



**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES  
MEETING NO. 23 - APRIL 18, 2018**

**1:00 PM – 6:00 PM**

**WERNER UNIVERSITY CENTER, COLUMBIA ROOM**

**AGENDA**

[wou.edu/livestream](http://wou.edu/livestream)

- I. CALL-TO-MEETING/ROLL CALL
- II. CHAIR’S WELCOME
- III. CONSENT AGENDA (January 17, 2018 meeting minutes) **Page 3**
- IV. PUBLIC COMMENT
- V. SHARED GOVERNANCE REPORTS
  - (1) Faculty Senate **Page 10**
  - (2) Staff Senate
  - (3) ASWOU
- VI. PRESIDENT’S REPORT **Page 12**
  - (1) Board Resolution
- VII. FINANCE & ADMINISTRATION COMMITTEE (FAC)
  - (1) Committee Chair Report
  - (2) Committee Recommendations for Board Action/Discussion
    - (a) FY2018 February 28, 2018 Management Report **Page 43**
      - a. Quasi Endowment **Page 49**
      - b. 2018-2019 Budget preparation update **Page 50**
      - c. New Paradigm at WOU **Page 51**
    - (b) [2018-2019 Tuition & Fee Book](#) / Tuition Rates **Page 59**
      - a. WOU Tuition Promise **Page 64**
      - b. HB4141: Tuition Advisory Committee update **Page 66**
    - (c) 2019-21 Capital Budget **Page 70**
- VIII. BREAK



- IX. APRIL DISCUSSION THEME: ACADEMICS [Page 84](#)  
College of Education, College of Liberal Arts & Sciences,  
Graduate Programs, Dual Credit: Willamette Promise
- X. SHOWCASE: C.A.R.E. TEAM (Crisis, Assessment, Response, Education) [Page 130](#)
- XI. BREAK
- XII. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)
  - (1) Committee Chair Report
  - (2) Committee Recommendations for Board Action/Discussion
    - (a) Trustee Vacancies
    - (b) Board Chair Recommendation [Page 146](#)
- XIII. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)
  - (1) Committee Chair Report
  - (2) Committee Recommendations for Board Action/Discussion
    - (a) Enrollment Update
    - (b) Proposal for a new degree program: AB, Liberal Studies [Page 147](#)
    - (c) Proposal for a new degree program: Graduate certificates [Page 167](#)
      - a. Interpreting Studies: Educational Interpreting
      - b. Interpreting Studies: Research
      - c. Interpreting Studies: Professional Practice
    - (d) Oregon's Educator Equity Act Report [Page 197](#)
- XIV. FINAL ANNOUNCEMENTS
- XV. ADJOURNMENT

Immediately following the open session of the April 18, 2018 meeting of the Western Oregon University Board of Trustees, the board will meet in executive session. The board will meet pursuant to ORS 192.660(2)(h) (legal rights and duties of a public body with regard to current litigation or litigation likely to be filed). Pursuant to ORS 192.660(6), no final action may, or will, be taken in executive session. To the extent representatives of the institutionalized news media are permitted in the executive session, pursuant to ORS 192.660(4), no deliberations or information shared in the executive session may be disclosed.



**DRAFT MINUTES  
REGULAR MEETING OF THE WOU BOARD OF TRUSTEES  
JANUARY 17, 2018  
1:00-6:00 PM  
WERNER UNIVERSITY CENTER, COLUMBIA ROOM  
MEETING NO. 22**

**I. CALL-TO-MEETING/ROLL CALL**

Chair Jim Baumgartner called the meeting to order at 1:02 PM and asked Secretary Ryan Hagemann to take roll. The following trustees were present:

Arredondo  
Baumgartner  
Evans  
Fuller  
Habermann-Guthrie  
Komp  
Koontz  
Martin  
Mladenovic  
Paraskevas

The following trustees were absent:

Hurtado  
Ingle  
Kulongoski  
Shetterly  
Taylor

**II. CHAIR'S WELCOME**

Baumgartner welcomed the board and audience to the January meeting. He reminded the audience that there was a new emphasis on written reports in order to ensure time for strategic discussion. Baumgartner took time to introduce WOU's newest trustee Gayle Evans. Evans is the senior vice president for human resources for Unitus Community Credit Union.

**III. CONSENT AGENDA (October 25, 2017 meeting minutes)**

Baumgartner called for a motion to approve the consent agenda. The consent agenda consisted of the meeting minutes from the October 25, 2017. Mladenovic moved approval and Koontz seconded the motion. The following trustees voted for the motion:

Arredondo  
Baumgartner  
Evans  
Habermann-Guthrie  
Komp  
Koontz  
Martin  
Mladenovic  
Paraskevas

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

#### IV. PUBLIC COMMENT

There were no individuals signed up to offer public comment to the Board.

#### V. SHARED GOVERNANCE REPORTS

##### (1) Faculty Senate

Baumgartner recognized Dr. Adele Schpiege, Faculty Senate President, for a brief report. Schpiege provided the Board with an update on the general education task force. She explained that a new general education committee will work on preparing descriptions of the new curriculum for the catalog. Schpiege reviewed the work of the BA/BS task force. She also shared information about the executive committee's work on the committee project and the institution's faculty athletic representative. Upon Baumgartner's question, Schpiege described the difference between the general education task force and the general education committee. Baumgartner asked what role the new strategic plan played in the general education reform. Mladenovic asked clarifying questions about the differences between BA and BS degrees within departments. Koontz asked about the BA/BS timeline.

##### (2) Staff Senate

Baumgartner recognized Jesse Poole, Staff Senate President, for a brief report. Poole offered updates on the memorial book for Lamont Jarvis, designated trustee nominees for Staff Senate, the merger of Staff Senate and the Administrative Support Council, letter of support and concern about the use of the allfacstaff listserv, and vacancies on the Staff Senate due to resignations.

##### (3) ASWOU



Baumgartner recognized Lila Gardner, ASWOU Senate President, for a brief report. ASWOU President Jessica Freeman was absent. Gardner noted that the Incidental Fee Committee had started its work. She noted that the ASWOU President and Vice President were preparing the process to finalize nominees for the designated student trustee. Baumgartner asked about the Student Advisory Committee on Tuition and about whether or not there is student engagement on tuition rates.

## VI. PRESIDENT'S REPORT

Baumgartner turned to Dr. Rex Fuller for the president's report. Baumgartner noted that there were comprehensive written materials in the docket. Fuller updated the board and summarized materials on the following topics:

- Introduction of Gayle Evans as a new trustee;
- Work of the Veterans Resource Center and recognition of the Student Veterans of America chapter as Chapter of the Year. Andrew Holbert, Veterans Resource Center Director, introduced several SVA members for recognition, including Janis Sabatula, Nicholas Kane, Chelsea Bitner, Stephanie Mahoney, Colin Haines, Jeremy Bulluss, Laura Pettyjohn, Shane Follett, Logan Doerfler, and Will Kaufman;
- Enrollment data, including a winter-to-winter comparison, undergraduate versus graduate, and resident versus non-resident;
- Strategic planning implementation, including the creation of the University Council;
- NWCCU Updated Year One report;
- 180-Credit to Degree Initiative;
- Willamette Promise accelerated learning program and discussions with Oregon State University and the Higher Education Coordinating Commission;
- Upcoming legislative session and the possible impact of Measure 101;
- Payroll transition to Human Resources;
- WOU-WOUFT Labor-Management Council;
- 2017-2018 Work Plan of the Policy Council;
- Current Service Level projections for the 2019-2021 biennium;
- Capital Funding Allocation;
- University Budget Committee deliberations;

- Update of the Campus Master Plan;
- Updated application and admission data for the 2018 academic year;
- Woodcock \$1M scholarship pledge;
- Jack Morton Memorial Lobby campaign;
- Continued work in elevating the university's profile through Strategic Communications & Marketing.

## VII. FINANCE & ADMINISTRATION COMMITTEE (FAC)

### (1) Committee Chair Report

Baumgartner recognized Cec Koontz, FAC Chair, for a brief committee report. Separate from committee items already on the agenda, Koontz updated the Board on capital allocation, VPFA meetings, OSU-Cascades, and affordability and the interplay of tuition rates.

### (2) Committee Recommendations for Board Action/Discussion

#### (a) FY 2017 Annual Financial Statements

Baumgartner asked Koontz to preview the FY2017 Annual Financial Statements. Koontz explained that the Finance & Administration Committee went through the annual financial statement in length and there were no findings. She explained that there were good reports on WOU's internal control structure. After discussion, Baumgartner asked for a motion to accept the FY2017 Annual Financial Statements. Mladenovic moved acceptance and Komp seconded the motion. The following trustees voted for the motion:

Arredondo  
 Baumgartner  
 Evans  
 Habermann-Guthrie  
 Komp  
 Koontz  
 Martin  
 Mladenovic  
 Paraskevas

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

(b) FY2018 Q2 Report

Baumgartner asked Koontz to introduce the FY2018 Q2 Report. Koontz observed that the FAC considered a preliminary report. Baumgartner asked if there were any variances to report to the full Board and Koontz explained that there were not. After discussion, Baumgartner asked for a motion to accept the FY2018 Q2 Report. Paraskevas moved acceptance and Arredondo seconded the motion. The following trustees voted for the motion:

Arredondo  
Baumgartner  
Evans  
Habermann-Guthrie  
Komp  
Koontz  
Martin  
Mladenovic  
Paraskevas

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

(c) 2019-2021 Current Service Level (CSL) Estimate

Baumgartner asked Koontz to discuss the 2019-2021 Current Service Level (CSL) Estimate as included in the docket materials. Koontz offered some highlights of the 2019-2021 projections and estimate, including the structural deficit and costs that are out of the University's control.

VIII. BREAK

IX. JANUARY DISCUSSION THEME: AFFORDABILITY

Baumgartner recognized Fuller to open the January discussion theme of affordability. Amid the discussion, the Board considered the following concepts and topics:

- Affordability and sustainability elements from the previously approved university goals;
- Linkage and exposition of affordability concepts in the strategic plan;
- Impact of the current fee remissions and scholarship programs;

- Total cost of attendance;
- Comparison costs across Oregon's public universities, Chemeketa Community College, and Portland Community College;
- Net cost of attendance data and comparisons;
- Average institutional aid compared to other institutions; and
- Strategies to improve enrollment and fiscal stability.

President Fuller started the presentation by introducing frameworks and approaches to tuition. He ensured that the Board viewed tuition discussions comprehensively by reflecting on the University's goals and the President's goals. Fuller also highlighted the importance of tuition as a percentage of median family income and the tuition assistance programs offered by the University. Mladenovic asked about the comparison between WOU and Chemeketa Community College. Fuller and the Board discussed the new net cost dashboard, showing WOU as the second most expensive public university. Komp asked about resident students and Paraskevas asked about student fees. Fuller described WOU's discount rate and how it was much lower than the national average of approximately 17%, which contributed to WOU's net cost position. Baumgartner inquired about market sensitivity and explained that WOU needed to develop alternative examples to permit WOU to speak in key markets. Koontz asked for information on how effective key fee remissions were in the past. Baumgartner noted that the drive to a larger tuition step in order to operate the university was difficult to explain to student populations. Habermann-Guthrie offered that the University should try a focus group approach to gather information about the tuition/fee remission balance. Komp recognized the difference between qualitative and quantitative approaches to setting tuition and fee remissions. Mladenovic and Baumgartner both stressed the importance of multidimensional approaches. Director of Admission Rob Findtner explained some changes to WOU admission requirements.

## X. SHOWCASE: WOU FOUNDATION

Baumgartner asked Erin McDonough, Interim Executive Director of University Advancement and the WOU Foundation and Cory Frauendiener, '67, Chair of the WOU Foundation Board, to share some thoughts on the WOU Foundation. McDonough and Frauendiener covered the following information and topics:

- Outline the mission of the WOU Foundation;
- Understanding the difference between WOU University Advancement and the WOU Foundation;
- Structure and membership of the WOU Foundation Board;
- Vision for the Foundation from the Foundation Board Chair;

- Review of the current funding priorities for the WOU Foundation;
- Endowment value;
- Foundation budget;
- Spectrum of activities that WOU donors currently support;
- Intersection of the WOU Foundation activities and cost of attendance; and
- Future direction of the WOU Foundation and FY2018 proposed action steps.

McDonough explained, at the outset of her presentation, that she and Frauendiener would cover basic information about the Foundation, the numbers, and the Foundation's future endeavors. McDonough stated that the Foundation's mission is to strengthen relationships to support the University's mission. She explained that the Foundation had four standing committees and that it was a separate legal entity from the University. Frauendiener stressed the importance of collaboration between the Foundation and the University. She shared the significance of strategic planning, the Foundation's planning efforts, and the work to update and change many of the documents and forms at the core of the Foundation's operations. Both McDonough and Frauendiener described the impact of the Foundation's planning retreat. McDonough walked through the Foundation's assets and historical giving data. Baumgartner asked about who made scholarship decisions and McDonough explained Academic Works. McDonough framed the future conversation about the need to use comparator data and the importance of visibility in growing the Foundation's impact and assets. She reiterated the need for a new campus culture regarding fundraising and focus on staffing needs. Frauendiener concluded the presentation by reaching out to the Board to keep the eye of for new donors and thanking the trustees for their service.

## XI. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

### (1) Committee Chair Report

Baumgartner offered a brief report from the EGTC.

### (2) Committee Recommendations for Board Action/Discussion

#### (a) President's Dashboards

Baumgartner recognized Fuller and Dr. Abdus Shahid, Director of Institutional Research & Effectiveness, to review university dashboards. Dashboards included (1) graduation and retention cohort, (2) degrees awarded, (3) net price, (4) revenue, (5) expenditures, and (6) faculty and staff. Dr. Shahid walked through the dashboards, including all of the drill-down information. Baumgartner and Fuller discussed the impact of quarterly and annual metrics. Mladenovic asked whether or not expenditures was a piece of information that should be included on the dashboard. Baumgartner stressed the need

to tie the dashboards to particular presentations over the course of the year. Komp asked about data consistency with the Higher Education Coordinating Commission. Hagemann described the difference between HECC's statutory duty for data and the University's use of a strategic dashboard.

(b) Board Vacancies

Baumgartner updated the Board on the status of pending and future board vacancies.

XII. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

(1) Committee Chair Report

Baumgartner recognized Kelsee Martin for a brief ASAC report. Chair Lane Shetterly was absent. Martin offered a report on general education reform, BA/BS efforts, and enrollment data.

(2) Committee Recommendations for Board Action/Discussion

(a) Proposal: Minor, Public History

Martin introduced the proposed public history minor and Baumgartner asked Dr. Steven Scheck, Vice President for Academic Affairs & Provost, to answer any questions. After discussion, Baumgartner asked for a motion to approve the minor in public history as included in the written docket materials. Koontz moved approval and Paraskevas seconded the motion. The following trustees voted for the motion:

Arredondo  
Baumgartner  
Evans  
Habermann-Guthrie  
Komp  
Koontz  
Martin  
Mladenovic  
Paraskevas

Fuller is non-voting.

There were no trustees opposed to the motion.

There were no abstentions.

Motion passed.

XIII. FINAL ANNOUNCEMENTS:

Baumgartner made final announcements and directed the Board to the update materials in the red folder. Scheck informed the Board about the transition to an electronic college catalog.

#### XIV. ADJOURNMENT

Baumgartner adjourned the meeting at 5:36 PM with a quorum (Arredondo, Baumgartner, Evans, Fuller, Habermann-Guthrie, Komp, Koontz, Martin, Mladenovic, Paraskevas).

A handwritten signature in black ink, appearing to read "Ryan James Hagemann". The signature is written in a cursive style with a long horizontal line extending to the right.

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RYAN JAMES HAGEMANN  
Secretary, WOU Board of Trustees

# WOU Faculty Senate ([wou.edu/facultysenate](http://wou.edu/facultysenate)) Report April 18, 2018

## Curriculum updates:

1. General Education Reform Process:
  - Faculty Senate approved the new General Education Program  
*(Academic Excellence: 4.5 Redesign the general education program to be consistent with undergraduate learning outcomes and timely degree completion)*
  - Faculty need to decide where current courses fit in the new general education program, modify courses so that they can fit and create new courses that will fit the program learning outcomes and criteria.
  - The General Education Committee will review and approve which courses go in which category of courses.
  
2. General Education Program Director Position: Applications were received and are under review. On April 17<sup>th</sup> the application review committee (Breeann Flesch, Gay Timken, Daniel Tankersley, Leigh Graziano, Ken Carano, Adele Schepige) will forward recommended faculty to the Provost who will make the final selection.
  
3. Senate approved eliminating the required minor for every WOU undergraduate student. Departments will decide which majors or programs will require a minor. Advisors can still recommend minors. *(Student Success: 2. Streamline university requirements and academic pathways to graduation.)*
  
4. Senate approved changing the number of required upper division credits from 62 to 60 credits. *(Student Success: 2. Streamline university requirements and academic pathways to graduation.)*
  
5. New programs or certificates approved by Senate:
  - Applied Baccalaureate in Liberal Studies (Susanne Monahan)
  - Interpreting Studies: Theory (Amanda Smith, DSPP)
  - Educational Interpreting Certificate (Sarah Hewlett, DSPP)
  - Professional Practice Certificate (Vicki Darden, DSPP)
  - Research Certificate (Elisa Maroney, DSPP)

*(Academic Excellence: 4. Academic program initiatives. 4.1 Promote academic array that provides distinctive, high-quality programs.)*
  
6. BA/BS Task Force: Gudrun Hoobler and Carol Harding (Humanities), Erin Baumgartner (Natural Science & Mathematics), Thaddeus Shannon (Computer Science), Marie LeJeune, Education and Leadership
  - Proposal shared at our April 10<sup>th</sup> meeting.
  - We will vote on the proposal at our May 8<sup>th</sup> meeting.



## **WOU Faculty Senate ([wou.edu/facultysenate](http://wou.edu/facultysenate)) Report April 18, 2018**

### **Reimagining the Innovation Center**

The University Council identified reimagining the Innovation Center as a Strategic Plan (Academic Excellence and/or Accountability) action item. A group of ten interested faculty, staff and administrators met in March to begin brainstorming about the design of a WOU Innovation Center. The group spent much time discussing the possibilities of academic innovations and business/outreach/entrepreneurial innovations. The group will meet again in April, will gather more input from across campus, and then plan to write a proposal for the Innovation Center.

Workgroup members:

Darryl Thomas (Creative Arts)  
Ben Cote (Natural Sciences & Mathematics)  
Dave Foster (Behavioral Sciences)  
Paul Disney (Business & Economics)  
Eric Bruce (Health & Exercise Science)  
Mary Bucy (Education & Leadership)  
Kathy Cassity (College of Liberal Arts and Sciences)  
Allen McKiel (Library)  
Weiwei Zhang (Center for Academic Innovation)  
Adele Schepige (FS President)

### **Faculty Service:**

HB2998 requires HECC to convene Oregon community colleges and public universities to determine a core set of courses that can be used to develop a unified statewide transfer agreement (USTA). The USTA group is charged with creating a way to allow students to transfer from community college to university with no lost credits. Disciplines with either the most frequent workforce demand or highest transfer frequency are targeted.

The first four disciplines selected and our representatives on the USTA workgroup:

- Erin Baumgartner, Biology
- Hamid Bahari-Kashani, Business
- Carol Harding, English
- Marie LeJeune, Education



**Board of Trustees, April 18, 2018  
President's Report**

**1. University Council**

The University Council was organized in fall term and continues to meet twice per academic term. The Council was created following a summer retreat for the Cabinet and leaders of governance groups. The vast majority of retreat attendees formed the nucleus of the University Council.

The University Council consists of all members of President's Cabinet, leaders of the governance groups (faculty, staff and students), and additional representatives from throughout the university including representation from Western's two unions. The University Council is responsible for determining the degree to which the university is meeting its mission and is engaged in comprehensive, ongoing, systematic assessment of its work that leads to mission fulfillment and continuous improvement.

At the outset the Council reviewed overarching efforts such as the Board dashboards, campus master plan, general education redesign, and goals that support the strategic plan. Another key focus was general oversight of the accreditation process and Western's responsibilities in developing its fall 2017 report to the NWCCU.

Teams have been formed, and each team has oversight responsibility for one of the strategic initiatives within the strategic plan. The goals are also assigned to a member of Cabinet to ensure that progress is made in a timely fashion. The Council has added the co-chairs of the University Budget Committee and the University Technology Committee. These changes will enable the Council to have representation from these two standing committees. The Council website can be found [here](#).

**2. Enrollment 2017-18**

Enrollment in spring term is basically flat compared to 2017. As of April 9, spring enrollment was -147.8 FTE below spring 2017. Total FTE was 4013.3 compared to 4161.2 last year. Positives include: increased number of domestic non-residents +32 (largely WUE states), and increased diversity, especially among Hispanics. The primary area of concern is declining resident enrollment at both the graduate and undergraduate levels, -89 and -124 respectively.

<b>Term:</b>	<b>Spring 2018 (201703) April 9, 2018</b>	<b>Spring 2017 (201603) April 10, 2017</b>	<b>Difference</b>	<b>Pct. Change</b>
Total Enrollment	4,740	4,891	-151	-3.1%
Total Credit Hours	59,335	61,400	-2,065	-3.4%
Total FTE *	4,013.3	4,161.2	-147.8	-3.6%
<b>Undergraduate Breakout</b>				
Resident	3,158	3,282	-124	-3.8%
Non-Resident, Other State:				
- WICHE/WUE	710	677	33	4.9%
- Non-WICHE/WUE	49	50	-1	-2.0%
Foreign/International	235	213	22	10.3%
Tuition Equity	43	33	10	30.3%
Sub-Total	4,256	4,325	-69	-1.6%
<b>Graduate Breakout</b>				
Resident	392	481	-89	-18.5%
Non-Resident, Other State:				
- WICHE/WUE	2	3	-1	-33.3%
- Non-WICHE/WUE	44	41	3	7.3%
Foreign/International	39	31	8	25.8%
Sub-Total	484	566	-82	-14.5%
<b>All Students</b>				
Hispanic	713	661	52	7.9%
American Indian/Alaskan Native	69	81	-12	-14.8%
Asian	203	197	6	3.0%
Black/African American	162	161	1	0.6%
Pacific Islander	123	130	-7	-5.4%
White	2,945	3,197	-252	-7.9%
Two or More Races	27	6	21	350.0%
Unknown/Did Not Respond	175	182	-7	-3.8%

Enrollment for the academic year is likely to be down about 2.0% on an FTE basis.

Term	Total Headcount			Total SFTE		
	2016-17	2017-18	%Δ	2016-17	2017-18	%Δ
Fall	5382	5285	-1.80%	4589.6	4509.1	-1.75%
Winter	5080	5017	-1.24%	4376.2	4300.1	-1.74%
Spring	4823	4607	-4.48%	4125.5	3995.4	-3.15%
Annual Average	5095.0	4969.7	-2.46%	4363.8	4268.2	-2.19%
Source: Institutional Research 23MAR2018 Annual Average is the sum of fall, winter, and spring divided by 3.						

### 3. Fall 2018 Applications/Admissions

Fall 2018 applications and admissions continue to track ahead of last year and similar to numbers from two years ago. As shown, the number of undergraduate admits is up 14% over the previous year.

