of Education at Western Oregon University has extensive existing resources in both human and physical capacity. This proposed major and associated faculty is well supported.

- g. Other staff.

This proposed major is be supported by an extensive staff serving a number of existing educator-oriented programs. We do not anticipate needing additional support to add this relatively small major.

- h. Adequacy of facilities, library, and other resources.

Faculty teaching in this program will have access to all facilities, resources, and supports that accompany a comprehensive university with a strong, nationally accredited College of Education.

- i. Anticipated start date.

Fall 2016.

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

WOU’s mission is to “provide effective learning opportunities that prepare students for a fulfilling life in a global society, support an accessible and diverse campus community, and to improve continuously our educational, financial, and environmental sustainability.” The proposed major in Education Studies is tightly aligned to this mission through increasing connections across disciplines associated with teaching, learning, schooling, and society.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Education is increasingly a key policy issue in local, state, and federal conversations. Society needs increasing numbers of individuals well-versed in education issues other than school-based personnel. The proposed Education Studies major seeks to elevate these capacities for graduates.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
 - i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

Again, education policy issues abound and an engaged and effective citizenry relative to education issues is essential for our society. This proposed Education Studies major contributes to this effectiveness.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There are not currently required standards in the area of Education Studies for programs in Oregon. However, this program will be housed in the College of Education at Western Oregon University that has held continuous national accreditation since 1954 from NCATE/CAEP. At the next accreditation review in 2021 the Education Studies major will be reviewed according to rigorous CAPE standards required at that time.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

The proposed program will join a large portfolio of nationally accredited educator programs in the College of Education at Western Oregon University. The program will align to the same high standards of professionalism and continuous improvement.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

NA

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

NA

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate a modest demand for this major across the next five years including only about 10 students per year. We believe these 10 students can occupy un-used seats in currently existing courses with the exception of ED 409 Practicum and ED 407 Seminar. These additional courses are budgeted in our projections.

- b. Expected degrees/certificates produced over the next five years.

Approximately 10 per year over each of the next five years for a five-year total of 50 completers.

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

This program is likely to serve both resident and nonresident, international and domestic students, and full-time and part-time undergraduate students.

- d. Evidence of market demand.

We have received repeated inquiries over the last several years from students seeking a degree pathway related to the field of education but outside of traditional licensure programs. Significant interest from international students also exists.

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Similar programs exist at other public universities in Oregon including at the University of Oregon. We do not believe this proposed program represents a significant competitive force in the marketplace.

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Some graduates may use this major as a springboard into other professions like law and politics. Others, like international students, may return to their home country and work in education careers. We believe strongly that this program prepares both groups well for future success.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Learning outcomes:

- Develop an understanding of educational policies, structures and practices and the institutions and contextual factors that influence them.
 - Develop pedagogical knowledge, expertise in culturally and linguistically responsive practice, and skill in innovative uses of technology.
 - To become a reflective, dynamic, and educational leader.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

As with all academic programs in the College of Education, student learning outcomes are assessed annually and data is aggregated and reported consistently to facilitate continuous improvement. This work is managed by the College of Education Licensure and Clinical Experiences Council.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Scholarly work equivalent to the expectations of tenured, tenure-track, and non-tenure track faculty at Western Oregon University as articulated in the Collective Bargaining Agreement.

6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

It appears that the only other Oregon program in Education Studies is at the University of Oregon.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

This proposed major represents a relatively modest factor in the market in this area. We would welcome opportunities to collaborate with other Oregon institutions should other similar or related programs express such an interest.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Western Oregon University welcomes collaboration.

- d. Potential impacts on other programs.

It is anticipated this this proposed program will not have any impact at all on similar programs at other universities. This is likely to be a very modest program in size.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

No external review is required as this is an undergraduate major only.

Instructions on Budget Outline form

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2016-2017

Program: Education Studies major

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.13 FTE (\$5,640)				.13 FTE (\$5,640)
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE		\$1,968				\$1,968
Nonrecurring						
Personnel Subtotal		.13 FTE (\$7,608)				.13 FTE (\$7,608)
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$54,200	.13 FTE (\$7,608)				.13 FTE (\$7,608)

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						No new resources required over Y1

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						No new resources required over Y2

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						No new resources required over Y3