Comparison -- 3rd Week of March	3/23/18 2018	3/24/17 2017	Difference	% Change
<b>Undergraduate Students</b>				
<b>Applications</b>				
Resident	2,222	1,940	282	14.54%
Nonresident	1,266	1,251	15	1.20%
International	82	91	-9	-9.89%
<b>Total Undergrad. Applicants</b>	<b>3,570</b>	<b>3,282</b>	<b>288</b>	<b>8.78%</b>
<b>Admitted</b>				
Resident	1,849	1,558	291	18.68%
Nonresident	942	875	67	7.66%
International	49	54	-5	-9.26%
<b>Total Undergrad. Admits</b>	<b>2,840</b>	<b>2,487</b>	<b>353</b>	<b>14.19%</b>
Admit/Applications Ratio	<b>0.80</b>	<b>0.76</b>		

	2018	2017	Difference	% Change
<b>Graduate Applications</b>				
Resident	78	65	13	20.00%
Nonresident	28	20	8	40.00%
International	3	3	0	0.00%
<b>Total Grad Applications</b>	<b>109</b>	<b>88</b>	<b>21</b>	<b>23.86%</b>
<b>Graduate Admits</b>				
Resident	25	24	1	4.17%
Nonresident	6	4	2	50.00%
International	0	0	0	#DIV/0!
<b>Total Grad Admits</b>	<b>31</b>	<b>28</b>	<b>3</b>	<b>10.71%</b>
Admit/Applications Ratio	<b>0.28</b>	<b>0.32</b>		

Western continues to engage in enrollment and yield activities. During spring break, Admissions hosted a visitation day with approximately 100 students in attendance. The first week in April was spring break for many schools in Washington, so Admissions saw an increase in individuals participating in campus tours.

Admitted Student Receptions will kick off April 15, with others happening around the state and culminating with a reception on the WOU campus on April 25.

We will also be traveling to Hawaii and California in the month of May to register admitted students in those states for classes in the fall.

Western is also establishing a "WUE tuition rate" for students residing in Texas. Nationally, high school graduation rates are flat or down. There are a few states, including Texas, in which high school graduation rates are up. Western will evaluate this program to see if it merits expansion.

#### 4. Academic Affairs

##### Northwest Commission on Colleges and Universities (NWCCU) update:

**Fall 2017 Ad Hoc Self Evaluation Report:** Our reports from March 2017 and September 2017 were reviewed by the NWCCU and accepted by the NWCCU Commissioners at their January 2018 meeting. Western received a positive review and was excused from filing an updated Year One report in March 2018.

Here's an excerpt from the winter all-campus newsletter:

... NWCCU has removed the Notice of Concern and placed WOU on a normal review schedule.

This means the March 2018 report requirement has been waived, and our next report will be due in spring 2019 as part of the normal seven-year review process. In addition, all seven recommendations are in compliance, and continued progress is expected on recommendations related to assessment and mission fulfillment. These two areas are examples of the need for continuous improvement that lies at the core of the accreditation process.

This outcome reflects well on WOU's ability to rise to challenges and is an outward demonstration of significant change and improvement in our work. This achievement would not have been possible without your support of the new mission and strategic plan, which form the basis for all we do.

**Preparation for Mid-cycle report due March 2019:** Under the leadership of Dr. Sue Monahan, Associate Provost for Academic Effectiveness, we are steadily building data and developing practices that will be included in our mid-cycle report. Included in this report will be expanded updates on Recommendations 4, 6, and 7 of our Spring 2016 Year Seven Evaluation Report:

Recommendation 4: The evaluation committee recommends that the institution establish 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.

Recommendation 6: The evaluation committee recommends that the institution design and implement 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.

Recommendation 7: The evaluation committee recommends that the institution engage in comprehensive, ongoing, systematic assessment that leads to mission fulfillment through the evaluation of core themes (Student Success and Academic Excellence) and support of continuous improvement.

**General Education Redesign:** The Faculty Senate adopted the new general education framework at its March 13, 2018 meeting. The proposal can be found [here](#).

Next steps in the process are:

- The General Education Committee (GEC) will create simple electronic forms needed for putting courses in the categories.
- Develop a timeline for the application process next academic year
- All next academic year, the GEC, with the General Education Director, will review applications for each category
- The new general education program will start in the Fall of 2019
- First Year Seminars will be solicited annually
- The General Education Director will collect data and assess, making appropriate changes as needed

**New programs receiving approval from NWCCU:** NWCCU notified Western on April 2, 2018 that the new undergraduate degree programs in Sustainability and in Art and Design have been approved. Western can now actively market these programs to current and prospective students

## 5. Vice President and General Counsel

**Human Resources Reorganization:** After the Board of Trustees accepted an internal audit report on the WOU's payroll operations last spring, the University devised a plan to respond to the audits' recommendations and eventually decided to consolidate Human Resources and Payroll into an integrated unit, much like most of Oregon's public universities. If you are interested, the payroll operations audit report is in the [July 26, 2017 Board docket](#).

With the multiple vacancies that resulted from the consolidation, the University had the opportunity to think critically and strategically about the unit and how it might serve a twenty-first century university with its own governing board. The majority of position descriptions were revised significantly in order to ensure that there were proper resources for the work and challenges for which Human Resources is responsible. Separate from the ongoing deliberations from the University Budget Committee for the FY2019 budget, this reorganization was accomplished with no additional funds.

**HECC Capital Allocation Rubric:** Going into the 2019 Legislative Assembly, the HECC is preparing to discharge its responsibility to send a consolidated budget request—both operating and capital—to the Governor for her consideration. The HECC is required to send this consolidated budget request to the Governor by September 1, 2018 and the Governor is required to submit the Governor's Recommended Budget on December 1, 2018.

Much attention continues to be focused on the treatment of OSU-Cascades, for both operating and capital requests. In December 2017, the HECC introduced the topic of a revised capital allocation rubric that would guide its construction of the capital requests that would be included in the consolidated budget request to the full Commission. On March 15, 2018, the HECC resurrected its Funding and Achievement Subcommittee to consider the rubric and whether or not OSU-Cascades, as a branch campus, would be permitted to request capital projects separate from Oregon State University. The TRU presidents opposed this modification to the rubric and informed the HECC chair by letter. That letter is included in the [HECC meeting materials](#).

When it was apparent that there were multiple and varying views on the changes to the capital allocation rubric, the HECC's Funding and Achievement Subcommittee listened to the public testimony and deliberated about the rubric. A second Funding and Achievement Subcommittee telephonic meeting was called on March 27, 2018 to consider action on the rubric for the 2019-2021 budget submission. The public docket

materials for that meeting and the proposed rubric changes can be viewed [here](#). The TRU campuses decided to send another [letter regarding the proposal](#).

From the floor of the meeting, in addition to the written docket materials, the HECC Funding and Achievement Subcommittee decided to permit OSU-Cascades to submit capital requests separate from Oregon State University. It is unclear whether or not the full HECC will weigh in on the decision. In the docket materials for the March 27, 2018 Funding and Achievement Subcommittee, Oregon State University provided materials outlining its capital plan for the Bend campus, including requests for nearly \$166M in state bonds through the 2029-2031 biennium. These materials may be viewed [here](#). These requests would be separate from any requests for the main campus in Corvallis or the marine site in Newport, Oregon.

**TRU Lobbying:** To assist Oregon's technical and regional universities in Salem, the four campuses (Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University, and Western Oregon University) agreed to jointly hire an outside lobbyist. Drew Hagedorn of Tonkon Torp will help the TRU campuses in the Legislature, HECC, and other Salem stakeholders to advance an agenda on which the four campuses agree.

**2019 Legislative Session Planning:** During the session, including at the University Lobby Day on February 15, 2018, the public universities started to educate legislators about our 2019-21 budget request to increase the Public University Support Fund by \$130 million to keep tuition near 5% at all seven public institutions. Oregon Universities should expect to continue to educate legislators and other stakeholders about the cost-drivers that are out of the universities' control and how state funding impacts tuition. Additionally, Oregon Universities started educating legislators about Sports Lottery Equity Scholarships in our attempt to restore funding to the full 1% of the lottery.

## 6. Finance and Administration

**Positive changes in budget and business office:** under the leadership of Dr. Kenton, the university has implemented a number of positive changes in our practices related to budget and finance.

The following ideas are based on dialog with campus groups, as well as best practices from other institutions, and was reviewed by the President's Cabinet, Deans, Division Chairs, Board of Trustees leaders, and the University Budget Committee (UBC), who share our overarching views and goals. While we plan to move forward expeditiously, the process will be guided by inclusivity, transparency, and openness.

The proposed changes include:

- Simplified travel reimbursement: We eliminate the need for pre-authorization. Additionally, travel can be booked with Azumano or any other booking option using



a procurement card or a personal credit/debit card. This will be accompanied by elimination of travel advances and employees are encouraged to utilize direct deposit to accelerate reimbursement. Direct deposits and checks for travel and other reimbursements and vendor payments will be processed twice weekly, generally on Tuesdays and Thursdays. One exception is that travel advances will be available to support athletic team or other student group travel.

- Simplified procurement: All departments will now be authorized to process all procurements with a total value of less than \$25,000. As per policy, procurements of less than \$5,000 need only one quote, and procurements between \$5,000 and \$25,000 need documentation of three quotes.
- Expanded use of procurement cards: To minimize the need for paperwork, we encourage the use of procurement cards. This allows departments to quickly and efficiently make purchases and is a cost-effective means of paying for multiple procurements with one payment to the procurement card provider.
- Simplified contract approval: Departments will be required to sign the agreement before the contracts officer signs. The signer is certifying that they have the budget to pay for the contract consideration, that they need the good or service to accomplish their mission, and that their department will administer and manage the contract upon execution.
- Improved budget development process: Each winter/spring the Vice President for Finance and Administration (VPFA) and staff will make a projection of revenues and expenditures for the coming fiscal year. This projection will start the process and determine whether we are in an investment mode or reduction mode, thereby dictating the process to be used. The UBC will be involved throughout the process, reviewing projections and any notifications or instructions sent to units. Once the budget is approved by the Board, it will be loaded into Banner. At that point, divisions/departments will be expected to adhere to their total budget for the remainder of the fiscal year. Colleges/Divisions/Departments will be free to move budget from one category to another (including OPE and student pay), as long as the total College/Division/Department budget is not changed.
- Additional details concerning these changes may be found [here](#).

**Capital Funding Allocation:** The Vice Presidents for Finance and Administration continue to meet to develop an allocation methodology that could be used by the Oregon Council of Presidents (OCOP) to develop a collective, ranked capital construction request that addresses deferred maintenance, campus priorities, and enrollment growth on all seven campuses. This capital construction request would be forwarded to the HECC for further consideration and ultimately forwarded by HECC to the Legislature.

While multiple allocation methodologies have been modeled for the OCOP, many questions remain centered on the rate of adding new buildings to the OSU Cascades campus in Bend.

Also, the universities are expected to present information on capital construction to the HECC at its January meeting. The goal of this presentation is to provide the commission with commonly used capital funding definitions and a brief overview of deferred maintenance and recently completed university capital projects.

**University Budget Committee:** The University Budget Committee (UBC) is continuing its review of new initiatives that were presented to the UBC on March 16. The UBC is expected to make its recommendation related to the university budget for FY2018-19 in late April.

**Facilities:** Work is continuing on current projects, including the campus master plan update, renovations to the Natural Science Building (including securing an additional \$3.5M in Article XI-F bonding authority to address the needs in this project in a more comprehensive manner), working on architectural contracts for the ITC Phase 3 project and the renovation of the OMA buildings.

The Student Advising Center project is now complete and came in on-time and under-budget. As noted above, the 2019-21 and beyond biennial capital budget has been developed with input from the university and was reviewed by the President's Cabinet and UBC.

In addition to the projects noted above, Summer 2018 projects include installation of drainage systems for the outfields of both the baseball and softball fields and moving the Childcare Center to a new, safer location at the north end of campus. This move will also allow the Childcare Center to expand service to infants and toddlers, an area of high need for the campus. Preliminary planning work is also underway for an upgrade to Rice Auditorium which will include an expansion area for set construction and an upgrade to the theatre itself. Finally, Facilities is working with interested campus constituencies to develop standards for sustainability, such as eliminating paper towel dispensers in favor of hand blow drying systems, more efficient use of water (such as auto-flush toilets and sensor driven faucets) and lighting systems, etc. These standards will be written into architectural standards for use in all construction and renovation projects.

**University Computing Services:** Migration to the Banner Cloud system was successfully implemented in February. This will allow WOU to wean its dependence on the Shared Service Fifth Site with an annual savings in excess of \$400K. Two new/additional programmers are in the process of being hired to address a backlog of projects, including migration from the Powerfaids Financial Aid system to Banner Financial Aid (a product WOU has owned from many years, yet not had time to implement). This migration will allow the Financial Aid office and systems to more

effectively integrate with the other Banner (Student and Finance) products and will result in savings of \$28K per year from no longer needing a license to use Powerfaids.

The programmers will also work on completing the implementation of a document management/imaging system throughout the campus to better support a decentralized management model, web-time entry for timesheets, develop applications for Smartphones that will allow students/others to access their grades, portals, etc. from their phones, etc. Finally, UCS successfully combatted an attack of Planetary Ransomware malware that required staff to work through the weekend to remove the malware from more than 100 computers that had become infected.

**Campus Public Safety:** This unit continues to work with a very limited staff which makes covering special events and employee absences difficult. As noted above, on May 1, 2018 this unit will take over the management of parking from the Business Office, which could help with some of the staffing issues.

The Director of Campus Public Safety also serves as the Risk Coordinator for the campus and has environmental health and safety reporting to her. Recent testing of water quality on campus indicated a high level of nitrates (just below Federal threshold) and thus required work with the City of Monmouth to introduce added low-nitrate water to the system to dilute it to well below the federal standards. Additionally, we plan to begin active testing for radon in our buildings as WOU lies within an area of moderate levels of radon in the state. All results will be shared with the safety committee and the campus and we will proactively work to mitigate areas, if any, found to have high levels of radon.

Public Safety continues to offer active shooter training through ALICE and in addition will offer a scenario based training where participants can put their skills to use. Public Safety conducts emergency preparedness exercises at least once per term and continues to develop and enhance preparedness measures.

**VPFA Search:** The search committee is chaired by Ryan Hagemann and includes campus-wide representation. Western has contracted with AnotherSource to aid in the development of the candidate pool. On campus interview are expected in May, with an ideal stating date for the candidate of July 2018.

## 7. Student Affairs

**Bike Share Program:** On April 4, WOU rolled out a new bike share program on campus. SPIN Bike Share program will allow students to rent a bicycle to ride on campus or around town for \$.50 for 30 minutes. Students can also purchase an unlimited monthly pass as a part of this program. This will provide our students with another form of transportation to get around campus and Monmouth and Independence.

**Abby's House:** Aislinn Addington, Director of Abby's House, successfully wrote and obtained a \$190,000 State of Oregon Department of Justice, Victims of Crime Act

grant. The grant will fund an additional half-time professional confidential advocate, equipment related to SANE examinations, and provide professional development regarding gender based violence.

**Intramurals:** Western sent its top men's and women's intramural basketball teams to the National Intramural and Recreational Sports Association regional tournament in Spokane, Washington. While neither team made it very far in the tournament, it gave our students an opportunity to experience competition from other universities in the West.

## 8. Alumni & Outreach

**Major Gifts (\$50,000 and above):** *Estate of Alma W. Davis – UPDATE: \$199,000 (increase of \$87,000 since last report)*

- Establishes the Alma W. Davis Education Scholarship Endowment

**Jack Morton Memorial Lobby:** *Multiple donors – UPDATE: \$137,775 (\$150,000 goal)*

- Two final fundraising initiatives are taking place spring 2018
- Celebration planned for September 29, 2018

### WOU Foundation Board

- Trustee Gayle Evans and Susan Fuller joined Development Committee
- Launched the 100 Opportunities campaign
  - Goal: raise 100 - \$1,000 scholarships for WOU students by end of fiscal year
  - Currently at \$52,250—including gift from the Joseph Weston Public Foundation through the Oregon Community Foundation to support eight Willamette Promise students with \$2,500 each to enroll at WOU.
- Year-to-date (3/23/18) donations are \$1,545,864 (increase \$316,142 since last report)

### Annual Giving

- Successful WOU Giving Day on March 6, 2018
  - More than \$40,000 raised against goal of \$34,500
  - A single student raised \$1,000 on the phone on Giving Day
- To date (3/23/18), 809 donors have given \$86,382 in unrestricted funds
- Because of a student's request, we now offer a payroll deduction option for students so they can give to their favorite departments/clubs on campus.

### Foundation & Advancement Operations

- On schedule to complete our donor/alumni database conversion to Raiser's Edge as well as the foundation accounting system conversion to Financial Edge by mid-July. Final conversion testing is scheduled for the week of July 9.

- Raina Smith has been promoted to Gift Processing student manager. Raina has worked for the foundation since the summer between high school and her freshman year. She will graduate this spring.

### **Alumni & Friends**

- Held pre-game activities before three West Region men's basketball games
- Alumni Linked-In group at nearly 1,000 connections
- The monthly e-newsletter, PawPrints, went through a refresh and roll out that is more inclusive for other campus departments and tries to provide information from all around campus
- Launched new type of event, run by volunteers, called Alumni & Friends After Hours. First event held in Salem had a great crowd of more than 40 alumni and friends.

### **Strategic Communications & Marketing**

#### **Projects Completed**

- Website redesign phase one launched – includes updated look (design and content focused on the prospective student), employee profiles, search functionality, photography and automatically populated sample 4-year degree plans.
- Western Edge magazine Spring/Summer edition mailed
- Launched the We are WOU campaign with a spotlight on Academics. Major focus on increasing social media involvement and promoting academic programs to prospective students.
- Re-launched #wolfbites, a weekly initiative produced by Newsflash, our student social media team.
- Marion Barnes gave training regarding communicating with Gen Z to campus-wide audience and the Behavioral Sciences department (on request).

#### **Upcoming/ongoing**

- Graphic design, writing, editing, outreach/promotion for clients from across campus
- Feature stories for WOU Stories; press releases; internal communication

#### **By the numbers**

- Social media growth during Q3: Facebook - 2.76% (230 people); Instagram - 3.96% (106 people); Twitter - 3.4% (128 people)
- More than 163 graphic design pieces completed in Q3 (including business cards, brochures, posters, etc.)
- Fifteen photography requests and seven logo/branding requests fulfilled

## 9. Athletics: NCAA II

### Student Success: Winter Quarter 2018

- **Men's Basketball**

- GNAC Champions
- GNAC Tournament Champions
- Tied school record with 31 wins
- Set GNAC record for conference wins (19) and winning percentage (.950); school record 24 straight wins
- Tanner Omlid – GNAC Player of the Year, West Region player of the Year
- Jim Shaw – GNAC Coach of the Year

- **Women's Basketball**

- Broke into west region rankings after a 4-0 start; 11-15 record; tied for most wins in a season over the past 16 years; two wins shy of qualifying for the GNAC Tournament
- Savannah Heugly named GNAC honorable mention, eight students named to the All-GNAC Academic Team

- **Men's Indoor Track**

- Placed 6<sup>th</sup> at the NCAA DII Indoor National Championships
- Placed 3<sup>rd</sup> at the GNAC Indoor Championships
- Dustin Nading won the National Championship in the mile
- Distance medley relay team **repeated** as National Champions
- David Ribich named GNAC Athlete of the Year (set all-time NCAA D-II marks in the 1,000 and 3,000 and broke the 4-minute mile mark with a 3:58)
- Mike Johnson named GNAC Coach of the Year

- **Women's Indoor Track**

- Placed 32<sup>nd</sup> at NCAA DII Indoor National Championships
- Produced three All-Americans
- Placed 7<sup>th</sup> at the GNAC Championships

### Academic Excellence: Winter Quarter 2017

Baseball Team GPA:	2.94
M-Basketball Team GPA:	2.63
Football Team GPA:	2.50
M-Track Team GPA:	3.00

W-Basketball Team GPA:	3.35
Soccer Team GPA:	3.37
W-Track Team GPA:	3.26
Volleyball Team GPA:	3.25

### Athletic Departments Combined GPA: 3.03

## 10. Outreach Activities

Oregon Council of Presidents: February 21, March 21, and April 13

Recent events:

- NCAA Convention January 18-20
- State of the Cities welcome, February 7
- Half-time interview on WOU at Men's Basketball, KWVT February 22
- César Chávez Leadership Summit welcome, March 2
- Monmouth-Independence Chamber Annual Community Awards, March 2
- WOU Foundation Board, March 4
- Alumni event "Best Little Whorehouse in Texas", March 7
- American Council of Education, Washington, DC, March 10-12
- Higher Education Coordinating Commission, presentation on capital, March 15
- Oregon 2020 Nineteenth Amendment Centenary Kickoff, welcome, March 20
- Higher Education Coordinating Commission, Transfer pathways, April 6
- Higher Education Coordinating Commission, Strategic Planning, April 12
- Mr. and Miss Central High School Pageant, judges, April 14

**Individual Reports from the President's Cabinet  
WOU Board of Trustees Meeting  
April 18, 2018**



**Board of Trustees – April 18, 2018**  
**Provost and Vice President for Academic Affairs Report**

**1. Northwest Commission on Colleges and Universities (NWCCU) update**

**A. Fall 2017 Ad Hock Self Evaluation Report**

Our report was reviewed by the NWCCU and accepted by the NWCCU Commissioners at their January 2018 meeting. We anticipated a positive review, but receipt of notification occurred after the January 17th WOU Board of Trustees meeting. We were excused from filing an updated Year One report this month.

**B. Preparation for Mid-cycle report due March 2019**

Under the leadership of Dr. Sue Monahan, Associate Provost for Academic Effectiveness, we are steadily building our arsenal of data and practices that will be included in our mid-cycle report. Included in this report will be expanded updates on Recommendations 4, 6, and 7 of our Spring 2016 Year Seven Evaluation Report:

Recommendation 4: The evaluation committee recommends that the institution establish 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.

Recommendation 6: The evaluation committee recommends that the institution design and implement 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.

Recommendation 7: The evaluation committee recommends that the institution engage in comprehensive, ongoing, systematic assessment that leads to mission fulfillment through the evaluation of core theme objectives and support of continuous improvement.

Note -- our core themes are: 1) Student Success; 2) Academic Excellence

Our timetable for meeting NWCCU deliverables continues to be on solid footing.

**C. New programs receiving approval from NWCCU**

NWCCU notified us on April 2<sup>nd</sup> that the new undergraduate degree programs in Sustainability and in Art and Design have been approved. We can now actively market these programs to current and prospective students.

## **2. 180-credit to degree initiative**

- a.** The new general education framework underwent Faculty Senate review and members of the General Education Committee met with multiple academic divisions to have further in-depth conversations. The Faculty Senate adopted the new general education framework at its March 13, 2018 meeting. The proposal can be found at the General Education Committee home page: <http://www.wou.edu/facultysenate/committees/general-education/>
- b.** A review process is underway to select the inaugural Director of General Education; a ½-time faculty administrative appointment to oversee the implementation of the new general education curriculum in the 2019-2020 academic year. We have a number of strong candidates who have expressed interest in this position. Faculty Senate Executive Committee is forwarding on a list of recommended candidates from which the provost will select the director.

## **3. Other activities in academic affairs**

WOU continues to be represented on state-wide HECC-supported committees or task forces related to accelerated credit (completed in high school) and transfer credit.

Tad Shannon -- HB 2998 credit transfer initiative task force

Erin Baumgartner, Steve Scheck -- Oversight Committee for High School Based College Credit Partnerships

Dave McDonald, Steve Scheck -- Sustainable Systems for Accelerated Learning Work Group

Steve Scheck – Joint Transfer Articulation Committee

Hamid Bahari-Kashani, Erin Baumgartner, Carol Harding, Marie LeJeune – Unified Statewide Transfer Agreement work groups (Business, Biology, English, Education, respectively)

**Board of Trustees – April 18, 2018**  
**Vice President & General Counsel Report**

**2018 Legislative Session**

With some specific policy bills on the public universities' radar, the main focus of the 2018 session was the nearly \$80M in capital requests by Eastern Oregon University, Oregon State University's Bend campus, University of Oregon, and Southern Oregon University. Below is a summary of the session, bills of note, and the approved capital requests:

**HIGHER EDUCATION COORDINATING COMMISSION (HB 5201)**

The HECC had a \$425,000 General Fund budget hole caused by a lack of firm estimates from the Department of Administrative Services related to Enterprise Technology Services. The legislature filled this hole from two sources: most of the hole was filled by an offset of \$360,000 in savings from Open Education Resources (HB 2729; 2017) which was originally held for the development of a statewide OER repository; and the remaining budget gap was filled by allocating \$65,000 from the general fund.

Additionally, the HECC received a General Fund appropriation of \$250,000 for the Oregon Volunteers Commission for Voluntary Action and Service program. The primary program that is administered by this Commission is AmeriCorps which requires a state match to receive federal grants.

Furthermore, a one-time appropriation of \$250,000 was approved through the HECC for the Portland State University/Oregon Health and Science University Center for Violence Prevention Research, Education, and practice. The work of this Center is to research identifying causal factors and other social determinants of health that are linked to various dangerous outcomes. Funding will be distributed to the hospital operations component of OHSU for the Joint School of Public Health.

**PERS LEGISLATION**

**SB 1566     Employer Incentive Funds**

This measure establishes an Employer Incentive Fund to be used for a one-time match program. The match rate is up to 25% of a PERS employer's contribution. Once matched, state funds would be transferred into a new or existing employer's side account at which time the state would relinquish all financial interest in the match. All PERS entities, including school districts, community colleges, and public universities, are eligible to participate in the matching funds program. Additionally, to become eligible an employer must have an approved Unfunded Actuarial Liability Resolution plan.

## CAPITAL CONSTRUCTION

### SB 5702 Bond Authorization

An additional \$74,650,000 million of general obligation bonds (Article XI-G, Article XI-Q, Article XI-F, and Lottery Revenue) were authorized to finance three new university projects and to increase three university projects for the 2017-19 biennium.

The following projects were requested for use of Article XI-G, Article XI-Q, and Lottery Revenue Bonds (*NOTE: Article XI-G require a university match, Article XI-Q do not require a match*)

Eastern Oregon University: Field House Facility (*originally requested in 2017*)

REQUESTED: \$2M in Article XI-Q Bonds, \$7M in Lottery Revenue Bonds.

APPROVED: \$9M in Lottery Revenue Bonds

Oregon State University: Cascade Expansion (*originally requested in 2017*)

REQUESTED: \$29M in Article XI-Q bonds, \$10M in Article XI-G Bonds

APPROVED: Same as requested

Southern Oregon University: Boiler Replacement (*new emergency request*)

REQUESTED: \$2.8M in Article XI-Q Bonds

APPROVED: Same as requested

University of Oregon: Campus for Accelerating Scientific Impact (*originally requested \$100M in 2017 only received \$50M*)

REQUESTED: \$40M in Article XI-G Bonds

APPROVED: \$20M in Article XI-G Bonds (50% reduction in 2018 request)

The Legislature adopted a Budget Note asking the Higher Education Coordinating Commission to take a stronger role in evaluating University Capital.

“Budget Note: The Higher Education Coordinating Commission is directed to report to the Emergency Board in May 2018 on the statewide criteria developed to evaluate and prioritize Public University capital requests that are proposed in the agency’s request budget. The criteria and evaluation process should provide, at a minimum, comparable information across projects, objective analysis of each request, and prioritization of deferred maintenance activities.”

Western Oregon University received authorization for \$3.5M in Article XI-F bonds for the natural science renovation. These bonds are different than Article XI-G, Article XI-Q, or Lottery bonds as the University is responsible for the debt service.

## LEGISLATION IMPACTING PUBLIC UNIVERSITIES

HB 4014 Tuition Waivers for Former Foster Youth Fix

Removes the requirement that foster children or former foster children complete a certain number of volunteer services hours during the previous academic year to qualify for tuition waivers.

HB 4035 Tuition Assistance for Members of the National Guard

Establishes a tuition assistance program for qualified Oregon National Guard members qualified participants who maintain a GPA of at least 2.0 and are attending an Oregon Community College or Public University. The legislature allocated \$2.5 million to the HECC for tuition assistance payments.

HB 4046 PERS Spiking

Provides that outside compensation received by employee of public university, Oregon Health and Science University, or community college is not included in employee's salary for purposes of PERS unless it is paid to the employee by the public university, OHSU, or community college.

HB 4053 Accelerated College Credit

Directs the Chief Education Office, in collaboration with the HECC to prepare and annual report on accelerated college credit programs. First report is due by December 1, 2018. No appropriation for university work in data gathering despite university request.

HB 4056 Scholarships for Children of Deceased or Disabled Public Safety Officers

Designates 10 percent of forfeiture proceeds for scholarship program for children of fallen or disabled public safety officers.

HB 4141 Tuition Advisory Bodies

Requires each public university to have an advisory body to the university president on resident tuition and mandatory enrollment fees. Specifies that the advisory body must have at least two administrators, two faculty members, two students from the recognized student government, and two students representing historically underserved students of the university. Requires the advisory body to document the impact on underserved students and the mission of the public university. The advisory body will provide a report to the board of Trustees.

SB 1554 Disregards 529 Accounts for purposes of Financial Aid

Disregards any amount in an account established for higher education expenses for the purpose of determining an individual's eligibility to receive assistance or benefits authorized by law. Additionally it requires the Higher Education Coordinating Commission to conduct a study of the effects of excluding savings account balances on state and institutional financial aid programs and submit a report to legislature by December 1, 2018.

SB 1557 Protections for Students called to Duty for less than 30 Days

Requires community colleges, public universities, and Oregon Health and Sciences University to provide certain rights to students order to federal or state active duty for 30 or fewer consecutive days.

SB 1563 Tuition Equity Fix

Removes requirement that students who are not citizens or lawful permanent residents apply for official federal identification documents to be eligible for exemption from paying nonresident tuition at public universities.

OTHER BILLS OF NOTE

HB 4043 Helping community college students apply for benefits

Requires the community colleges to jointly conduct a study to determine best methods for helping community college students learn about and apply for benefits. We expect that future legislative proposals will come out of this study that PSU will support.

HB 4118 Good Neighbor Authority Agreement

The Governor and the Federal Forest Working Group of Oregon Solutions at Portland State University shall jointly develop specific recommendations regarding goals for the Good Neighbor Authority Agreement.

HB 4145 “Boyfriend Loophole”

Expands the prohibition of gun ownership to people convicted of domestic violence against non-married intimate partners. Additionally, it blocks people convicted of the misdemeanor of stalking from owning a gun.

HB 4153 Oregon’s Rural University

Designates Eastern Oregon University as Oregon’s Rural University.

HCR 206 Oregon State University turns 150

Congratulates and honors Oregon State University on its 150<sup>th</sup> Anniversary.

SCR 205 Dr. Joe Robertson

Recognizes and celebrates Dr. Joe Robertson for his career at Oregon Health and Science University and extends well wishes to him upon his retirement.

**HECC Capital Allocation Rubric**

Going into the 2019 Legislative Assembly, the HECC is preparing to discharge its responsibility to send a consolidated budget request—both operating and capital—to the Governor for her consideration. The HECC is required to send this consolidated

budget request to the Governor by September 1, 2018 and the Governor is required to submit the Governor's Recommended Budget on December 1, 2018.

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When it was apparent that there were multiple and varying views on the changes to the capital allocation rubric, the HECC's Funding and Achievement Subcommittee listened to the public testimony and deliberated about the rubric. A second Funding and Achievement Subcommittee telephonic meeting was called on March 27, 2018 to consider action on the rubric for the 2019-2021 budget submission. The public docket materials for that meeting and the proposed rubric changes can be viewed here: [http://www.oregon.gov/highered/about/Documents/Commission/FA/2018/03\\_Mar-27-18/3.1a%202019-2021%20HECC%20staff%20proposed%20rubric.pdf](http://www.oregon.gov/highered/about/Documents/Commission/FA/2018/03_Mar-27-18/3.1a%202019-2021%20HECC%20staff%20proposed%20rubric.pdf). The TRU campuses decided to send another letter regarding the proposal, which may be viewed here: [http://www.oregon.gov/highered/about/Documents/Commission/FA/2018/03\\_Mar-27-18/TRU1845\\_001.pdf](http://www.oregon.gov/highered/about/Documents/Commission/FA/2018/03_Mar-27-18/TRU1845_001.pdf)

From the floor of the meeting, in addition to the written docket materials, the HECC Funding and Achievement Subcommittee decided to permit OSU-Cascades to submit capital requests separate from Oregon State University. It is unclear whether or not the full HECC will weigh in on the decision. In the docket materials for the March 27, 2018 Funding and Achievement Subcommittee, Oregon State University provided materials outlining its capital plan for the Bend campus, including requests for nearly \$166M in state bonds through the 2029-2031 biennium. These materials may be viewed here: [http://www.oregon.gov/highered/about/Documents/Commission/FA/2018/03\\_Mar-27-18/Capital%20Plan%20Summary-OSU-Cascades.pdf](http://www.oregon.gov/highered/about/Documents/Commission/FA/2018/03_Mar-27-18/Capital%20Plan%20Summary-OSU-Cascades.pdf). These requests would be separate from any requests for the main campus in Corvallis or the marine site in Newport, Oregon/

### **TRU Lobbying**

To assist Oregon's technical and regional universities in Salem, the four campuses (Eastern Oregon University, Oregon Institute of Technology, Southern Oregon

University, and Western Oregon University) agreed to jointly hire an outside lobbyist. Drew Hagedorn of Tonkon Torp will help the TRU campuses in the Legislature, HECC, and other Salem stakeholders to advance an agenda on which the four campuses agree.

### **Human Resources Reorganization**

After the Board of Trustees accepted an internal audit report on the WOU's payroll operations last spring, the University devised a plan to respond to the audits' recommendations and eventually decided to consolidate Human Resources and Payroll into an integrated unit, much like most of Oregon's public universities. There is a hyperlink to the payroll operations audit report in the July 2017 Board docket, if you are interested: <http://www.wou.edu/board/files/2015/10/Docket-1-Mtg-No-20-JUL-26-2017-1.pdf>.

With the multiple vacancies that resulted from the consolidation, the University had the opportunity to think critically and strategically about the unit and how it might serve a twenty-first century university with its own governing board. The majority of position descriptions were revised significantly in order to ensure that there was the proper resources for the work and challenges for which Human Resources is responsible. Separate from the ongoing deliberations from the University Budget Committee for the FY2019 budget, this reorganization was accomplished with no additional funds.

**Judy Vanderburg** will serve as the Associate Vice President for Human Resources, overseeing the newly integrated unit. Judy will continue her service as the University's Title IX Coordinator. Judy will continue to report to Ryan Hagemann, Vice President & General Counsel.

**Carson Campbell**, formerly the Director of Labor Relations at the University Shared Services Enterprise (USSE), joined Western Oregon University on April 1 as the Associate Vice President & Deputy General Counsel. Carson's academic background and experience will assist WOU greatly. In addition to his continued service as the chief spokesperson for bargaining, Carson will assume responsibility for many campus-wide duties, such as investigations, public records, and policy revision. His position in the General Counsel's Office will also add much-needed capacity for contract drafting and review, key committee work, strategic initiatives, and process improvement. Carson has his BA from Wake Forest, his MA in Industrial Relations from Cornell University, and his JD from Duke University. Carson will report to Ryan Hagemann, Vice President & General Counsel.

**Heather Mercer**, currently in the office, will transition to the Assistant Director of Human Resources, with the new coordinator positions reporting to her. She will still be



responsible for worker's compensation and benefits, but do so from an integrated perspective with the able assistance of two newly reorganized coordinator positions.

**Michelle Gallagher** joins the WOU community as the new Benefits & Salary Administration Coordinator.

**Savanna Mullan**, previously serving as a Payroll Technician, will transition to the new Payroll Coordinator.

**Mike Brown**, previously serving as the Office Coordinator, will transition to one of the Payroll Technician positions.

**Kathy Bolen** remains in the office as the Recruitment Manager.

As of this report, the office has offered the Office Coordinator job to a candidate and the search for the final Payroll Technician position is nearly closed.

### **2019 Legislative Session Planning**

During the session, including at the University Lobby Day on February 15, 2018, the public universities started to educate legislators about our 2019-21 budget request to increase the Public University Support Fund by \$130 Million to keep tuition near 5% at all seven public institutions. Oregon Universities should expect to continue to educate Legislators and other stakeholders about the cost-drivers that are out of the universities' control and how state funding impacts tuition.

Additionally, Oregon Universities started educating legislators about Sports Lottery Equity Scholarships in our attempt to restore funding to the full 1% of the lottery.

### **PURMIT**

The PURMIT met on February 14, 2018 to continue work toward insurance policy renewals and other risk management business. PURMIT is the Public University Risk Management and Insurance Trust. Materials may be viewed at: [www.purmit.org](http://www.purmit.org).

### **Policy Council**

The Policy Council continues to meet quarterly to discharge its obligation to shepherd policy revisions to the President for his consideration. After the year of quarterly meetings, the Vice President & General Counsel is considering substantial structural changes to the process to enhance efficiency and the number of policies and procedures that complete the process.

**Board of Trustees – April 18, 2018**  
**Interim Vice President for Finance and Administration**

Generally, we have been acclimating to a new Interim VP. Change is happening throughout the unit and includes the following:

1. **Business Office:** We have recently implemented a series of changes that move from a preventive control environment to a more detective control environment. As we change the control paradigm and delegate or decentralize much of this work to departments throughout the university, this unit will focus more on training (travel, P-card, procurement and budget management, among other areas). We are also in the process of transferring Parking management to Campus Public Safety (effective May 1, 2018), Bookstore operations/management to Student Affairs (effective April 2, 2018) and larger, more complex contracts to the Legal Department (effective April 2018). Thus far, these transitions are proceeding smoothly.
2. **Budget Office:** We have hired Camarie Campfield as the new University Budget Manager. Camarie holds a bachelor's degree from WOU in Business and Math and has a CPA license. She has worked as a CPA doing public entity audits and in the Business Offices of both University of Portland and WOU. We have rolled out a new budget development/management process to be used starting with 2018-19. Working with the Interim VP and units throughout the university, we have begun building the 2018-19 budgets. One of the first steps in this process has been to validate the position rosters (positions, salary levels and FTE) for all employees, inflating student pay to keep pace with changes in Oregon's minimum wage laws and making other adjustments as needed to provide departments with a solid base budget to operate from in 2018-19. We have also been working with the UBC to educate stakeholders on the status of the budget, to review proposed tuition rates for 2018-19 and to establish a capital budget request for the next biennium and beyond among other items.
3. **Facilities:** Work is continuing on current projects, including the campus master plan update, renovations to the Natural Science Building (including securing an additional \$3.5M in Article XI-F bonding authority to address the needs in this project in a more comprehensive manner), working on architectural contracts for the ITC Phase 3 project and the renovation of the OMA buildings. The Student Advising Center project is now complete and came in on-time and under-budget. As noted above, the 2019-21 and beyond biennial capital budget has been developed with input from the university and was reviewed by the President's Cabinet and UBC. In addition to the projects noted above, Summer 2018 projects include installation of drainage systems for the outfields of both the baseball and softball fields and moving the Childcare Center to a new, safer location at the north end of campus. This move will also allow the Childcare center to expand service to infants and toddlers, an area of high need for the

campus. Preliminary planning work is also underway for an upgrade to Rice Auditorium which will include an expansion area for set construction and an upgrade to the theatre itself. Finally, the Facilities unit is working with interested campus constituencies to develop standards for sustainability, such as eliminating paper towel dispensers in favor of hand blow drying systems, more efficient use of water (such as autoflush toilets and sensor driven faucets) and lighting systems, etc. These standards will be written into architectural standards for use in all construction and renovation projects.

4. University Computing Services: The migration to the Banner Cloud system was successfully implemented in February. This will allow WOU to wean its dependence on the Shared Service Fifth Site with an annual savings in excess of \$400K. Two new/additional programmers are in the process of being hired to address a backlog of projects, including migration from the Powerfaids Financial Aid system to Banner Financial Aid (a product WOU has owned from many years, yet not had time to implement). This migration will allow the Financial Aid office and systems to more effectively integrate with the other Banner (Student and Finance) products and will result in savings of \$28K per year from no longer needing a license to use Powerfaids. The programmers will also work on completing the implementation of a document management/imaging system throughout the campus to better support a decentralized management model, web-time entry for timesheets, develop applications for Smartphones that will allow students/others to access their grades, portals, etc. from their phones, etc. Finally, UCS successfully combatted an attack of Planetary Ransomware malware that required staff to work through the weekend to remove the malware from more than 100 computers that had become infected.
5. Campus Public Safety: This unit continues to work with a very limited staff which makes covering special events and employee absences difficult. As noted above, on May 1, 2018 this unit will take over the management of Parking from the Business Office, which could help with some of the staffing issues. The Director of Campus Public Safety also serves as the Risk Coordinator for the campus and has environmental health and safety reporting to her. Recent testing of water quality on campus indicated a high level of nitrates (just below Federal threshold) and thus required work with the City to introduce added low-nitrate water to the system to dilute it to well below the federal standards. Additionally, we plan to begin active testing for radon in our buildings as WOU lies within an area of moderate levels of radon in the state. All results will be shared with the safety committee and the campus and we will proactively work to mitigate areas, if any, found to have high levels of radon. Public Safety continues to offer active shooter training through ALICE and in addition will offer a scenario based training where participants can put their skills to use. Public Safety conducts emergency preparedness exercises at least once per term and continues to develop and enhance preparedness measures.

## **Board of Trustees, April 18, 2018**

### **Vice President for Student Affairs Report**

#### **Admissions and Enrollment**

Fall, 2018 applications and admissions continue to track ahead of last year and similar to numbers from two years ago. Transfer applications and admissions continue to be similar to last year which was up significantly from previous years.

We continue to engage in enrollment and yield activities. During spring break, Admissions hosted a visitation day with approximately 100 students in attendance. The first week in April was spring break for many Washington State schools, so Admissions saw an increase in individuals participating in campus tours.

Admitted Student Receptions will kick off on April 15, with others happening around the state and culminating with a reception on the WOU campus on April 25.

We will also be traveling to Hawaii and California in the month of May to register admitted students in those states for classes in the fall.

We are also establishing a tuition rate for students residing in the State of Texas. Nationally, high school graduation rates are flat or down. There are a few states in which high school graduation rates are up. Texas is one of these states and one in which we believe we can attract additional students and add diversity to our campus. In order to make WOU more attractive, we are setting a tuition rate for these students comparable to the Western Undergraduate Exchange Program. We will evaluate this program to see if it merits expansion.

#### **Financial Aid**

We have just finished reviewing scholarship applications and will start awarding scholarships for students in the 2018-2019 academic year. We are also looking at our remissions programs and how we can streamline the various programs and provide more remission dollars to students in an expedient manner.

#### **Bike Share Program**

On April 4, we rolled out a new bike share program on campus. SPIN Bike Share program will allow students to rent a bicycle to ride on campus or around town for \$.50 for 30 minutes. Students can also purchase an unlimited monthly pass as a part of this program. This will provide our students with another form of transportation to get around campus and Monmouth and Independence.

#### **Abby's House**

Aislinn Addington, Director of Abby's House, successfully wrote and obtained a \$190,000 State of Oregon Department of Justice, Victims of Crime Act grant. The grant will fund an additional half-time professional confidential advocate, equipment related to SANE examinations, and provide professional development regarding gender based violence.

#### **Intramurals**

We sent our top men's and women's intramural basketball teams to the National Intramural and Recreational Sports Association regional tournament in Spokane, Washington. While neither team made it very far in the tournament, it gave our students an opportunity to experience competition from other universities in the West.

## **Board of Trustees, April 18, 2018**

### **Executive Director University Advancement/WOU Foundation**

#### **Major Gifts (\$50,000 and above)**

*Estate of Alma W. Davis – UPDATE: \$199,000 (increase of \$87,000 since last report)*

- Establishes the Alma W. Davis Education Scholarship Endowment

#### **Jack Morton Memorial Lobby**

*Multiple donors – UPDATE: \$137,775 (\$150,000 goal)*

- Two final fundraising initiatives are taking place spring 2018
- Celebration planned for Sept. 29, 2018

#### **WOU Foundation Board**

- Gayle Evans and Susan Fuller joined Development Committee
- Launched the 100 Opportunities campaign
  - Goal to raise 100 - \$1,000 scholarships for WOU students by end of fiscal year
  - Currently at \$52,250
- Year-to-date (3/23/18) donations are \$1,545,864 (increase \$316,142 since last report)
- Since January, the foundation offers event rentals of Historic Gentle House for campus use as a gift-in-kind to the university

#### **Annual Giving**

- Successful WOU Giving Day on March 6, 2018
  - More than \$40,000 raised against goal of \$34,500
  - Two matches and two challenges met
  - A single student raised \$1,000 on the phone on Giving Day
- To date (3/23/18), 809 donors have given \$86,382 in unrestricted funds
- Restricted and unrestricted giving through direct mail was up in both January and February
- Because of a student's request, we now offer a payroll deduction option for students so they can give to their favorite departments/clubs on campus.

#### **Foundation & Advancement Operations**

- We are on schedule to complete our donor/alumni database conversion to Raisers Edge as well as the foundation accounting system conversion to Financial Edge by mid-July. Final conversion testing is scheduled for the week of July 9.
- We promoted student Raina Smith to Gift Processing student manager. Raina has worked for the foundation since the summer between high school and her freshman year. She will graduate this spring.

#### **Alumni & Friends**

- Held pre-game activities before three West Region men's basketball games
- Alumni Linked-In group at nearly 1,000 connections
- The monthly e-newsletter, PawPrints, went through a refresh and roll out that is more inclusive for other campus departments and tries to provide information from all around campus
- Hired a student worker, who is now overseeing several large projects

- Launched new type of event, run by volunteers, called Alumni & Friends After Hours. First event held in Salem had a great crowd of more than 40 alumni and friends.

## **Strategic Communications & Marketing**

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### **Projects Completed**

- Website redesign phase one launched – includes updated look (design and content focused on the prospective student), employee profiles, search functionality, photography and automatically populated sample 4-year degree plans.
- Western Edge magazine Spring/Summer edition mailed
- Launched the We are WOU campaign with a spotlight on Academics. Major focus on increasing social media involvement and promoting academic programs to prospective students.
- Re-launched #wolfbites, a weekly initiative produced by Newsflash, our student social media team.
- Marion Barnes gave training regarding communicating with Gen Z to campus-wide audience and the Behavioral Sciences department (on request).

### **Upcoming/ongoing**

- Graphic design, writing, editing, outreach/promotion for clients from across campus
- Feature stories for WOU Stories; press releases; internal communication

### **By the numbers**

- Social media growth during Q3: Facebook - 2.76% (230 people); Instagram - 3.96% (106 people); Twitter - 3.4% (128 people)
- More than 163 graphic design pieces completed in Q3 (including business cards, brochures, posters, etc.)
- Fifteen photography requests and seven logo/branding requests fulfilled

## **Board of Trustees – April 18, 2018**

### **Executive Athletic Director’s Report**

#### **1. Student Success: Winter Quarter 2018**

- Men’s Basketball GNAC Champions, GNAC Tournament Champions, tied school record with 31 wins, Set GNAC record for conference wins (19) and winning percentage (.950), school record 24 straight wins, Tanner Omlid – GNAC Player of the Year, West Region player of the Year, Jim Shaw – GNAC Coach of the Year
- Women’s Basketball broke into west region rankings after a 4-0 start, 11-15 record, tied for most wins in a season over the past 16 years, two wins shy of qualifying for the GNAC Tournament, Savannah Heugly named GNAC honorable mention, eight students named to the All-GNAC Academic Team
- Men’s Indoor Track placed 6<sup>th</sup> at the NCAA DII Indoor National Championships, placed 3<sup>rd</sup> at the GNAC Indoor Championships, Dustin Nading won the National Championship in the mile, the distance medley relay team repeated as National Champions, David Ribich named GNAC Athlete of the Year set all-time NCAA D-II marks in the 1,000 and 3,000 and broke the 4-minute mile mark with a 3:58, Mike Johnson named GNAC Coach of the Year
- Women’s Indoor Track placed 32<sup>nd</sup> at NCAA DII Indoor National Championships, produced three All-Americans, placed 7<sup>th</sup> at the GNAC Championships

#### **2. Academic Excellence: Winter Quarter 2017**

- Baseball Team GPA: 2.94
- M-Basketball Team GPA: 2.63
- Football Team GPA: 2.50
- M-Track Team GPA: 3.0
- W-Basketball Team GPA: 3.35
- Soccer Team GPA: 3.37
- W-Track Team GPA: 3.26
- Volleyball Team GPA: 3.25
- **Athletic Departments Combined GPA: 3.03**

### **3. Community Engagement: Fall Quarter 2017**

- Hosted NCAA DII Men's Basketball Western Regional
- Alumni Affairs hosted a GNAC Men's Basketball Championship viewing party at Arena Sports Bar in independence
- Alumni Affairs hosted basketball pre-game celebration at the Pub in Monmouth

### **4. Accountability: Fall Quarter 2017**

- Athletic Department audit completed by outside agency; no issues found

### **5. Sustainability and Stewardship: Fall Quarter 2017**

- Meeting with alums and supporters to inform them about the financial needs of athletics, pitching my \$20 a month plan



**Finance & Administration Committee (FAC)  
FY2018 February 28, 2018 Management Report**

The attached quarterly management reports are as of February 28, 2018. Both reports contain the same data, just presented in different formats. The first being consistent with what you have seen in the past, and the second being a new format. We wanted to present both so that the committee could compare and decide which layout they found more helpful as we will adopt that method going forward.

**COMMITTEE RECOMMENDATION:**

The Finance and Administration Committee recommends that the Board accept the February 28, 2018 Management Report. The next management report as of May 31, 2018 is scheduled to be presented to the FAC on July 5, 2018.

**Western Oregon University**  
**Quarterly Management Report**

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

**As of February 28, 2018**  
**For the Fiscal Year Ended June 30, 2018**

	Year-to-Date				Notes	Budget		Projections			Note	
	YTD Actual	YTD as a % of Projected	Prior YTD as % of PY Actual	% Chg Current/ Prior YTD		Prior Yr. Actual	Adopted Budget	Projected 6/30/2018	Variance from Adj. Budget	Chg since Prior Report		% chg Projection to PY Actual
(in thousands except enrollment)												
<b>EDUCATION &amp; GENERAL</b>												
State General Fund	20,555	84%	84%	3%		23,888	24,521	24,506	(15)	(15)	3%	(2)
Tuition & Resource Fees, net of Remissions	28,918	69%	69%	7%		39,328	40,026	41,967	1,942	1,942	7%	
Other	2,448	54%	54%	4%		4,383	3,737	4,575	838	838	4%	
<b>Total Revenues</b>	<b>51,921</b>	<b>73%</b>	<b>73%</b>	<b>5%</b>		<b>67,598</b>	<b>68,284</b>	<b>71,048</b>	<b>2,765</b>	<b>2,765</b>	<b>5%</b>	
Personnel Services	(34,537)	62%	62%	3%		(54,471)	(57,367)	(55,983)	1,384	1,384	3%	
Supplies & Services & Capital Outlay	(3,733)	51%	51%	-7%		(7,838)	(9,131)	(7,304)	1,826	1,826	-7%	
<b>Total Expenditures</b>	<b>(38,271)</b>	<b>60%</b>	<b>60%</b>	<b>2%</b>		<b>(62,308)</b>	<b>(66,497)</b>	<b>(63,287)</b>	<b>3,210</b>	<b>3,210</b>	<b>2%</b>	
<b>Net from Operations</b>	<b>13,650</b>					<b>5,290</b>	<b>1,786</b>	<b>7,761</b>	<b>5,975</b>	<b>5,975</b>		
Transfers In	0	n/a	53%	-100%		2,979	0	0	0	0	-100%	(3)
Transfers Out	(1,617)	50%	51%	-59%		(7,749)	(3,184)	(3,238)	(54)	(54)	-58%	(3)
Fund Additions/(Deductions)	0					(490)	0	0	0	0		
Change in Fund Balance	12,033					29	(1,397)	4,523	5,921	5,921		
<b>Beginning Fund Balance</b>	<b>11,323</b>					<b>11,294</b>	<b>11,323</b>	<b>11,323</b>	<b>0</b>	<b>0</b>		
<b>Ending Fund Balance</b>	<b>23,356</b>					<b>11,323</b>	<b>9,926</b>	<b>15,846</b>	<b>5,921</b>	<b>5,921</b>	<b>40%</b>	
<b>% Operating Revenues</b>						<b>16.8%</b>	<b>14.5%</b>	<b>22.3%</b>			<b>33%</b>	
Student FTE Enrollment	3,904	88%	88%	-2%		4,552	4,432	4,432	0	0	-3%	
<b>AUXILIARY ENTERPRISES</b>												
Enrollment Fees	5,027	68%	68%	2%		7,260	7,043	7,385	342	342	2%	
Sales & Services	9,317	61%	61%	4%		14,520	14,680	15,166	486	486	4%	
Other	1,010	53%	53%	-3%		1,948	1,737	1,890	153	153	-3%	
<b>Total Revenues</b>	<b>15,354</b>	<b>63%</b>	<b>63%</b>	<b>3%</b>		<b>23,728</b>	<b>23,460</b>	<b>24,440</b>	<b>981</b>	<b>981</b>	<b>3%</b>	
Personnel Services	(7,035)	64%	64%	6%		(10,360)	(13,023)	(10,967)	2,056	2,056	6%	
Supplies & Services & Capital Outlay	(7,989)	64%	64%	1%		(12,346)	(13,422)	(12,523)	899	899	1%	
<b>Total Expenditures</b>	<b>(15,023)</b>	<b>64%</b>	<b>64%</b>	<b>3%</b>		<b>(22,706)</b>	<b>(26,445)</b>	<b>(23,489)</b>	<b>2,955</b>	<b>2,955</b>	<b>3%</b>	
<b>Net from Operations</b>	<b>330</b>					<b>1,022</b>	<b>(2,985)</b>	<b>951</b>	<b>3,936</b>	<b>3,936</b>		
Transfers In	1,536	50%	28%	-49%		10,857	9,738	3,055	(6,683)	(6,683)	-72%	(3)
Transfers Out	(86)	17%	28%	-97%		(10,572)	(7,128)	(508)	6,620	6,620	-95%	(3)
Additions/(Deductions) to Net Assets	(1,759)					1,016	(366)	(2,633)	(2,267)	(2,267)		(4)
Change in Net Assets	21					2,323	(740)	865	1,606	1,606		
<b>Beginning Net Assets</b>	<b>12,448</b>					<b>10,125</b>	<b>7,675</b>	<b>12,448</b>	<b>4,773</b>	<b>4,773</b>		
<b>Ending Net Assets</b>	<b>12,469</b>					<b>12,448</b>	<b>6,935</b>	<b>13,313</b>	<b>6,379</b>	<b>6,379</b>	<b>7%</b>	
						<b>52.5%</b>	<b>29.6%</b>	<b>54.5%</b>			<b>4%</b>	

**Western Oregon University**  
**Quarterly Management Report**

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

**As of February 28, 2018**  
**For the Fiscal Year Ended June 30, 2018**

	Year-to-Date				Notes	Budget						
	YTD Actual	YTD as a % of Projected	Prior YTD as % of PY Actual	% Chg Current/Prior YTD		Prior Yr. Actual	Adopted Budget	Projected 6/30/2018	Variance from Adj. Budget	Chg since Prior Report	% chg Projection to PY Actual	Note
(in thousands except enrollment)												
<b>DESIGNATED OPERATIONS, SERVICE DEPARTMENTS, CLEARING FUNDS</b>												
Enrollment Fees	474	319%	319%	4%		142	83	149	66	66	4%	
Sales & Services	260	72%	72%	13%		321	390	362	(28)	(28)	13%	
Other	1,485	76%	76%	-21%		2,467	2,552	1,949	(603)	(603)	-21%	
<b>Total Revenues</b>	<b>2,219</b>	<b>90%</b>	<b>88%</b>	<b>-13%</b>		<b>2,930</b>	<b>3,025</b>	<b>2,460</b>	<b>(565)</b>	<b>(565)</b>	<b>-16%</b>	
Personnel Services	(821)	63%	63%	35%		(966)	(1,441)	(1,304)	138	138	35%	
Supplies & Services & Capital Outlay	(1,022)	75%	75%	5%		(1,296)	(1,763)	(1,356)	407	407	5%	
<b>Total Expenditures</b>	<b>(1,843)</b>	<b>69%</b>	<b>70%</b>	<b>16%</b>		<b>(2,262)</b>	<b>(3,204)</b>	<b>(2,660)</b>	<b>545</b>	<b>545</b>		
<b>Net from Operations</b>	<b>376</b>					<b>668</b>	<b>(179)</b>	<b>(200)</b>	<b>(21)</b>	<b>(21)</b>		
Transfers In	174	100%	7%	873%		264	52	174	122	122	-34%	(3)
Transfers Out	0	n/a	n/a	n/a		0	(3)	0	3	3	0%	(3)
Additions/(Deductions) to Net Assets	(271)					(410)	(320)	(404)	(84)	(84)		(4)
Change in Net Assets	279					523	(451)	(430)	21	21		
<b>Beginning Net Assets</b>	<b>2,893</b>					<b>2,371</b>	<b>2,893</b>	<b>2,893</b>	<b>0</b>	<b>0</b>	<b>22%</b>	
<b>Ending Net Assets</b>	<b>3,172</b>					<b>2,893</b>	<b>2,443</b>	<b>2,463</b>	<b>21</b>	<b>21</b>	<b>-15%</b>	
						<b>98.7%</b>	<b>80.7%</b>	<b>100.1%</b>				
<b>Total fund balance</b>						<b>26,664</b>	<b>19,303</b>	<b>31,623</b>				
<b>Days of expenditures</b>						<b>112</b>	<b>73</b>	<b>129</b>				

**Notes**

- (1) The budget presented for education and general fund is the Board adopted budget; the budget for auxiliary enterprises and designated operations, service departments, and clearing funds is the adjusted budget that correlates to Banner.
- (2) Projected state general fund revenues are set to \$24,506 to correlate with information received from HECC.
- (3) Transfers in and out (actuals and budgeted) are adjusted to agree to the attached transfer schedule. This removes the inflated numbers that result from transferring within funds.
- (4) Additions/deductions to unrestricted net assets (primarily depreciation) were projected using a monthly method (dividing by 8 and multiplying by 12) rather than the realization/burn method used for the other projections.

Western Oregon University  
Quarterly Management Report  
(Unaudited, non-GAAP, for management purposes only)  
(in thousands)

As of February 28, 2018  
For the Fiscal Year Ended June 30, 2018

	Year to Date Activity 2/28/2017	Year-end Actuals 6/30/2017	Realization/ Burn Rate %	Year to Date Activity 2/28/2018	Projected 6/30/2018	Adopted 2018 Budget	Variance Budget To Actual	Note
<b>Education &amp; General</b>								
Student Fees	27,099	39,328	68.91%	28,918	41,967	40,026	1,942	
Government Resources & Allocations	20,031	23,888	83.85%	20,555	24,506	24,521	(15)	(2)
Gift Grants and Contracts	350	652	53.68%	224	417	608	(191)	
Other Revenue	1,995	3,731	53.47%	2,224	4,160	3,129	1,031	
<b>Total Revenues</b>	<b>49,475</b>	<b>67,598</b>	<b>73.19%</b>	<b>51,921</b>	<b>71,049</b>	<b>68,284</b>	<b>2,766</b>	
Personnel	33,605	54,471	61.69%	34,537	55,983	57,367	1,384	
Service & Supplies	3,612	7,383	48.92%	3,640	7,440	8,928	1,488	
Capital Expense	394	454	86.67%	93	108	203	95	
<b>Total Expenses</b>	<b>37,610</b>	<b>62,308</b>	<b>60.36%</b>	<b>38,271</b>	<b>63,531</b>	<b>66,497</b>	<b>2,967</b>	
Interfund Transfers In	(1,586)	(2,979)	53.24%	0	0	0	0	(3)
Interfund Transfers Out	3,938	7,749	50.81%	1,617	3,238	3,184	(54)	(3)
<b>Total Expenses and Transfers</b>	<b>39,962</b>	<b>67,079</b>	<b>59.57%</b>	<b>39,888</b>	<b>66,769</b>	<b>69,681</b>	<b>2,913</b>	
<b>Net Revenues less Expenses</b>	<b>9,512</b>	<b>519</b>		<b>12,033</b>	<b>4,281</b>	<b>(1,397)</b>		
<b>Additions/Deductions to Fund Balance</b>		<b>(490)</b>			<b>0</b>			
<b>Fund Balance at the Beginning of the Year</b>		<b>11,294</b>			<b>11,323</b>			
<b>Fund Balance at the End of the Year</b>		<b>11,323</b>			<b>15,604</b>			
Fund Balance as a Percentage of Revenues		16.75%			21.96%			
<b>Auxiliary Enterprises</b>								
Enrollment Fees	4,942	7,260	68.07%	5,027	7,385	7,043	342	
Sales and Services	8,920	14,520	61.43%	9,317	15,166	14,680	486	
Other Revenue	1,041	1,948	53.43%	1,010	1,890	1,737	153	
<b>Total Revenues</b>	<b>14,903</b>	<b>23,728</b>	<b>62.81%</b>	<b>15,354</b>	<b>24,440</b>	<b>23,460</b>	<b>981</b>	
Personnel	6,645	10,360	64.15%	7,035	10,967	13,023	(2,056)	
Service & Supplies & Capital Expense	7,876	12,346	63.79%	7,989	12,523	13,422	(899)	
<b>Total Expenses</b>	<b>14,521</b>	<b>22,706</b>	<b>63.95%</b>	<b>15,023</b>	<b>23,489</b>	<b>26,445</b>	<b>2,955</b>	
Interfund Transfers In	(2,995)	(10,857)	27.59%	(1,536)	(3,055)	(9,738)	(6,683)	(3)
Interfund Transfers Out	2,966	10,572	28.05%	86	508	7,128	6,620	(3)
<b>Total Expenses and Transfers</b>	<b>14,492</b>	<b>22,421</b>	<b>64.63%</b>	<b>13,573</b>	<b>20,942</b>	<b>23,835</b>	<b>2,892</b>	
<b>Net Revenues less Expenses</b>	<b>411</b>	<b>1,307</b>		<b>1,781</b>	<b>3,498</b>	<b>(375)</b>		
<b>Additions/Deductions to Fund Balance</b>		<b>1,016</b>			<b>(2,633)</b>			(4)
<b>Fund Balance at the Beginning of the Year</b>		<b>10,125</b>			<b>12,448</b>			
<b>Fund Balance at the End of the Year</b>		<b>12,448</b>			<b>13,313</b>			
Fund Balance as a Percentage of Revenues		52.46%			54.47%			

**Western Oregon University**  
**Quarterly Management Report**  
(Unaudited, non-GAAP, for management purposes only)  
(in thousands)

As of February 28, 2018  
For the Fiscal Year Ended June 30, 2018

	Year to Date Activity 2/28/2017	Year-end Actuals 6/30/2017	Realization/ Burn Rate %	Year to Date Activity 2/28/2018	Projected 6/30/2018	Adopted 2018 Budget	Variance Budget To Actual	Note
<b>Designated Operations, Service Departments, Clearing Funds</b>								
Enrollment Fees	454	142	318.90%	474	149	83	66	
Sales and Services	230	321	71.72%	260	362	390	(28)	
Other Revenue	1,880	2,467	76.21%	1,485	1,949	2,552	(603)	
<b>Total Revenues</b>	<b>2,564</b>	<b>2,930</b>	<b>87.52%</b>	<b>2,219</b>	<b>2,460</b>	<b>3,025</b>	<b>(565)</b>	
Personnel	608	966	62.96%	821	1,304	1,441	138	
Service & Supplies & Capital Expense	977	1,296	75.38%	1,022	1,356	1,763	(407)	
<b>Total Expenses</b>	<b>1,585</b>	<b>2,262</b>	<b>70.07%</b>	<b>1,843</b>	<b>2,660</b>	<b>3,204</b>	<b>545</b>	
Interfund Transfers In	(18)	(264)	6.76%	(174)	(174)	(52)	(122)	(3)
Interfund Transfers Out	0	0	100.00%	0	0	3	(3)	(3)
<b>Total Expenses and Transfers</b>	<b>1,567</b>	<b>1,998</b>	<b>78.45%</b>	<b>1,669</b>	<b>2,486</b>	<b>3,156</b>	<b>670</b>	
<b>Net Revenues less Expenses</b>	<b>997</b>	<b>933</b>		<b>550</b>	<b>(26)</b>	<b>(131)</b>		
<b>Additions/Deductions to Fund Balance</b>		<b>(410)</b>			<b>(404)</b>			(4)
<b>Fund Balance at the Beginning of the Year</b>		<b>2,371</b>			<b>2,893</b>			
<b>Fund Balance at the End of the Year</b>		<b>2,893</b>			<b>2,463</b>			
Fund Balance as a Percentage of Revenues		98.73%			100.15%			

**Notes**

- (1) The budget presented for education and general fund is the Board adopted budget; the budget for auxiliary enterprises and designated operations, service departments, and clearing funds is the adjusted budget that correlates to Banner.
- (2) Projected state general fund revenues are set to \$24,506 to correlate with information received from HECC.
- (3) Transfers in and out (actuals and budgeted) are adjusted to agree to the attached transfer schedule. This removes the inflated numbers that result from transferring within funds.
- (4) Additions/deductions to unrestricted net assets (primarily depreciation) were projected using a monthly method (dividing by 8 and multiplying by 12) rather than the realization/burn method used for the other projections.

**Western Oregon University**  
**Transfers Schedule - Projected**  
**As of February 28, 2018**  
**For the Fiscal Year Ended June 30, 2018**  
(Unaudited, non-GAAP, for management purposes only)

	E&G			Auxiliary			Des Ops - Serv Dept.	Grants	Plant fund		Restricted funds	Total
	(a)	(b)	(c)	(a)	(b)	(c)			(d)	(e)		
<u>Transfers In E&amp;G</u>												-
<u>Transfers Out E&amp;G</u>				(a)	(b)	(c)			(d)	(e)	(f)	
				1,451,233	1,432,906	85,752			111,557	102,214	54,330	3,237,992
<u>Transfers In AUX</u>	(a)	(b)	(c)						(g)			
	1,451,233	1,432,906	85,752						85,000			3,054,891
<u>Transfers Out AUX</u>							(h)		(i)			
							86,000		421,652			507,652
<u>Transfers In DO, SD</u>					(h)			(j)				
					86,000			87,863				173,863
<u>Transfers Out DO, SD</u>												-

Type	Description
(a) Actual	Year to date Athletic operations support
(b) Budgeted	Athletic operations support - Staff/Coach salaries and OPE
(c) Budgeted	Transfer out of funds to support Conference Services program staff
(d) Actual	Year to date transfer out of funds to SELP
(e) Budgeted	Transfer out of funds to SELP debt service fund for payment
(f) Actual	To cover negative cash balance and true up cost allowance for SEOG
(g) Actual	Transfer in from reserves to cover lights and linen purchases for residence halls
(h) Actual	Auxiliary funded scholarships
(i) Budgeted	Fund building & equipment replacement reserves for Housing, Dining, Parking, Health & Wellness Center, and the Werner University Center
(j) Actual	Funds transferred from closing grants

## **Finance & Administration Committee (FAC)**

### **Quasi Endowment**

One tool available to a university that has excess fund balance is to have the Board transfer funds to establish a quasi-endowment, otherwise known as funds functioning as an endowment. Through this process, funds would be transferred out of the Education and General (E&G) fund to the quasi-endowment fund. These funds would then be invested with other endowments in a mix of equities and other investments and the investment earnings could be used for need-based, merit-based, diversity, international or other scholarships as the Board directed. In the future, these funds could be moved back to E&G again with the approval of the Board. The only drawback to this approach is that these funds will be invested in equities which can fluctuate substantially in the short-run. Because WOU has a healthy E&G fund balance (projected at 22.5% at 6/30/18) this could be a good way to lower the year-end fund balance and maximize the investment earnings on these reserves while using the investment earnings to help students attend the university.

#### **COMMITTEE RECOMMENDATION:**

Informational only at this time, no action required. If desired, a specific proposal will be brought to the July Board meeting for action.

## **Finance & Administration Committee (FAC) 2018-19 Budget Preparation Update**

We have been working diligently to begin preparation of the 2018-19 operating budget. Since, this will be the mid-biennial year, we already have a good idea of what our State General Fund budget will be, plus or minus any adjustments as a result of the annual settle-up process. This combined with the tuition and fee rates you just considered and a conservative estimate of enrollment growth of +1% for resident UG and WUE enrollment and flat enrollments of non-resident undergraduate and graduate students allow us to project Education and General (E&G) fund revenues of \$71.7M in 2018-19. This contrasts to a budgeted E&G revenues of \$68.3M and projected revenues of \$71.0M in 2017-18. Please note these amounts include fee remissions of \$5.68M for 2018-19 which represents tuition discounts of 12.4%, up from the \$4.94M or 11.4% of gross tuition budgeted in 2017-18. Thus, moving WOU tuition discounts closer to peer averages of ~15% and helping WOU to lower its net cost to students.

For expenses we have increased student pay budgets by 16.2% which mirrors the increases in the State's minimum wages from \$9.25 effective January 1, 2016 to \$10.75 in July 2018. In recognition of the critical services provided we have also increased graduate assistant salaries to a minimum of \$15.00 per hour up from minimum wages paid in the past. We have also increased graduate assistant fee remissions (which are not included in the tuition discounts amounts/percentages above) by the same 3% that we proposed to increase resident graduate tuition. We also have been able to pick up an annual savings in excess of \$400K from our migration away from the Shared Services Fifth Site service to the Banner Cloud as well as other areas that were slightly over budgeted in the past.

We are currently meeting with all divisions and colleges to validate salary rosters (salary amounts, FTE, etc.) and to discuss other budget issues relating to their units. This process apparently has not been done for a number of years, thus the conversations are robust as are the needs being expressed. These conversations have also highlighted the need to better align the current budget structure with the organization structure in the units as many have changed over time.

Simultaneously, the President Cabinet reviewed proposals for budget increases and has forwarded the top priorities to the University Budget Committee (UBC) for review and comment. That process is underway at this time.

In addition, we have tentatively established reserves for: 1) salary increases (as collective bargaining with the WOUFT are on-going), 2) strategic initiatives, and 3) for PERS increases to happen in 2019-20. Finally, we are projecting to spend down fund balance by \$780K for the first installment of the retirement window program in which 30 employees opted to take these incentives and retire early on June 30, 2018. These are one-time payments over the next two years and thus should not be part of the recurring budget.

We are optimistic that we will have the budget ready by the end of May, thus it could be approved at your next meeting and during the July 2018 meeting of the full Board.

### **COMMITTEE RECOMMENDATION:**

Informational only at this time, no action required.



## **Finance & Administration Committee (FAC)**

### **A New Paradigm in Administration at WOU**

One of the things I have found as I've made my rounds at EOU, OIT and now WOU is that many processes were antiquated and based on old control paradigms. For example, most of the controls I found at these institutions have been based on preventive controls whereas with the advent of modern technology and on-line, real time computer systems, we can effectively manage the institution with detective (e.g., after-the-fact) controls. With this, we are also attempting to better align authority, responsibility and accountability and to push decisions out to departments closer to their point of impact. This will empower departments to have better control over their affairs, while streamlining the work for both the departments and the Business/Budget offices. This will allow the Business/Budget Office to turn their focus from processing transactions to more training, instructional auditing and higher level financial analyses, reconciliations with an improved focus on financial strategies that will allow the institution to grow and prosper.

To effect this type of change we have been actively working with the process owners and stakeholders to redefine many of our processes for budgeting, processing travel, procurement and contracting to streamline these activities and make sure they are done once, correctly. This communication has taken the form of active discussions with members of the President Cabinet, University Budget Committee, Deans, Division Heads and other stakeholders throughout the university. After actively listening to, and working with, these groups, the President sent the attached e-mail to the campus announcing the changes.

Since this time we have been busy updating policies for travel and procurement, providing enhanced training on these new processes and policies. This training is taking many forms, from workshops on travel, procurement and accounts payable to workshops on appropriate use of the procurement card and how to manage a budget. This will become part of an on-going effort to keep existing and new employees apprised of these processes and policies going forward. These training sessions occur in both group sessions using standard examples to one-on-one training using examples specific to the department and person being trained.

#### Committee Recommendation:

Informational only at this time, no action required.

March 15, 2018

Dear Colleagues:

I am writing to provide more detail on a number of related principles in support of greater decentralization of campus-wide administrative responsibilities to accomplish the following: (1) greater alignment of authority, responsibility, and accountability and (2) moving the decision-making processes closer to their points of impact. These changes will not only improve the efficiency and effectiveness of units within the university; they will also empower units, divisions and colleges by providing more control over decision-making.

With the advent of independence, Western operates in a competitive and somewhat volatile environment. While other universities in the state and adjacent areas are competing with us for students and state funding, key costs (e.g., PERS and healthcare) continue to remain outside of our control and are projected to increase markedly over the next 5-6 years. Moreover, the HECC funding model requires that we focus on recruiting, retaining, and graduating Oregon students. This allocation model places more emphasis on degrees granted than student credit hours. The new coin of the realm is degrees granted and student success. These changes are fully aligned with our strategic plan, *Forward Together*.

With the dissolution of the Chancellor's office, we are on our own and must act accordingly; however, because we are no longer a state agency, we are not required to comply with many of the state strictures. This freedom enables us to disentangle ourselves from unnecessary administrative details, duplication, and/or contradiction and to reshape our institution to respond to the changing environment in a timely, thoughtful, innovative, and strategic manner.

It's also time to take advantage of our new-found freedom by not only harnessing the capacity of our new Board of Trustees, along with the Foundation Board, but by also recognizing that every single member of the campus community has a stake in our success. We have made strides in developing a more inclusive shared governance structure. As we move forward, we will strive to provide you with fair and equitable compensation, comprehensive benefits, robust training opportunities, and a healthy, functional and transparent work environment.

The following ideas are based on dialog with campus groups, as well as best practices from other institutions, and has been reviewed by the President's Cabinet, Deans, Division Chairs, Board of Trustees leaders, and the University Budget Committee (UBC), who share our overarching views and goals. While we plan to move forward expeditiously, the process will be guided by inclusivity, transparency, and openness.

The proposed changes include:

- Simplified travel reimbursement: we eliminate the need for pre-authorization. Additionally, travel can be booked with Azumano or any other booking option using a procurement card

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or a personal credit/debit card. This will be accompanied by elimination of travel advances and employees are encouraged to utilize direct deposit to accelerate reimbursement. Direct deposits and checks for travel and other reimbursements and vendor payments will be processed twice weekly, generally on Tuesdays and Thursdays. One exception is that travel advances will be available to support athletic team or other student group travel.

- Simplified procurement: All departments will now be authorized to process all procurements with a total value of less than \$25,000. As per policy, procurements of less than \$5,000 need only one quote, and procurements between \$5,000 and \$25,000 need documentation of three quotes.
- Expanded use of procurement cards: To minimize the need for paperwork, we encourage the use of procurement cards. This allows departments to quickly and efficiently make purchases and is a cost-effective means of paying for multiple procurements with one payment to the procurement card provider.
- Simplified contract approval: Departments will be required to sign the agreement before the contracts officer signs. The signer is certifying that they have the budget to pay for the contract consideration, that they need the good or service to accomplish their mission, and that their department will administer and manage the contract upon execution.
- Improved budget development process: Each winter/spring the Vice President for Finance and Administration (VPFA) and staff will make a projection of revenues and expenditures for the coming fiscal year. This projection will start the process and determine whether we are in an investment mode or reduction mode, thereby dictating the process to be used. The UBC will be involved throughout the process, reviewing projections and any notifications or instructions sent to units. Once the budget is approved by the Board, it will be loaded into Banner. At that point, divisions/departments will be expected to adhere to their total budget for the remainder of the fiscal year. Colleges/Divisions/Departments will be free to move budget from one category to another (including OPE and student pay), as long as the total College/Division/Department budget is not changed.
- Other Changes: Registration holds and restrictions on the use of the recreation center will no longer be placed on students for any debts owed in the current term. Registration holds will only be placed if a student owes a past term debt of \$200 or more. This should eliminate many of the registration holds and free our students and staff from this time consuming process.

Additional details concerning these changes may be found [here](#).

As a public entity, we have an obligation to be open and transparent in our operations and with our information. For this reason we have removed the partitioned security in Banner. This

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means that any user will be able to view financial information for any department or for the institution as a whole. Going forward, Western will conduct its affairs in an open, transparent and inclusive manner.

To better enable these changes as well as other changes being contemplated, I will be increasing staffing in University Computing Services to add programming capability. This additional staffing will position us to fully implement document management (digital imaging) for multiple applications, web-time entry, installation of additional modules within Banner, and to develop mobile applications that students can use on their smart phones to add/drop courses, view schedules, grades, debts owed, etc. In addition, this enhanced staffing will help in myriad ways to better improve services to our faculty, staff and students and provide better management information for decision-making purposes. These new staff will be fully funded from savings in recurring charges for Computing Shared Services due to our successful Banner Cloud migration.

Obviously, changes of the type suggested above will require that we bolster training programs to ensure that campus personnel receive instruction on the appropriate ways of making purchases, administering contracts, managing budgets, processing budget changes, etc. This training can be both group sessions using generic examples as well as one-on-one user-specific sessions in departmental offices using your equipment and examples.

It is my hope that these changes can be implemented soon; preferably before the start of a new fiscal year on July 1, 2018. You are encouraged to continue providing input and suggestions on how we can streamline and be more efficient and effective as we move forward. Please let me, Cabinet members or University Budget Committee members know if you have any comments or concerns about the issues and directions we are suggesting above or if you have other ideas for improvement.

Onward!



President



## **Better Aligning Authority, Responsibility, and Accountability and Improved Services**

### Travel, Other Personal Reimbursements, Memberships, Hosting and Other Miscellaneous Items:

- Travel: Effective immediately we have eliminated the need for a preauthorization for travel. Departments are now free to book airfare with Azumano or any other booking option; no involvement of the Business Office is needed in this transaction.

If using Azumano, please be prepared to give them your index code and account code to be charged for the cost of the ticket. If you use vendors other than Azumano, please use your departmental procurement card for these purchases.

Since we are eliminating the travel pre-authorization process, we will no longer be providing travel advances, except for athletic team or other student group travel. In order to expedite the travel reimbursement process, we also plan to rely upon departmental review and approvals and post-audits to effectively manage this process and ensure that your reimbursement requests are processed in a timely manner.

- Memberships: We will no longer require President's staff or Business Office approval for memberships. Generally, memberships in organizations and associations should be "institutional" and not "individual" memberships unless a valid reason exists for an individual membership, such as savings on conference registrations, etc.
- Hosting: We are also eliminating the need for executive staff approval of Hosting Forms. In lieu of executive staff approval, Divisional/College budget authority approval will be all that is required for hosting groups and guests and seeking reimbursement for such.
- Reimbursements: Direct deposits and checks for travel and other reimbursements and vendor payments will be processed twice weekly, generally on Tuesdays and Thursdays. It is strongly recommended that employees have travel and other personal reimbursements electronically deposited to their bank account as paper checks are costly and cumbersome.

### Procurement and Contracts:

- All departments will now be authorized to process all procurements with a total value of less than \$25,000. As per policy, procurements of less than \$5,000 need only one quote, and procurements between \$5,000 and \$25,000 need documentation of three quotes.

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- We are eliminating the need to process purchase orders in Banner with the exception of purchasing fixed assets (value greater than \$5,000, useful life of greater than 3 years), or open PO's that allow you to refer to it several times during the year. Going forward departments should enter direct pay invoices in Banner to process payments to vendors. Regular pay invoices should be entered when referencing a purchase order, such as payments for fixed assets or payments from an open purchase order.
- In order to expedite procurements and minimize the need for paperwork, we encourage the use of procurement cards. This allows departments to quickly and efficiently make purchases and is a cost-effective means of paying for multiple procurements with one payment to the procurement card provider.

To improve accountability and reduce costs, we will be limiting approvals of most transactions to two and no more than three people. The person who completes the request certifies that the good or service was acquired in full compliance with institutional procedures (code of ethics, Uniform Grant Guidance (for those procurements involving federal funds), debt guidelines and other institutional procurement or contract procedures). The person/people who approve(s) the transaction certify(ies) that: 1) they have the budget to cover the cost of the item(s), and 2) the item(s) are needed for mission accomplishment.

- For contracts, departments will be required to sign the agreement before the contracts officer signs. The signer is certifying that they have the budget to pay for the contract consideration, that they need the good or service to accomplish their mission and that their department will administer and manage the contract upon execution (i.e., confirming that services are being performed, inspecting and accepting goods/services, paying the invoice, etc.). The contracts officer will also sign the contract certifying that the document complies with institutional standards and legal requirements.

#### Education and General Fund Budget Process and Authority:

Currently, our budget process is poorly designed, lacks consultation and transparency, and is centrally managed. Therefore, we propose to change it as follows:

The following budget process aligns with the budget process that was developed last year in consultation with our shared governance groups. <http://www.wou.edu/ubc/about/>

#### Proposed E&G Budget Process

1. Each winter/spring the Vice President for Finance and Administration (VPFA) and staff will make a projection of revenues and expenditures for the coming fiscal year. This projection will start the process and determine whether we are in an investment mode or reduction mode, thereby dictating the process to be used.
2. The UBC will be involved throughout the process, reviewing projections and any notifications or instructions sent to units. The UBC will also review the budget before the Board will be asked to approve such.

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3. Each spring the finance/budget officers will meet with the VP/Provost/Dean or Division Chairs/Directors of each major unit to go through the roster of permanent faculty positions (tenured, tenure track, NTT/fixed term, and adjunct funding), and administrative and classified staff positions to verify the roster and indicate the projected cost of such for the year. This conversation will also include a discussion of the proposed inflationary adjustments (if any) to unclassified/classified pay, student wage, OPE, service and supply and capital outlay budget lines.
4. Once the budget is approved by the Board in the (summer/fall), it will be loaded into Banner. At that point, divisions/departments will be expected to adhere to their total budget for the remainder of the fiscal year.
5. Colleges/Divisions/Departments will be free to move budget from one category to another (including OPE and student pay), as long as the total College/Division/Department budget is not changed. However, permanent (faculty, administrative faculty and classified) positions shall only be created with the approval of the VPFA and cognizant Provost/VP.
  - a. Should mid-year budget changes be required departments will be notified at the earliest possible date. Mid-year changes shall be limited to salary adjustments resulting from collective bargaining agreements that are agreed to after the initial budget has been loaded, mid-year additions/reductions due to unexpected enrollment or other revenue fluctuations, etc.
6. Savings from mid-year position vacancies will be retained by the College/Division/Department, however, the unit will be expected to cover any vacation payoffs for departing employees, search expenditures for new employees and moving or other applicable costs to get new employees on-boarded. Savings from sabbatical or other approved leaves shall be retained in the department to be used to provide coverage or other purposes as determined by the appropriate budget manager.
  - a. Vacancies in permanent faculty (tenured, tenure-track and NTT/fixed-term) positions shall accrue to the Provost at the end of year, who will consult with the Deans to determine the appropriate disposition of the position; be it to be refilled in the same department, transferred to another department or re-allocated for other purposes.
7. At year end all budget carry-forwards (both positive and negative) shall be rolled up at the College/Division level. If carry-forwards are positive, Colleges/Divisions may request reinstatement of all or part of the carry-forward in the next fiscal year. Final decisions on these matters will reside with the President and Vice President for Finance and Administration.
8. Budget overdrafts will not be tolerated.
  - a. If a College/Division is trending toward an overdraft situation it should immediately notify the appropriate supervisor and VP Finance and Administration who will advise on corrective action.
9. Assuming resources are projected to be adequate, an operating reserve will be budgeted at the beginning of the year. Calls against the reserve will be tracked by the budget office and will be decided upon by the President in consultation with Cabinet staff. Decisions could include: to fund the request immediately, defer the request, deny the request or carry the request forward

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**Office of the President**

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until resource levels are more certain. Once the request is approved by the President or designee, the requesting entity will be informed of the decision and funds will be removed from the operating reserve and transferred to the requesting organization.

10. Colleges/Divisions will receive a budget report each month from the Budget Office. Said reports shall summarize the budget to actual and encumbered amounts by College/Division, however, detail by department will also be available if needed to address questions or concerns. Quarterly, the budget office will provide a summary of revenues and expenditures to date complete with projections to year-end. These reports are intended to keep the leadership of the Colleges/Divisions in the know about the institution's resources, budget and status.

To be congruent with this new budget process we have also turned off NSF checking in Banner. Thus transactions will no longer be rejected due to lack of budget. We also plan to empower departments with the authority to directly enter balanced budget changes into the system without further approval from the Business or Budget Offices. These budget changes must be balanced within the College/Division, thus any budget increases must be offset by equal budget decreases as needed to balance the transaction.

#### Other Changes:

Registration holds and restrictions on the use of the recreation center will no longer be placed on students for any debts owed in the current term. Registration holds will only be placed if a student owes a past term debt of \$200 or more. This should eliminate many of the registration holds and free our students and staff from this time consuming process.

We are also changing the budgeting of Federal Work Study Program (FWSP) to eliminate the subsidiary spreadsheet budget for such – next year, individual departments will no longer have a separate allocation for FWSP wages, rather all will rely on their student wage budgets to fund this type of expense. The Financial Aid Office will control FWSP expenditures at the student award level which is easily determined in the student's Portal.

#### New Employee Recruitment Process:

Per the above budget process, since we are now leaving vacancy savings in departmental budgets, effective immediately the College/Division/unit will directly assume the costs of recruiting and on-boarding employees. Human Resources will continue to monitor and participate in the recruitment and employment processes at the policy and compliance level. Human Resources will no longer be involved as a clearing house for the costs associated with the recruitment and employment processes, except in the area of advertising and background checks. Advertising and background checks costs will continue to be billed to the departments by Human Resources. All other costs of recruitment and on-boarding will be the direct responsibility of the department.



**Finance & Administration Committee (FAC)**  
**Tuition and Fees**  
**2018-19 Proposed Tuition Rates**

In developing these proposed rates, we worked with a Tuition Advisory Committee (TAC) comprised of interested students and the Chair of the University Budget Committee (UBC) to solicit input into the process. (See [www.wou.edu/tac](http://www.wou.edu/tac) for additional materials, meeting minutes and other resources)

The TAC met on the following dates:

- December 6, 2017 – 11:30 a.m. – 1:30 p.m.
- January 12, 2018 – 11:30 a.m. – 1:30 p.m.
- February 2, 2018 – 11:30 a.m. – 1:30 p.m.
- February 16, 2018 – 11:30 a.m. – 1:30 p.m.
- March 2, 2018 – 11:30 a.m. – 1:30 p.m.

In addition, we sponsored an all-student forum with President Fuller and Interim VP Kenton on March 5, 2018 and briefed the WOU Student Senate on February 8, 2018 and again on March 8, 2018. We also met with the Graduate Council on graduate tuition rates. For context, see attached spreadsheet for how WOU tuition and fee rates compared to other public universities and local community colleges during the current year.

The results of these deliberations were recommendations to increase tuition as shown on the following spreadsheet. These rates contrast to the following 2018-19 resident undergraduate rates that have either been approved, or are in process, at other public universities in Oregon:

EOU – 3.3% - in process

OIT – 4.5% - approved

OSU – likely 3.5% - 4.0% - in process

PSU – likely 4.98% in process

SOU – 4.22% - approved

UO – 2.84% - approved

WOU – 4.25% - with a \$400,000 increase in need-based fee remissions

In addition, the attached 2018-19 Academic Year and 2019 Summer Session Fee Book has been updated with these proposed changes and contains other policy changes to allow all students from Texas to qualify for WUE tuition rates, to update the room and board rates for next year and with updated language on programmatic fee remission programs that have been used at WOU for many years, yet lacked a definition in this document.

**COMMITTEE RECOMMENDATION:**

The Finance and Administration Committee recommends that the Board approve these proposed tuition and fee rate changes and adopt the 2018-19 Academic Year and 2019 Summer Session Fee Book. Please note that in adopting these tuition rates the students wanted the Board to also specifically approve increasing programmatic fee remissions by \$400,000 targeted to low-income, first generation and underserved student populations.

**2017-18 Tuition and Mandatory Fee Comparisons**  
**All Amounts per Academic Term**

<b>Institution</b>	<b>Tuition Only</b>				<b>Mandatory Fees</b>					<b>Total Fees</b>
	<b>Resident UG 15 cr.</b>	<b>Resident Grad 12 cr.</b>	<b>Non-Resident UG 15 cr.</b>	<b>Non-Resident Grad 12 cr.</b>	<b>Building</b>	<b>Health</b>	<b>Incidental</b>	<b>Rec.</b>	<b>Other</b>	
WOU - Non-Promise	\$2,480.00	\$4,788.00	\$7,965.00	\$8,052.00	\$45.00	\$139.00	\$349.00	\$42.00	\$11.00	\$586.00
WOU - Promise	\$2,900.00									
EOU	\$2,309.25	\$4,170.00	\$6,082.50	\$5,256.00	\$45.00	\$150.00	\$255.00	\$0.00	\$28.00	\$478.00
OIT	\$2,640.15	\$4,975.68	\$8,403.60	\$8,352.60	\$45.00	\$150.00	\$345.00	\$0.00	\$0.00	\$540.00
SOU	\$2,475.60	\$5,052.00	\$7,590.00	\$6,324.00	\$45.00	\$137.00	\$343.00	\$95.00	\$0.00	\$620.00
OSU - Corvallis	\$3,025.00	\$4,113.00	\$9,245.00	\$7,587.00	\$45.00	\$153.72	\$375.18	\$0.00	\$0.00	\$573.90
OSU - Cascades	\$2,920.00	\$4,113.00	\$9,245.00	\$7,587.00	\$45.00	\$0.00	\$293.00	\$0.00	\$0.00	\$338.00
PSU	\$2,467.50	\$4,812.00	\$8,250.00	\$7,260.00	\$37.00	\$141.00	\$238.00	\$44.00	\$0.00	\$460.00
UO	\$3,165.00	\$4,842.00	\$10,845.00	\$7,260.00	\$45.00	\$191.00	\$238.50	\$62.50	\$155.00	\$692.00
PCC	\$1,560.00	n/a	\$3,540.00	n/a	\$0.00	\$0.00	\$114.75	\$0.00	\$23.00	\$137.75
Chemeketa CC	\$1,260.00	n/a	\$3,690.00	n/a	\$0.00	\$0.00	\$0.00	\$0.00	\$225.00	\$225.00

**Western Oregon University  
2018-19 Tuition Recommendation**

<u>Description</u>	<u>Current Rate Per Credit</u>	<u>% Increase Proposed</u>	<u>Proposed Rate Per Credit</u>	<u>Full-time Diff. per Year</u>	<u>Full-time Diff. per Year</u>
Resident UG - Basic	\$165.00	4.25% *	\$172.00	\$315.00 45 cr./yr.	
Resident UG - Promise	\$193.00	2.00%	\$197.00	\$180.00 45 cr./yr.	
WUE - Basic	\$247.50	4.25% *	\$258.00	\$472.50 45 cr./yr.	
WUE - Promise	\$289.50	2.00%	\$295.50	\$270.00 45 cr./yr.	
Non-Res. UG	\$531.00	3.00%	\$547.00	\$720.00 45 cr./yr.	
Resident Grad	\$399.00	3.00%	\$411.00	\$432.00 36 cr./yr.	\$324.00 27 cr./yr.
Non-Resident Grad	\$671.00	0.00%	\$671.00	\$0.00 36 cr./yr.	\$0.00 27 cr./yr.
On-line: UG	\$219.00	3.00%	\$226.00	\$315.00 45 cr./yr.	
Grad	\$479.00	3.00%	\$493.00	\$504.00 36 cr./yr.	\$378.00 27 cr./yr.
Other: MA Interpreting Studies	\$519.00	0.00%	\$519.00	\$0.00 36 cr./yr.	\$0.00 27 cr./yr.

Rounded to whole dollars

\* To be accompanied by an increase in need based fee remissions by \$400,000/yr.

Note: Subject to Board of Trustees approval on April 18, 2018

March 23, 2018

To: President Fuller and the WOU Board of Trustees

Subj: Recommendation from the Tuition Advisory Committee

Thank you for the opportunity to make comments regarding tuition rates for 2018-19. As you know, we met and discussed tuition and related issues at the following meetings:

- December 6, 2017 – 11:30 a.m. – 1:30 p.m.
- January 12, 2018 – 11:30 a.m. – 1:30 p.m.
- February 2, 2018 – 11:30 a.m. – 1:30 p.m.
- February 16, 2018 – 11:30 a.m. – 1:30 p.m.
- March 2, 2018 – 11:30 a.m. – 1:30 p.m.

In addition, we sponsored an all-student forum with President Fuller and Interim VP Kenton on March 5, 2018 and Interim VP Kenton briefed the WOU Student Senate on February 8, 2018 and again on March 8, 2018.


We appreciated the information and opportunities to comment. While it is not easy to recommend any tuition increase for our colleagues, given this information and involvement, we are prepared to endorse the attached tuition rate changes with one caveat – that institutional fee remission budgets are increased by \$400,000 to be used to help low-income, first-generation and under-represented students be able to attend WOU. We would like the Board to affirm this commitment when they approve tuition and fee rates for 2018-19.


We also reviewed and discussed the WOU Tuition Promise program, and after much analysis and thought, we recommend that the university consider discontinuing such starting Fall term 2019, while honoring the commitment made to students who entered into that program in prior years. In essence,

while we are recommending its discontinuance, we are also asserting that pre-existing contracts be honored through their expiration.

Again, we appreciate our involvement in this process and we would be happy to address any questions you may have while this is being discussed at the Finance Committee or full Board meeting.

Sincerely,

X   
\_\_\_\_\_  
Jessica Freeman  
ASWOU President

X   
\_\_\_\_\_  
Ailyn Anzel  
Student

X   
\_\_\_\_\_  
Evelyn Guzman  
ASWOU Vice President

X   
\_\_\_\_\_  
Lianqi Chen  
Student

X   
\_\_\_\_\_  
Lila Gardner  
ASWOU Senate President

## **Finance & Administration Committee (FAC)**

### **Tuition and Fees**

#### **WOU Tuition Promise**

The TAC also asked for an analysis of the WOU Tuition Promise Program. This analysis is contained in the following spreadsheet. This document shows that while students who entered the Tuition Promise program in 2011-12 actually saved 2.24% on tuition costs over their four-year stay at WOU compared to students who did not elect the Promise, students who entered in 2012-13, 20123-14 and 2014-15 paid between 5.60% and 8.1% more in tuition over their four-years at WOU.

This analysis prompted a discussion about whether WOU should continue offering the tuition promise program into the future. Given the increased scrutiny of tuition rates by the Legislature via increased use of budget notes restricting tuition increases to less than 5%, closer review by the Higher Education Coordinating Commission (HECC) and University Boards and student unrest at some institutions, we may be entering a time of less volatility in tuition rates. In the TAC first discussion of this topic, most students supported keeping the Tuition Promise, although most members wanted to have much better information about the Promise and non-Promise rates prior to having to make the choice between the two methodologies. However, when it came up at our last meeting, most students favored eliminating the Tuition Promise program, while continuing to honor pre-existing Promise contracts until their expiration for pre-existing students. One of the reasons cited was that all students should be treated the same as Promise students have little interest in on-going tuition setting discussions. Given our student recruitment materials and conversations between our admissions officers and students and/or their families, we do not feel that we can eliminate this program for Fall 2018. Thus, if we choose to eliminate the program the earliest opportunity to do so would be for the Fall 2019 cohort of students.

#### **COMMITTEE RECOMMENDATION:**

The Finance and Administration Committee recommends that the Board approve placing the WOU Tuition Promise program on inactive status effective Fall 2019 for new students while continuing to honor pre-existing contracts for students currently in the program as well as those who may opt into the program this coming Fall 2018. This would allow the institution to experiment with new tuition structures after that time, but bring the program back in the future if desired.

<b><u>Promise Rate Analysis</u></b>	<b><u>2017-18</u></b>	<b><u>2016-17</u></b>	<b><u>2015-16</u></b>	<b><u>2014-15</u></b>	<b><u>2013-14</u></b>	<b><u>2012-13</u></b>	<b><u>2011-12</u></b>
Per Credit Hour	\$193.00	\$181.00	\$172.00	\$168.00	\$164.00	\$157.00	\$143.00
15 Credit Hours	\$2,900.00	\$2,717.00	\$2,582.00	\$2,522.00	\$2,462.00	\$2,357.00	\$2,147.00
Four-year cost @ 15 credits per term	\$34,800.00	\$32,604.00	\$30,984.00	\$30,264.00	\$29,544.00	\$28,284.00	\$25,764.00
<b>Non-Promise</b>							
Per Credit Hour	\$165.00	\$155.00	\$151.00	\$148.00	\$148.00	\$145.00	\$143.00
15 Credit Hours	\$2,480.00	\$2,330.00	\$2,270.00	\$2,225.00	\$2,225.00	\$2,180.00	\$2,150.00
Four Year Non-Promise Cost @ 15 credits	\$27,915.00	\$27,150.00	\$26,700.00	\$26,340.00			
Promise Rate 4 years before	\$30,264.00	\$29,544.00	\$28,284.00	\$25,764.00			
Promise Savings/(Cost)	(\$2,349.00)	(\$2,394.00)	(\$1,584.00)	\$576.00			
Percentage Savings/(Cost) to Promise Rate	-7.76%	-8.10%	-5.60%	2.24%			

## **Finance & Administration Committee (FAC)**

### **Tuition and Fees**

#### **New Statute re. Tuition Advisory Committee**

House Bill 4141 was approved by both houses and signed into law by the Governor following the February 2018 Legislative Session. This bill requires “each public university... to have an advisory body to advise the president of the university on the president’s recommendations to the governing board regarding resident tuition and mandatory enrollment fees for the upcoming academic year.” This bill prescribes membership on this advisory body, requires a written document describing the role of this advisory body and its relationship to the president and governing board, and requires training on: a) the university’s budget for members, b) Legislative mechanisms by which monies are appropriated and allocated to the university, c) historical data about the relationship between tuition and Legislative appropriations, d) a plan for managing costs on an on-going basis, and e) a plan for how tuition could be reduced if the university receives more funding from the state.

#### COMMITTEE RECOMMENDATION:

Informational only at this time, no action required.



**Enrolled**  
**House Bill 4141**

Sponsored by Representative HERNANDEZ, Senator DEMBROW, Representatives ALONSO LEON, BYNUM, HEARD, Senators ROBLAN, THATCHER; Representatives KENY-GUYER, MCLAIN, NOSSE, SALINAS, SOLLMAN (Presession filed.)

CHAPTER .....

AN ACT

Relating to setting the costs of attending public universities; creating new provisions; amending ORS 352.102; and declaring an emergency.

**Be It Enacted by the People of the State of Oregon:**

**SECTION 1.** Section 2 of this 2018 Act is added to and made a part of ORS 352.025 to 352.146.

**SECTION 2.** (1) Each public university listed in ORS 352.002 shall have an advisory body to advise the president of the university on the president’s recommendations to the governing board regarding resident tuition and mandatory enrollment fees for the upcoming academic year.

(2) The public university shall:

(a) Establish a process to ensure that the advisory body required under subsection (1) of this section is composed of no fewer than:

- (A) Two administrators of the university;
- (B) Two faculty members of the university;
- (C) Two students representing the recognized student government of the university; and
- (D) Two students representing historically underserved students of the university, as defined by the public university.

(b) Establish a written document describing the role of the advisory body and the relationship of the advisory body to the public university, president of the university and the governing board.

(3) The public university shall ensure that all members of the advisory body are offered training on:

- (a) The budget of the public university;
- (b) The mechanisms by which moneys are appropriated by the Legislative Assembly to the Higher Education Coordinating Commission for allocation to public universities; and
- (c) Historical data regarding the relationship between the amount of resident tuition and mandatory enrollment fees charged by the public university and the amount of state appropriations that the commission allocates to the public university.

(4) In order to assist the advisory body in making its recommendations, the public university shall provide the advisory body with:

- (a) A plan for how the governing board and the public university’s administration are managing costs on an ongoing basis; and

(b) A plan for how resident tuition and mandatory enrollment fees could be decreased if the public university receives more moneys from the state than anticipated.

(5) Before making a recommendation to the president of the university that resident tuition and mandatory enrollment fees should be increased by more than five percent annually, the advisory body must document its consideration of:

(a) The impact of the resident tuition and mandatory enrollment fees that the advisory body intends to recommend to the president of the public university on:

(A) Students at the public university, with an emphasis on historically underserved students, as defined by the public university; and

(B) The mission of the public university, as described by the mission statement adopted under ORS 352.089; and

(b) Alternative scenarios that involve smaller increases in resident tuition and mandatory enrollment fees than the advisory body intends to recommend to the president of the public university.

(6) The advisory body shall:

(a) Provide meaningful opportunities for members of the recognized student government and other students enrolled at the public university to participate in the process and deliberations of the advisory body; and

(b) At a time established by the public university, provide a written report to the president of the university that sets forth the recommendations, deliberations and observations of the advisory body regarding resident tuition and mandatory enrollment fees for the upcoming academic year. The written report must include any minority report requested by a member of the advisory body and any documents produced or received by the advisory body under subsections (4) and (5) of this section.

(7) Each public university shall ensure that the process of establishing resident tuition and mandatory enrollment fees at the public university is described on the Internet website of the public university. This material must include, but is not limited to:

(a) The written document produced by the public university under subsection (2)(b) of this section; and

(b) All relevant documents, agendas and data that are considered by the advisory body during its deliberations.

(8) As used in this section, “resident tuition and mandatory enrollment fees” means the tuition and mandatory enrollment fees for undergraduate students who are enrolled in a degree program and have established residency in Oregon.

**SECTION 3.** ORS 352.102 is amended to read:

352.102. (1) Except as set forth in this section, the governing board may authorize, establish, eliminate, collect, manage, use in any manner and expend all revenue derived from tuition and mandatory enrollment fees.

(2) The governing board shall establish a process for determining tuition and mandatory enrollment fees. The process must *[provide for participation of enrolled students and the recognized student government of the university.]*:

(a) Include the use of an advisory body in the manner set forth in section 2 of this 2018 Act; and

(b) Ensure that the governing board receives and considers all written reports and minority reports, including all recommendations, deliberations and observations of the advisory body that are provided to the president of the university under section 2 of this 2018 Act.

(3) The governing board shall request that the president of the university transmit to the board the joint recommendation of the president and the recognized student government before the board authorizes, establishes or eliminates any incidental fees for programs under the supervision or control of the board and found by the board to be advantageous to the cultural or physical development of students.

(4) In determining tuition and mandatory enrollment fees for undergraduate students who are enrolled in a degree program and are qualified to pay resident tuition:

(a) The governing board may not increase the total of tuition and mandatory enrollment fees by more than five percent annually unless the board first receives approval from:

- (A) The Higher Education Coordinating Commission; or
- (B) The Legislative Assembly.

(b) The governing board shall attempt to limit annual increases in tuition and mandatory enrollment fees for undergraduate students who are enrolled in a degree program and have established residency in Oregon to a percentage that is not greater than the percentage increase in the Higher Education Price Index, as compiled by the Commonfund Institute.

**(5) If the governing board of a public university requests that the commission approve an increase in the total amount of tuition and mandatory enrollment fees of more than five percent under subsection (4)(a) of this section, the public university shall provide to the commission:**

(a) All written reports and minority reports, including all recommendations, deliberations and observations of the advisory body that are provided to the president of the university under section 2 of this 2018 Act; and

(b) Any other information or materials the commission determines are necessary in order for the commission to determine whether to approve the proposed increase in the total amount of tuition and mandatory enrollment fees.

[5] (6) The governing board may not delegate authority to determine tuition and mandatory enrollment fees for undergraduate students who are enrolled in a degree program and are qualified to pay resident tuition.

**SECTION 4. Section 2 of this 2018 Act and the amendments to ORS 352.102 by section 3 of this 2018 Act first apply to the process used to establish tuition and mandatory enrollment fees for the 2019-2020 academic year.**

**SECTION 5. This 2018 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2018 Act takes effect on its passage.**

Passed by House February 20, 2018

Received by Governor:

Repassed by House March 3, 2018

.....M.,....., 2018

Approved:

.....  
Timothy G. Sekerak, Chief Clerk of House

.....M.,....., 2018

.....  
Tina Kotek, Speaker of House

.....  
Kate Brown, Governor

Passed by Senate March 1, 2018

Filed in Office of Secretary of State:

.....M.,....., 2018

.....  
Peter Courtney, President of Senate

.....  
Dennis Richardson, Secretary of State

## **Finance & Administration Committee (FAC) 2019-21 Capital Budget and Beyond**

The Higher Education Coordinating Commission (HECC) will require that WOU submit a capital budget in April/May 2018 to be considered in the 2019-21 Legislative session. This budget will need to contain any capital projects for which the institution is requesting bond funding. While the request primarily focuses on projects to be funded during the 2019-21 time frame, they also are asking WOU to provide capital projects that would be undertaken from 2019-2025, or three biennia.

Given this, we have prepared the following capital budget for the Finance and Administration Committee's consideration. This request was prepared by our Facilities Department who consulted with the campus on facility needs, etc. This list was then discussed with and approved by the President's Cabinet and the University Budget Committee.

As you know, we are currently updating our Campus Master Plan. Thus, while the timing of this request is somewhat out of synch with that planning process, we are confident that these projects will be consistent with the outcomes of that process.

Michael Smith, Director of Facilities will now present the capital budget and the projects we would like you to consider submitting for the HECC capital budget development process.

### **COMMITTEE RECOMMENDATION:**

The Finance and Administration Committee recommends that the Board approve the 2019-25 capital budget as presented.

**Western Oregon University  
Six Year Capital Plan  
Prepared: February 2018**

	<b>Priority Ranking</b>	<b>State Paid Bonds 1:1 Match Req'd Article XI-G</b>	<b>State Paid Bonds Article XI-Q</b>	<b>Institutionally Paid Bonds Article XI-F</b>	<b>Other Funds Donations or University (Non-GF) Amounts</b>	<b>Total</b>
<b><u>E&amp;G Projects</u></b>						
Old Education Replacement/Student Success	1	\$2,000,000	\$10,000,000	\$0	\$3,000,000	\$15,000,000
New Physical Education - Expansion/Renovation	2	\$3,000,000	\$9,000,000	\$0	\$3,000,000	\$15,000,000
Physical Therapy/Exercise Science	3	\$5,000,000	\$10,000,000	\$2,000,000	\$3,000,000	\$20,000,000
Academic Programs and Support Center	4	\$0	\$10,000,000	\$0	\$0	\$10,000,000
Rice Auditorium Renovation/Modernization	5	\$2,000,000	\$6,000,000	\$0	\$2,000,000	\$10,000,000
McArthur Stadium Upgrade	6	<u>\$5,000,000</u>	<u>\$0</u>	<u>\$2,000,000</u>	<u>\$3,000,000</u>	<u>\$10,000,000</u>
Totals		\$17,000,000	\$45,000,000	\$4,000,000	\$14,000,000	\$80,000,000
<b><u>Auxiliary Projects</u></b>						
Valsetz Food Service Expansion/Renovation	1	<u>\$0</u>	<u>\$0</u>	<u>\$3,500,000</u>	<u>\$0</u>	<u>\$3,500,000</u>
<b>Institution Total</b>		\$17,000,000	\$45,000,000	\$7,500,000	\$14,000,000	\$83,500,000

# WOU Board of Trustees Finance and Administration Committee

April 5, 2018



Western Oregon  
UNIVERSITY

# New & Currently Scheduled Capital Projects

- Natural Sciences Remodel \$8,700,000
- ITC Phase 3 \$6,000,000
- OMA \$8,200,000
- ~~Student Advising \$241,000~~ **COMPLETE**



# Capital Project Priority List 2019 – 2025 Biennia

1. Old Education Building.	\$15 Million
2. New (ish) Physical Ed.	\$15 Million
3. Health Sciences Building	\$20 Million
4. APSC	\$10 Million
5. Rice Auditorium	\$10 Million
6. McArthur Stadium	\$10 Million
7. Aux. Serv. Valsetz Dining Hall	\$3.5 Million

**TOTAL: \$83.5 Million**

**TOTAL DM Offset: 24%**





# WOU Capital Project Request List 2019 - 2021



# 1. Old Education Renovation / Replacement

---

- **Built in 1965**
- **35,000 sq. ft.**
- **Reinforced Concrete & Masonry**

## **Needs:**

1. HVAC Modernization for control and energy efficiency.
2. Seismic Upgrades.
3. Asbestos Abatement.
4. Reconfigure and Insulate to modern specifications.
5. Elevator Modification for controls.
6. Sprinkler System.

**Deferred Maintenance Offset: \$875,000 (2% of Total Campus DM)**

**Approximate Cost: \$15 Million to Demo and replace**

**State Paid: \$12 Million & Institutional/Donor Paid: \$3 Million**



# 2. New Physical Education Building

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# 2. New Physical Education Building

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- Built in 1971
- 62,000 sq. ft.
- Reinforced concrete

## Needs:

1. Need 2 additional locker rooms 3 more is ideal but you only need 4 to host tournaments.
2. Move Weight room from out under stadium (All student athletes).
3. Training room expanded. Need private spaces for both Men and Women.
4. Add more classroom space and Offices. Plus renovate existing.
5. Storage spaces.
6. HVAC
7. ADA elevator and bathroom.
8. New flooring in “rubber room”.
9. New Seating w/ Seat backs on both sides.
10. Replace all gym floors.
11. All Campus Classrooms.

**Deferred Maintenance Offset: \$3,720,000 (10% of Total Campus DM)**

**Approximate Cost: \$15 Million**

**State Paid: \$12 Million & Institutional/Donor Paid: \$3 Million**



# 3. Health Sciences Building

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- **New constrction**
- **40,000 sq. ft.**
- **TBD**

## **Needs:**

1. Home for Physical Therapy program.
2. Home for Graduate studies for Health Science.
3. Classrooms, Offices.
4. Labs.
5. Physical Therapy Rooms.



(Weyerhaeuser Center for Health Sciences @ Puget Sound University)

**Deferred Maintenance Offset: N/A**

**Approximate Cost: \$20 Million**

**State Paid: \$15 Million & Institutional/Donor Paid: \$5 Million**



## 4. Academic Programs and Support Center

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- Built in 1955 & Remodeled 1966
- 44,000 sq. ft.
- Reinforced Concrete

### Needs:

1. HVAC upgrades (very challenging due to building design).
2. Seismic Upgrade.
3. Re-Roof.
4. Replace glass Exterior Windows and Doors.
5. Electrical Upgrade.
6. Plumbing Upgrade.
7. Sprinkler System Improvements.



**Deferred Maintenance Offset: \$3,080,000 (8% of Total Campus DM) Approximate  
Cost: \$10 Million for Remodel  
State Paid: \$10 Million & Institutional/Donor Paid: \$0**





# 5. Rice Auditorium

---

- Built in 1974
- 27,667 sq. ft.
- Commercial construction Steel & Concrete

## Needs:

1. HVAC upgrades.
2. ADA Upgrades.
3. Replace glass Exterior Windows and Doors.
4. Electrical Upgrade.
5. Plumbing Upgrade.
6. Second floor Balcony.
7. Elevator.
8. Construction shop addition for stage sets and props.



**Deferred Maintenance Offset: \$830,000 (2% of Total Campus DM)**

**Approximate Cost: \$10 Million for Remodel**

**State Paid: \$8 Million & Institutional/Donor Paid: \$2 Million**



# 6. McArthur Stadium

---

- Built in 1980
- 11,000 sq. ft.
- Reinforced Concrete

## Needs:

1. Add Elevator.
2. Remodel Press/Coaches Boxes.
3. Electrical Upgrades.
4. Install Field Turf to accommodate soccer and football.
5. Re-surface track and relocate one long jump area.
6. Replace Stadium lights in order to have evening events.
7. Restroom and concessions remodels.



**Deferred Maintenance Offset: \$330,000 (Less than 1% of Total Campus DM)**

**Approximate Cost: \$10 Million for Remodel**

**State Paid: \$5 Million & Institutional/Donor Paid: \$5 Million**





# 7. Auxiliary Services / Valsetz Dining Hall

---

- Built in 1969
- Remodeled in 1997
- 22,771 sq. ft.
- Reinforced Concrete

## Needs:

1. Update and Expand Kitchen Areas
2. Create “Concept” areas for types of meals
3. Expand Convenience Store
4. Replace old kitchen equipment.
5. Remodel Conference Rooms.
6. Electrical upgrades.
7. Food storage area upgrades (Freezers & Refrigerators).



**Deferred Maintenance Offset: \$500,000 (Less than 1.5% of Total Campus DM)**  
**Approximate Cost: \$3.5 Million for Remodel**  
**Institutional/Donor Paid: \$3.5 Million**



# College of Education

*Board of Trustees  
Wednesday, April 18<sup>th</sup>, 2018*



Western Oregon  
UNIVERSITY

# Division of Deaf Studies and Professional Studies

- American Sign Language Studies
- American Sign Language/English Interpreting
- Rehabilitation and Mental Health Counseling
- Deaf and Hard of Hearing Education
  
- Highlight: Interpreting Studies research projects
  - <https://digitalcommons.wou.edu>





# Division of Education and Leadership

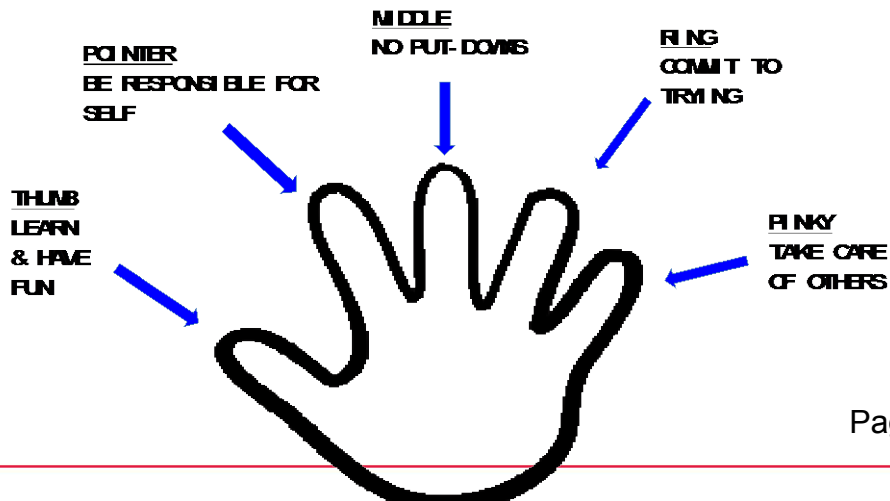
## Highlight: Mursion



# Division of Health and Exercise Science

- Community Health Education
- Exercise Science
- Physical Education Teacher Education
- Highlight: Dr. Gay Timken, 2018-2019 T.H. Gentle Professor... “It sounded good in my head!”

## 5 FINGER CONTRACT



## Clinical Practices and Licensure

The Office works in support of all educator programs making practica and student teaching placements required for Oregon educator licensure.

- Licensure recommendations for 300 teachers per year
- 800 school-based placements per year
- 60 districts per year all over the state
- 40-50 field supervisors making 2,500 classroom visits per year



## Regional Resource Center on Deafness

- Prepares professionals who are qualified to serve the unique communication, education and rehabilitation needs of deaf and hard of hearing children and adults.
- Offers graduate and undergraduate degree programs for professionals entering various fields that serve this population.
- Provides continuing education opportunities for currently practicing professionals.
- Provides community service and outreach activities that are designed to enhance the quality of life for all citizens who are deaf or hard of hearing.
- Only comprehensive professional preparation center for serving the deaf and hard of hearing community in the eleven-state, northwest quarter of the U.S., the RRCD director and staff have, since its inception in 1973, been successful in winning over 40 million dollars in private and federal funding.





## Strategic Partnerships and Outreach

- COE deeply committed to collaborations that support excellence in education
- Strategic Partnerships coordinates embedded academic programming
- Assists with partnership grants
- Tests innovations and helps scale-up
- SPELL, ALL, DEMILO, PIECE...
- Preparing to launch the 3<sup>rd</sup> special educator cohort in Salem-Keizer School District
- Reading in Woodburn
- ESOL in SKSD and Woodburn
- Dual Language in Hillsboro





## Q-Loop Productions

- Mission Statement: Q Loop Productions is a student developed and led film production team that serves the WOU College of Education. Our goal is to create engaging academic-related content for faculty and staff. Q Loop will also provide professional growth for students and faculty through training and experience with state-of-the-art production equipment.
- Kinesiology videos
- Fireside Chats – quarterly live-streamed discussions
- Film School - Tuesday nights from 6:30-8:00 pm
- <http://www.wou.edu/qloop/>





# COLLEGE OF LIBERAL ARTS & SCIENCES:

## A HIGHLIGHT TOUR



Western Oregon  
UNIVERSITY

# Our Mission, Vision and Achievements



A Presentation to the WOU Board  
of Trustees: April 18, 2018

# WOU'S COLLEGE OF LIBERAL ARTS & SCIENCES:

## DIVISIONS

## Departments

**BEHAVIORAL SCIENCES:**

Psychology, Gerontology

**BUSINESS & ECONOMICS:**

Business, Economics

**COMPUTER SCIENCE:**

Computer Science, Information Systems

**CREATIVE ARTS:**

Arts & Design, Dance, Music, Theatre

**HUMANITIES:**

Communication Studies; English, Writing & Linguistics; Languages; Philosophy & Religion

**NATURAL SCIENCES & MATH:**

Biology, Chemistry, Earth Sciences, Mathematics

**SOCIAL SCIENCES:**

Anthropology, Criminal Justice, Geography & Sustainability, History, Political Science & International Studies, Sociology





# WOU'S MISSION:

**“Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.”**

Exhibit A:

WOU's Model U.N. Students  
Win “Best Delegates”  
Designation:

*Lausanne, Switzerland  
February 2018*



Faculty Sponsor: Dr. Mary Pettenger, Social Sciences

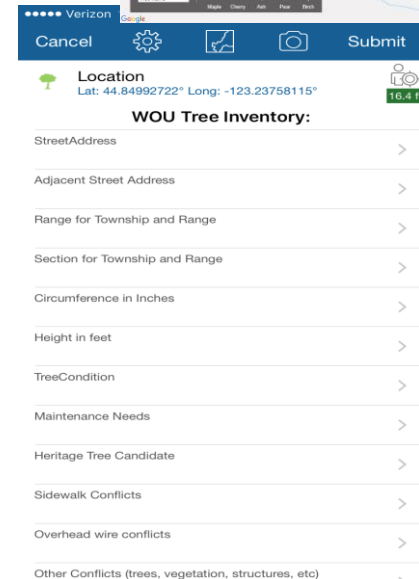
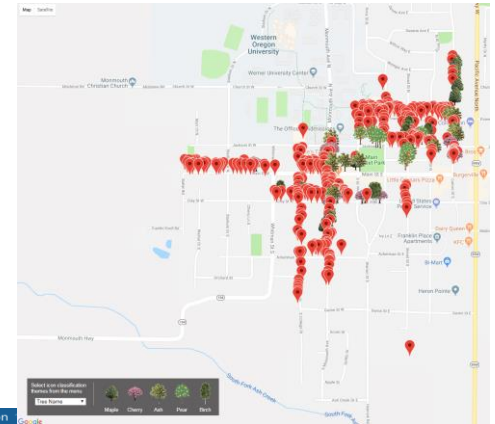


# CLAS' MISSION:

CLAS seeks to “expand students’ horizons, hone skills that make students adaptable and flexible in a rapidly changing world, help students discover new passions and strengths, and prepare them for lifelong learning. Our graduates are poised to be engaged citizens locally and globally as well as productive contributors to a 21st century economy.”

## Exhibit B: SENIOR CAPSTONE PROJECT

- Under direction of Dr. Melinda Shimizu (Earth Sciences/GIS) and Dr. Shaun Huston (Geography & Sustainability), WOU senior developed app to collect data for WOU’s Tree Campus USA status
- Dr. Shimizu and Dr. Bryan Dutton (Biology) now working with GIS intern majoring in Computer Science to improve and deploy app
- Goal: Use app for data collection in Tree City surveys for Monmouth/Independence



## CLAS' VISION:

“To extend the benefits of a liberal education to an increasingly diverse student body by collaborating within and across disciplines to proactively identify and deliver that which is most important for a 21st century college education.”

### Exhibit C:

- iLumiDance will use community grant to teach coding fundamentals to 2,000 students and 80 teachers, grades 4-8, in Polk & Marion Counties
- Project targets schools with high percentages of under-represented groups
- Fewer than 2% of Oregon's 576,000 Students receive programming education
- Nationally:
  - Google 17% female, 4% minority
  - Facebook 15% female, 3% minority
  - Twitter 10% female, 2% minority
- 30-hour iDance curriculum (laptops provided) uses arts-based model to teach coding as choreography/choreography as coding
- Will be developed as Gen Ed first-year seminar; may serve as model for other interdisciplinary curricular innovations



## A FEW THINGS WE'RE EXCITED ABOUT:

- National Center for Women & Information Technology:
  - Grant supports WOU's participation in Learning Circle and Change Leader Team training
  - Goal: to increase recruitment and retention of female students and faculty in Computer Science
- Innovative curricular revisions geared toward disciplinary innovation and workforce needs:
  - Chemistry, Dance, Biology, Psychology, Art & Design, Geography & Sustainability
- Applied Baccalaureate: “upside-down” degree opportunity for Associate degree holders





# UNDER CONSTRUCTION:

- **Certificate in Aging Studies:**
  - Undergraduate online certificate available to all WOU students: target Fall 2019
  - Data currently being gathered from workplaces: preparing for hybrid/online certificate for current workers who have not completed BA/BS but meet WOU admissions standards
  - Gerontology Advisory Board currently being established
- **Professional Writing:**
  - Advisory Board established: five prominent members from government, industry, journalism and literature in Salem, Portland and Monmouth
  - Professional & Technical Writing undergraduate certificate, available to all WOU students; possible graduate-level Professional & Technical Writing certificate to follow
- **Salem Programming:**
  - Fall 2018 Pilot underway to teach Spanish 300 at Chemeketa
- **New Graduate Degree :**
  - Interdisciplinary MA in Organizational Leadership, with embedded certificates
  - Hybrid format, with face-to-face delivery in Salem
- **Bilingual Education:**
  - First History course for bilingual educators currently being delivered in Spanish by Dr. John Rector, Spring 2018



# MAKING WOU VISIBLE:

- 14<sup>th</sup> Annual Sonia Kovalsky Mathematics Day
  - Encourages high school students, especially women, to pursue math
  - Held this year at Werner Center on Saturday, February 20, 2018
  - Nearly 100 students attended from several Oregon public schools
- Math Buddies program:
  - Held this year on Wednesday, March 14, 2018
  - Fourth-grade students from Independence Elementary came to WOU to interact with their collegiate Math mentors in a “math fun fair”
- Alumni Mentors Project:
  - Developed by Prof. Paul Disney in Business & Economics
  - Expanding to connect WOU alumni around Oregon, nation, and world
- Upcoming Academic Excellence Showcase:
  - Up to 300 Willamette Promise sophomores and juniors from several high schools will attend AES at WOU on May 31, 2018



## RECENT ACCOLADES:

- [Oregon Women's History Consortium](#)
  - Dr. Kimberly Jensen's Honors History students produced oral histories on women's suffrage
  - Students participated with Oregon Women's History Consortium in kickoff event for statewide commemoration of "Oregon 2020" at State Capitol: March 20, 2018



## UPCOMING ACCOLADES:

- Upcoming Honors at Western Psychological Association conference:
  - Dr. Ethan McMahan and two Psychology students will receive prestigious Phi Chi awards (with honoraria) for research project: “Not in MY Forest: The Interaction of Connectedness to Nature and Environmental Alteration”



# SHAPING OUR WORLD:

WOU Art Students display “Good Science =  
Healthy Salmon”

Sculptures at  
March for Science  
in April 2017

(Received  
national press)







WOU Campus Identity – Stephanie Merrit, Elise Nibler, Michael Nguyen, Merry Sweet, Justin Woolf

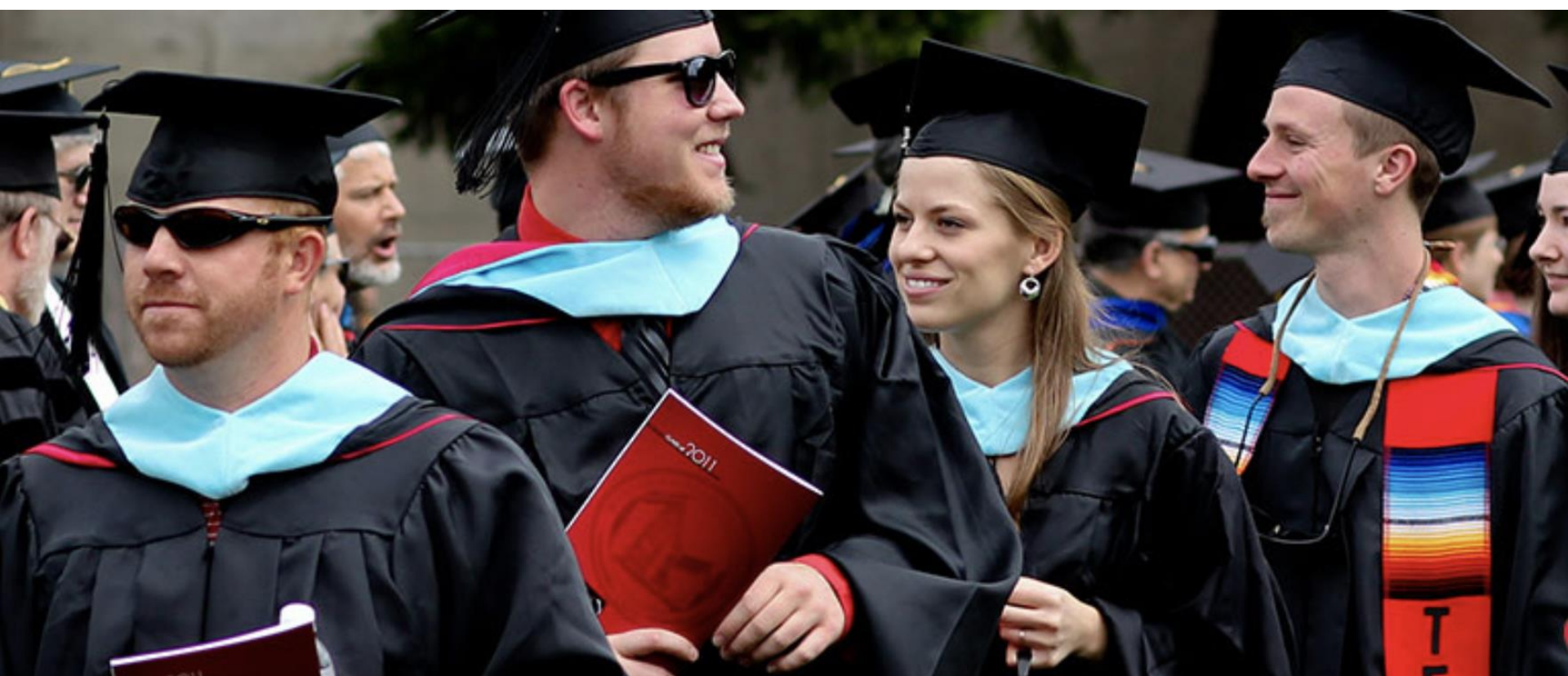


# Graduate Programs

Board of Trustees

April 18, 2018





1. Graduate programs overview
2. Graduate enrollment
3. Graduate degrees awarded
4. Graduate certificates awarded
5. Five-year graduation rates
6. Strategic plan enrollment initiatives/HECC model



**FOR EDUCATORS**

- M.A. Teaching (Initial License)\*
- M.S. in Education
- M.S. in Ed. Information Technology\*
- M.S. in Ed. Deaf and Hard of Hearing Education
- M.S. in Ed. Special Education
- Autism Spectrum Disorders (ASD) Specialization
- Dual Language/Bilingual Education Certificate \*
- Elementary Mathematics Instructional Leader Specialization/Certificate\*
- ESOL Endorsement/Certificate\*
- Reading Endorsement/Certificate\*

**FOR LEADERS IN OTHER FIELDS**

- M.A. Criminal Justice\*
- M.A. Interpreting Studies\*
- M.M. Contemporary Music
- M.S. Management and Information Systems
- M.S. Rehabilitation and Mental Health Counseling
- Instructional Design Certificate Program\*

\* Available online or in a hybrid format

**REQUEST INFORMATION**Name: 

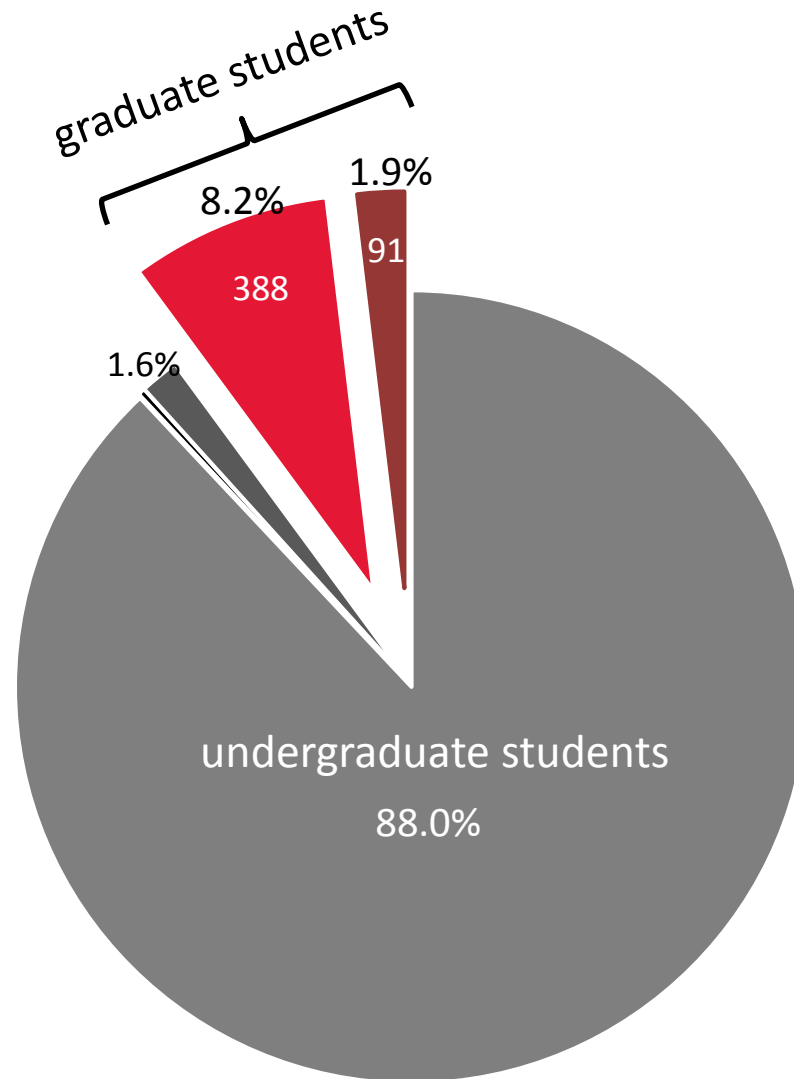
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Phone: Email: 

M.A. Teachi... ▾

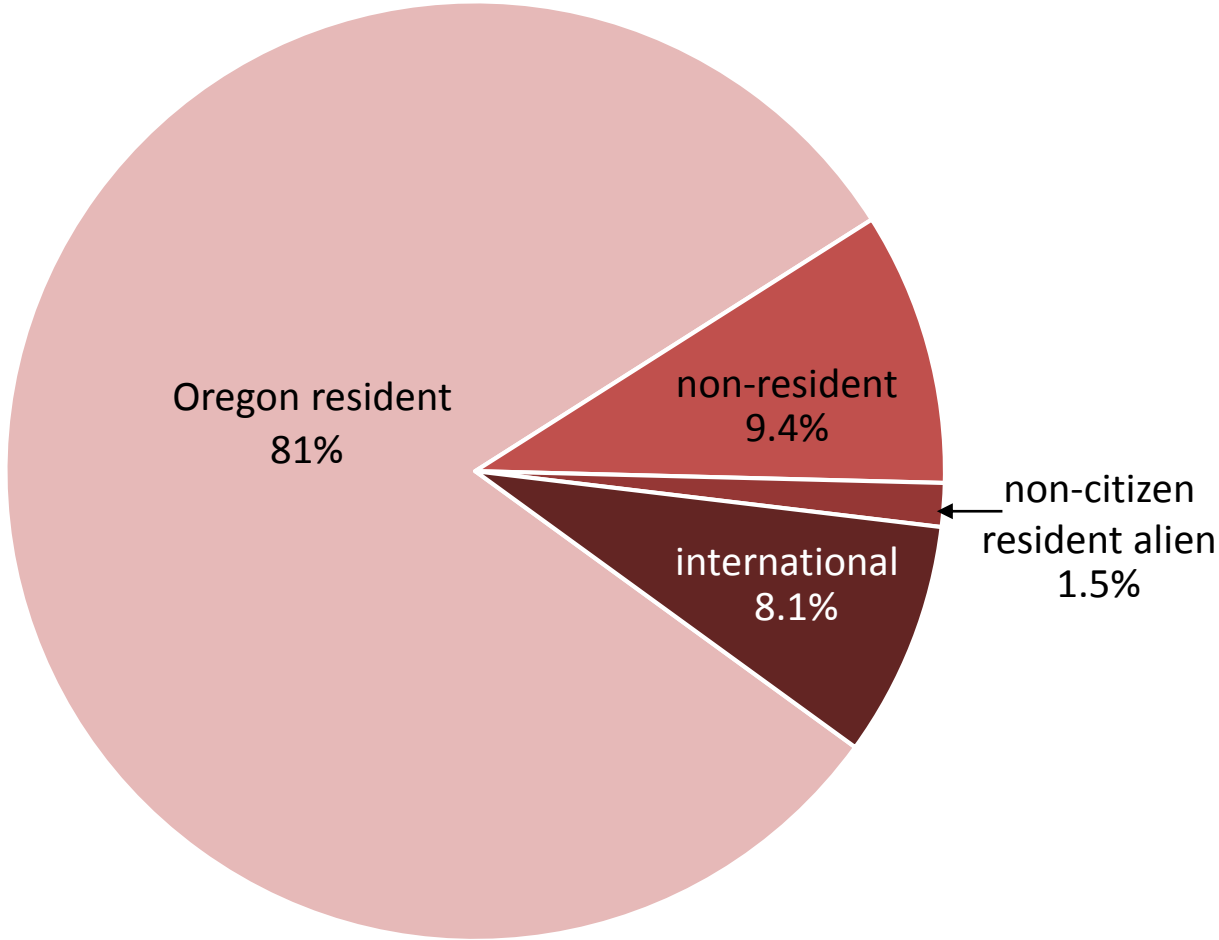
**SUBMIT**Call us: 1-503-838-8597   **APPLY NOW**

Graduate students comprise 10.1% of enrolled students at WOU this term.

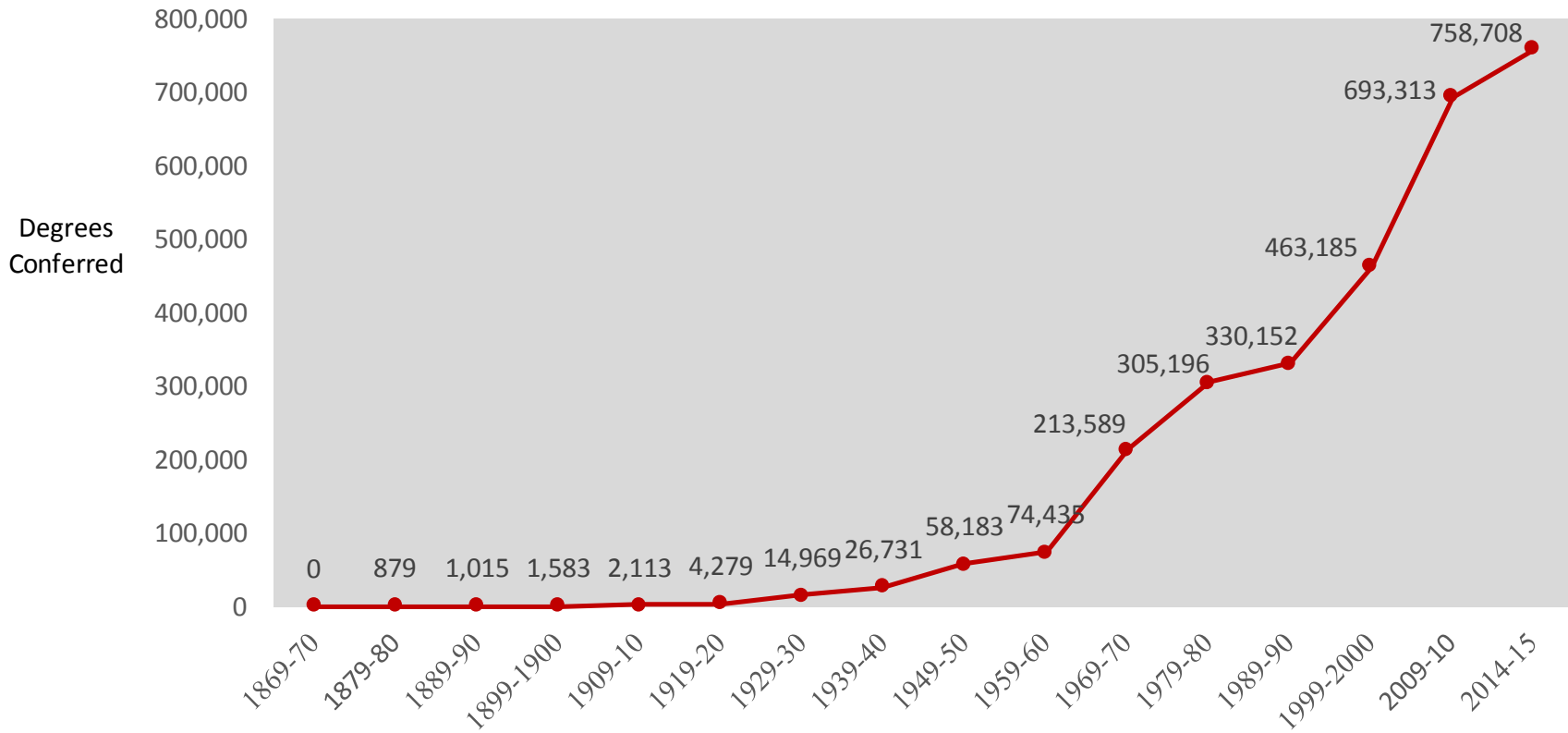


total students: 4736  
GR students: 388  
NG students: 91

# Graduate Students by Residency Status

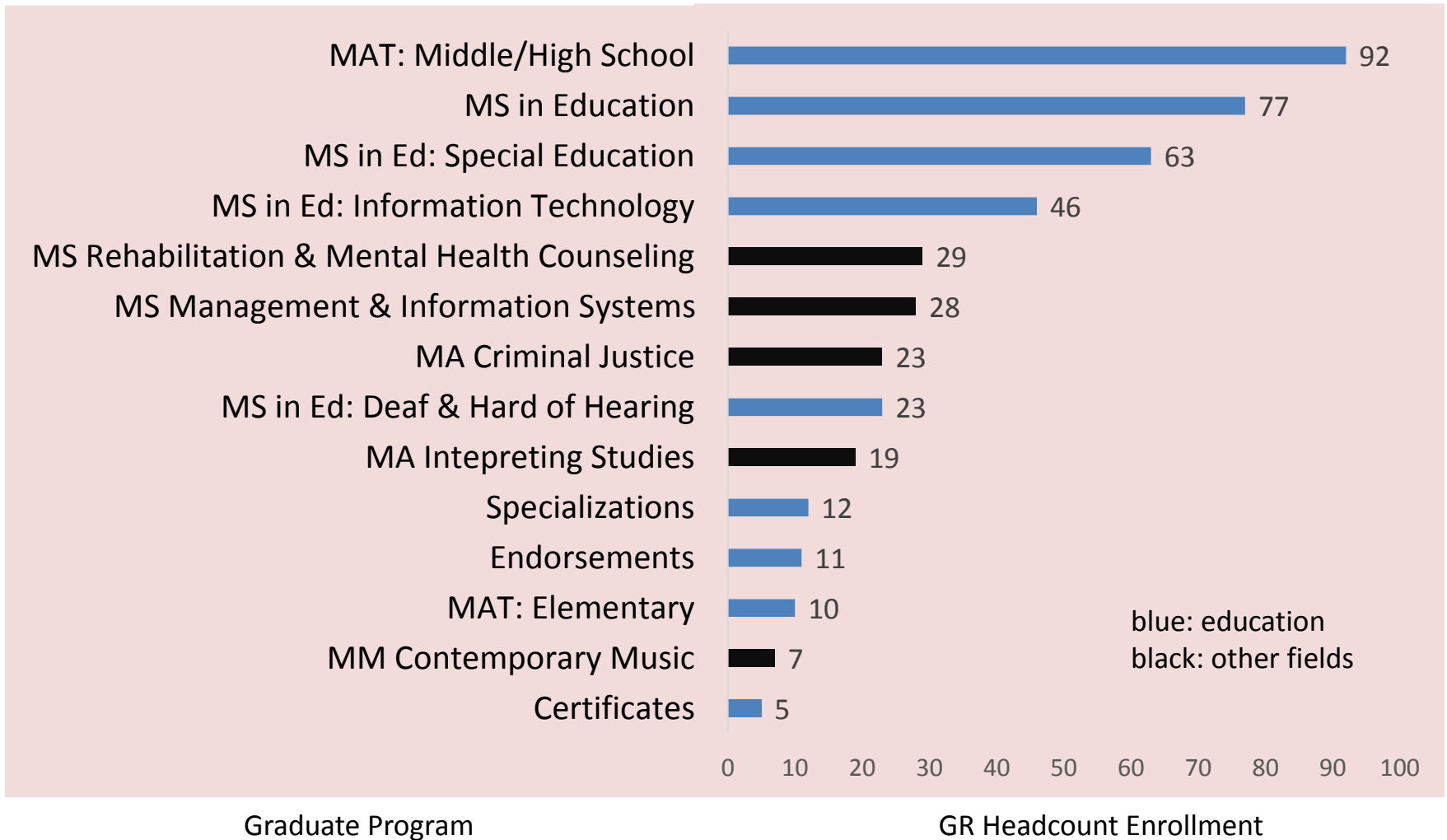


## Master's Degrees Conferred in US: 1870-2014



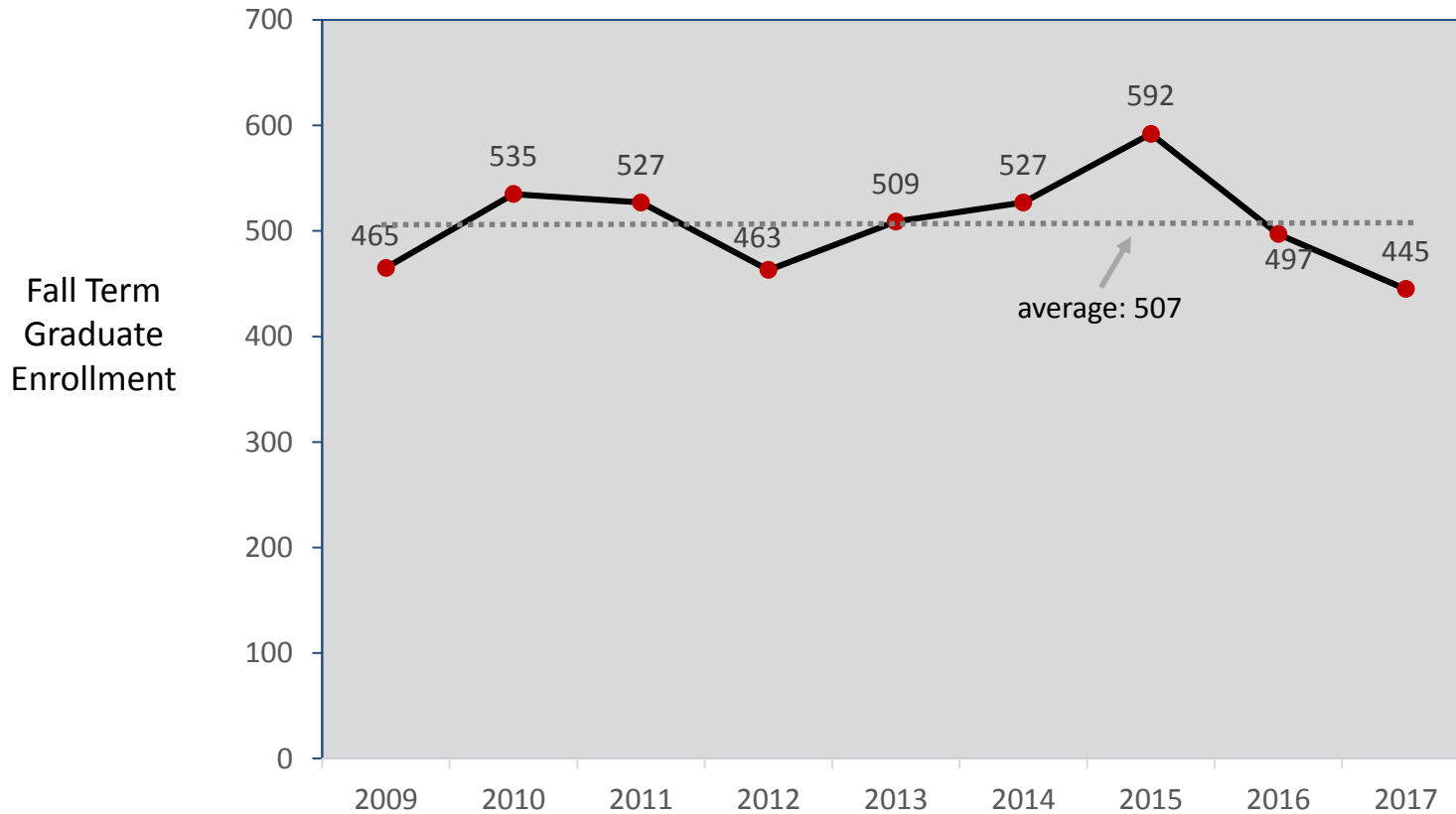
2009-10 to 2016-17: 4.1% increase in master's degrees awarded at WOU  
 2009-10 to 2014-15: 9.4% increase in master's degrees awarded in the United States

## Graduate Headcount Enrollment by Program Fall 2017



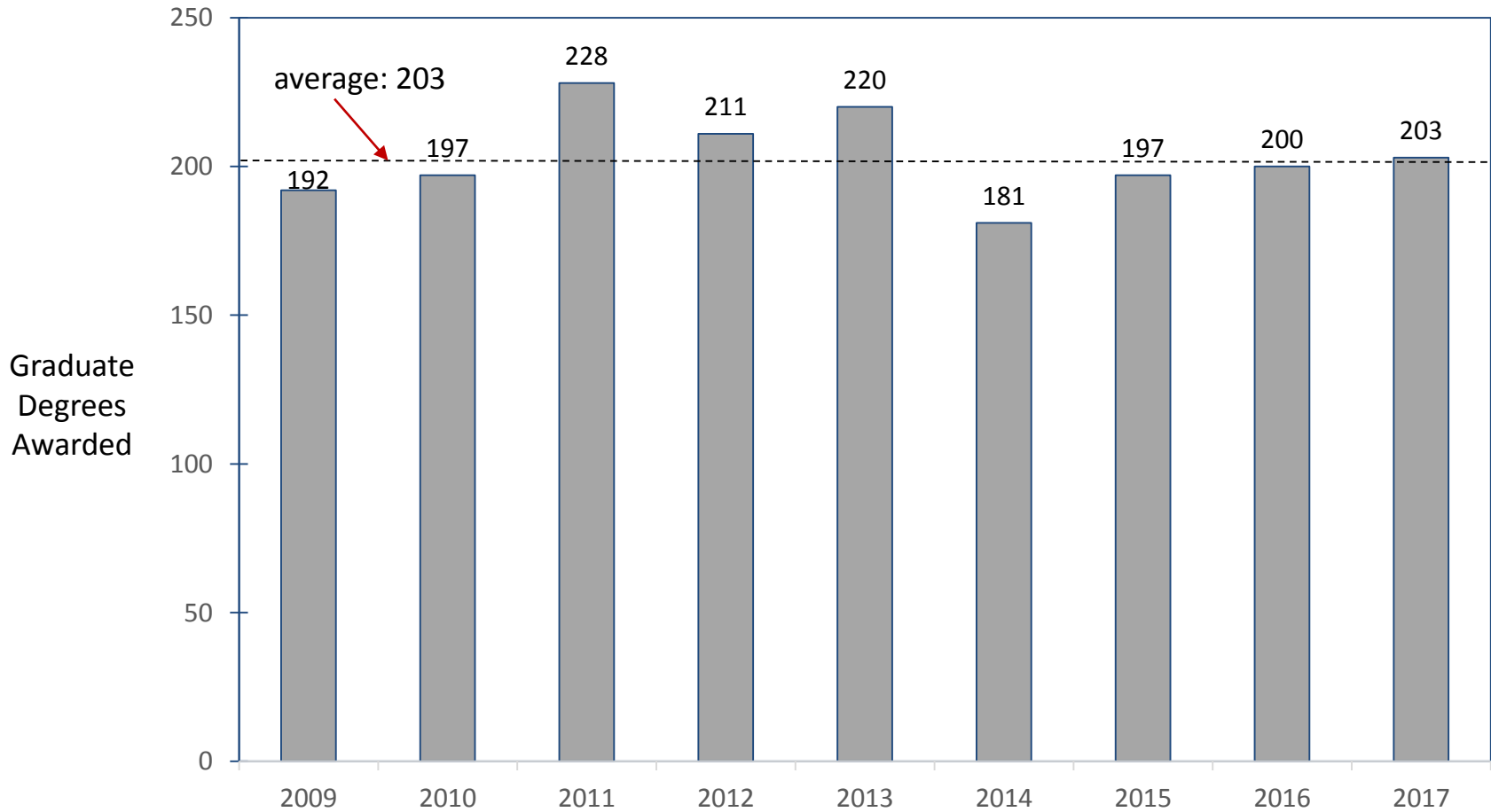
Total GR Enrollment Fall 2017: 445

## Fall Term Graduate Student Headcount Enrollment (for Students seeking Degrees, Certificates, or Endorsements)



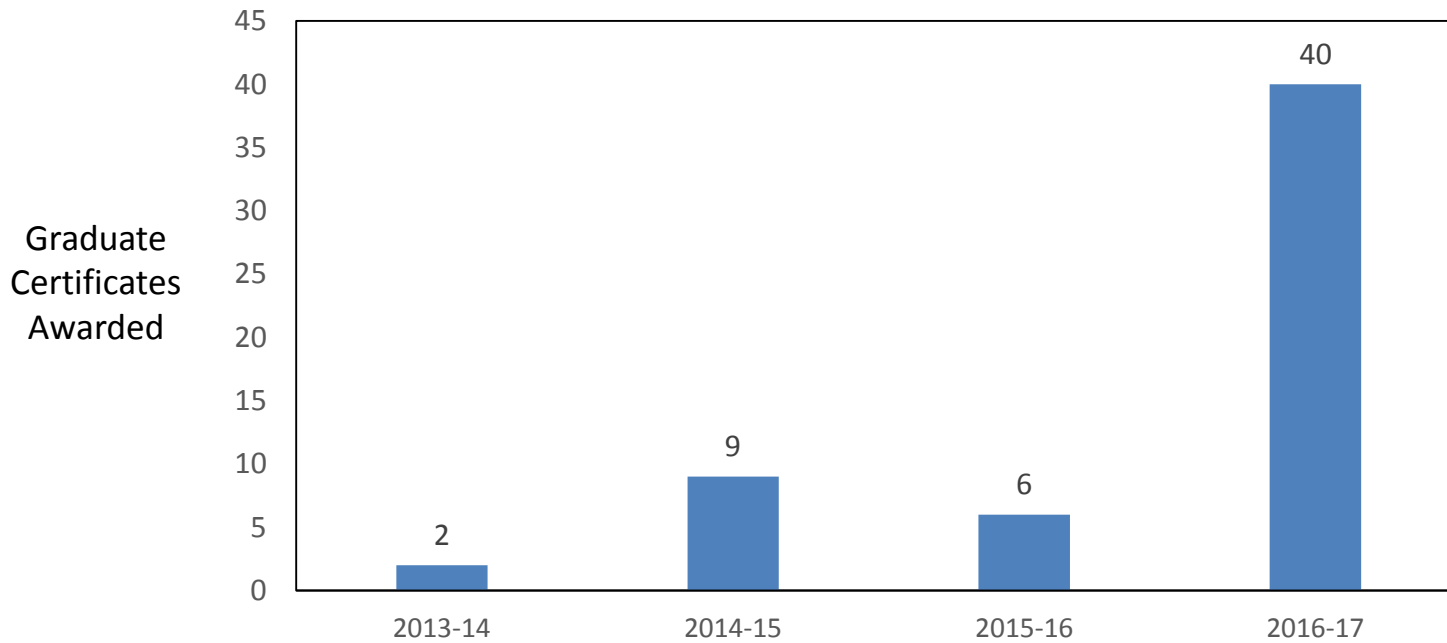
An average of 507 graduate students have been enrolled fall term during the past 9 years.

### Total Graduate Degrees Awarded at WOU by Year



WOU has awarded an average of 203 graduate degrees per year during the past 9 years.

## Total Graduate Certificates Awarded by Year





## 5-Year Graduation Rate

Graduate Degree Program	5-year graduation rate					
					4-yr cohort average	
	2009-10 cohort	2010-11 cohort	2011-12 cohort	2012-13 cohort	average rate	completed/total
MS in Rehabilitation Counseling	100.0%	80.0%	83.3%	92.9%	88.7%	47/53
MA in Teaching	91.6%	82.2%	89.6%	76.1%	85.0%	250/294
MA in Interpreting Studies			82.4%	NA	82.4%	14/17
MS in Management and Information Systems	80.0%	85.7%	66.7%	88.2%	79.7%	63/79
MS in Education: Special Education	80.0%	69.6%	78.3%	80.0%	76.9%	70/91
MA of Music in Contemporary Music	84.6%	100.0%	77.8%	0.0%	72.4%	21/29
MS in Education	69.4%	73.7%	72.6%	60.0%	69.6%	222/319
MA in Criminal Justice	53.3%	63.2%	57.1%	50.0%	56.6%	43/76
MS in Education: Information Technology	73.1%	42.3%	44.4%	64.7%	55.7%	68/122
MA in History	55.6%	62.5%	50.0%	50.0%	55.6%	15/27
<b>Total</b>	<b>78.1%</b>	<b>73.2%</b>	<b>72.6%</b>	<b>69.0%</b>	<b>73.4%</b>	<b>813/1107</b>

Note: for 2012-13 cohort; 5-yr completion was 2016-17

## Graduate degrees earned by program with projections

Graduate Degree	6-yr ave.	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
MSED general	62	46	35	30	25	20	15	15
MAT license*	52	62	85	85	85	85	85	85
MS MIS	21	17	18	18	18	18	18	18
MSED Sped	19	30	20	35	20	35	20	35
MSED Info Tech	17	18	17	17	17	17	17	17
MA CJ	10	8	10	10	10	10	10	10
MA MAIS**	10	8	8	8	8	8	8	8
MS RC	11	4	13	13	13	13	13	13
MM Music	5	4	4	4	4	4	4	4
MS DHHE***		5	4	8	8	8	8	8
MS Human Performance		plan	plan			12	12	15
MS Organizational Leadership		plan	review	review	start	12	15	23
Total average master's degrees/year	207	203	214	231	220	237	225	254
D Physical Therapy			plan	review	review	review		

6-year average data: from reports Mike Soukup runs each year for the CGS/GRE report

\* program added elementary option fall 2017

\*\* program started fall 2011, 3-year average

\*\*\* program started fall 2015

The number of master's degrees awarded in the United States is projected to increase 36% between 2012-13 and 2024-25 (i.e., about 3% per year).<sup>1</sup> To hit that mark, WOU will need to award 250 master's degrees in 2022-23. To achieve that goal, WOU must increase enrollment in selected graduate programs and launch new degree programs.

## Higher Education Coordinating Commission Outcomes based funding model

### Impact of degrees earned on funding from HECC

2015-16: 20% funding was outcomes-based

2016-17: 40% funding was outcomes-based

2017-18: 60% funding will be outcomes-based

WOU received \$466,115 in 2016-17 for master's degrees awarded

Compared with other Oregon regional universities:   SOU: \$441,718  
  EOU: \$214,950  
  OIT: \$35,266

supplemental material

## GR Fall Term Headcount Enrollment by Program 2008 to 2017

Program	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	9-yr ave enrollment
MSE	118	120	143	149	94	124	135	131	87	77	122
MAT	85	101	97	86	72	52	49	62	92	92	77
Special Ed	46	50	48	49	47	45	41	64	70	63	51
Info Tech	37	32	48	46	50	62	54	63	55	46	50
MIS	7	20	33	38	28	43	58	42	28	28	33
RC	28	27	27	25	24	24	27	25	30	29	26
CJ	8	15	14	36	43	32	27	33	19	23	25
MAIS				17	16	14	26	24	17	19	19
DHHE								11	14	23	13
MAT - Elem.										10	
Music	11	16	16	14	14	11	9	8	8	7	12
History	5	11	10	6	7	6	3				7
MAT	2	3	2	5	17	6	1				5
End/Auth/CTL	37	87	104	59	56	89	90	67	23	11	68
Specializations						2	7	57	53	12	30
Certificate							2	5	3	5	3
<b>Total</b>	<b>384</b>	<b>482</b>	<b>542</b>	<b>530</b>	<b>468</b>	<b>510</b>	<b>529</b>	<b>592</b>	<b>499</b>	<b>445</b>	<b>541</b>

Note: 9-year average: fall 2008 through fall 2016

Number of New Graduate Students Enrolled by Degree Program  
2009-10 to 2016-17

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
MA History	9	8	2	8	3	0	0	0
MA in Criminal Justice	15	19	28	14	20	14	16	11
MA in Interpreting Studies			17	0	15	13	10	10
MA in Teaching	83	73	67	71	42	49	69	83
MA of Music in Contemporary Music	13	3	9	4	8	2	5	4
MS in Education	98	99	62	60	80	67	57	29
MS in Education: Information Technology	26	26	36	34	27	33	32	21
MS in Education: Special Education	25	23	23	20	25	22	42	28
MS in Management and Information Systems	20	21	21	17	38	25	18	18
MS in Rehabilitation Counseling	12	15	12	14	10	13	15	13
MS in Deaf and Hard of Hearing Education							11	7
<b>Total</b>	<b>301</b>	<b>287</b>	<b>277</b>	<b>242</b>	<b>268</b>	<b>238</b>	<b>275</b>	<b>224</b>

Note: for each year, the number includes first-time degree-seeking students in summer, fall, winter, and spring terms, e.g., 11 new students enrolled in the MA in Criminal Justice program during the 2016-17 academic year.

Graduate Degrees and Certificates Awarded by Program  
2010-11 to 2016-17

<b>Graduate Degrees</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>6-year ave.</b>
MSED general	72	72	57	49	55	64	46	62
MAT In Lic	71	59	55	44	31	51	62	52
MS MIS	14	24	15	15	31	25	17	21
MSED Sped	24	12	25	20	16	19	30	19
MSED Info Tech	14	13	17	17	28	12	18	17
MA CJ	5	8	22	8	5	10	8	10
MS MAIS*	0	0	11	1	11	8	8	10
MS RC	14	14	8	11	13	8	4	11
MM Music	9	3	4	6	4	1	4	5
MSED DHHE	0	0	0	0	0	0	5	0
MAT nonlicense**	1	2	4	5	2	2	1	3
MA History**	4	4	2	5	3	0	0	4
<b>Total degrees</b>	<b>228</b>	<b>211</b>	<b>220</b>	<b>181</b>	<b>199</b>	<b>200</b>	<b>203</b>	<b>207</b>
<b>Graduate certificates</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	
Instructional Design	0	0	0	0	9	6	9	
El. Math Instr. Leadership	0	0	0	0		0	31	
<b>Total Certificates</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>6</b>	<b>40</b>	



## Graduate Certificates Awarded by Term

	201303	TOTAL: 2013	201400	201401	201402	201403	TOTAL: 2014	201500	201501	201502	201503	TOTAL: 2015	201600	201601	201602	201603	TOTAL: 2016	201700	201701	201702	201703	TOTAL: 2017
<b>Certificates</b>	2	2	1	2	1	5	9	1	1		4	6		12	15	13	40	11	7	2		20
• EMIL Certificate		0					0					0		11	13	7	31	6	2	1		9
• Instruction Design	2	2	1	2	1	5	9	1		1	4	6		1	2	6	9	5	5	1		11



# ACADEMIC AFFAIRS

## Showcase



Western Oregon  
UNIVERSITY

# Willamette Promise



Associate Provost Sue Monahan

# Willamette Promise

A consortium since 2014

- Post-secondary institutions (WOU, OIT, Corban)
- Willamette Education Service District
- More than 50 Oregon high schools

Willamette Education Service District houses WP's administrative core, an innovative model for Oregon which has allowed the program to sustainably and affordably scale up while ensuring the quality of learning and credits awarded.

## Goals

- Offer innovative accelerated credit options
- Strengthen the college-going culture in Oregon high schools
- Build student confidence in ability to succeed in college with authentic accomplishments
- Build cross-sector coordination and collaboration



# Willamette Promise

## Accomplishments

- In 2016-17, WP awarded over 9000 WOU academic credits to over 1800 students in seven counties in northwestern Oregon and the Willamette Valley
- Expands access
- Ensures quality
- Supports student success
- Affordable and sustainable

## Benefits to WOU

- Expanded visibility and presence in Oregon's high schools
- Revenue (\$51 per credit in 2017) fully covers program costs
- Bridging the gap for all students between high school and college
- Enhanced coordination in on-campus general education courses
- Aligned with evolving focus on student learning outcomes





## Update on Willamette Promise (WP)

April 18, 2018

Gretchen Brunner, Director, WP

Sue Monahan, Associate Provost and Faculty Coordinator for WP

Dave Novotney, Chair, WP Advisory Board and Superintendent of the Willamette Education Service District

Willamette Promise is a regional consortium including WOU, OIT, Corban University, the Willamette Education Service District, and over 50 high schools in the Willamette Valley and northwest Oregon. In 2016-17, WOU awarded over 9000 credits to over 1800 students through WP.

WP got its start in 2014 with a Regional Promise Replication Grant from the Oregon Department of Education. Its goals are to expand opportunities to earn accelerated credit, enhance career-readiness and a college-going culture in Oregon's schools and communities, and strengthen coordination and collaboration across educational sectors. Most of all, we seek to build each student's confidence in his or her ability to succeed in college by awarding college credit when a student demonstrates college-level learning as defined by college faculty. This is particularly important for students who have not previously imagined succeeding in college.

Our organizational structure is unique in Oregon. The Willamette Education Service District (WESD) houses WP's administrative core, and provides extensive human and technical infrastructure to support the delivery of WP courses and connect partnering universities with K-12 school districts throughout our region. This innovative arrangement has allowed WP to scale up in sustainable ways while maintaining the quality of learning and credits awarded. It has also strengthened WOU's relationships with K-12 schools throughout the state.

WP expands access:

- It gets accelerated credit opportunities into more schools, deploys more teachers and reaches more students.
- In the schools we serve, underrepresented and economically disadvantaged students are as likely to complete our credits as other students.
- Because of WP's innovative Assessment-Based Learning model, almost a dozen rural schools are able to consistently offer accelerated learning for the first time.

WP ensures the quality of credits awarded:

- WOU faculty have led 20 courses in 10 subject areas
- WOU faculty work directly with K-12 educators in Professional Learning Communities to bring college rigor to high school classrooms
- Alignment to college standards is assured through random cross-scoring of student work
- Preliminary HECC analysis found WP students do as well or better at OSU, WOU and UO as non-WP students

WP has found the sweet spot of affordable and sustainable:

- Students pay \$30 per year for all the credits they can earn.

- Today, WP is sustained by ADM fees from K-12 school districts and Student Success and Completion Model funds from HECC
- HECC reimbursement for WP credits awarded fully covers the costs of the program
- Grants from the state and private funders support innovative enhancement activities.

WP's benefits to WOU are substantial:

- Through our faculty's work on PLC's, WOU has strengthened its presence and visibility in high schools throughout our region.
- To date, 81 WP students have attended WOU. As WP students graduate from high school and, for some, complete some community college, we expect to see increasing numbers of WP students choose WOU.
- WOU faculty are bridging the gap between high school and college through (1) sustained contributions to the professional development of high school teachers across the state and (2) strengthening of the pipeline of students prepared for college.
- Participation in WP drove additional coordination and curriculum development in WOU's general education courses, especially through WP's focus on student learning outcomes.

In addition to our committed faculty leaders, many at WOU have contributed to the success of Willamette Promise:

- **Erin Baumgartner** (Professor, Biology) is a faculty PLC leader and WOU's representative to Oversight Committee for High School Based College Credit Partnerships. In her role as a member of Oregon's Inter-institutional Faculty Senate, she has been an invaluable source of accurate information about WP for faculty around the state.
- **Debbie Braun** (Administrative Assistant to the Dean, College of Liberal Arts and Sciences) has been invaluable in managing our support of faculty who lead WP courses.
- **Amy Clark** (Registrar) and **Michael Ellis** (Associate Director, University Computing Services) have worked extensively with the WP staff to record and award WP credits appropriately.
- **Carol Harding** (Chair, Humanities) and **Dan Clark** (Provost's staff) facilitated the development of courses in key subject areas (Spanish and Writing, respectively). Dan Clark also serves on the WP Advisory Board and provides counsel regarding our systems.
- **David McDonald** (Associate Vice President for External Relations) nurtured and advocates for the WP concept and worked tirelessly to ensure that Assessment-Based Learning was appropriately rewarded in the Student Success and Completion Model.
- **Sue Monahan** (Associate Provost) recruits and coordinates WP faculty and tells our story whenever she can.
- **Steve Scheck** (Provost and Vice President for Academic Affairs) has consistently advocated at the state level not just for WP but also for quality and accountability in all of Oregon's dual credit programs.
- **Beverly West** (Operations Coordinator, Academic Effectiveness) supports and troubleshoots all things WP at WOU.

2016-17 Willamette Promise Courses and Enrollments  
(Faculty leads column includes all who have participated, 2014-2018)

Course	# students*	Total Credits	WOU Faculty Leads
BI 101 General Biology (5)	41	205	Erin Baumgartner, Angela Poole**
BI 102 General Biology (5)	40	200	
CH 104 Intro General Chemistry (4)	355	1420	Patty Flatt, Ray Dandeneau**
CH 150 Preparatory Chemistry (3)	52	156	
COM 111 Public Speaking (3)	95	285	Nick Backus, William Andersen
CS 124 (3)	111	333	Alison Omlid**
CS 160 Intro to Computer Science (4)	4	16	Becka Morgan
GEOG 106 Cultural Geography (4)	70	280	Shaun Huston
MTH 070 Introductory Algebra (4)	7	28	Sylvia Valdes-Fernandez
MTH 095 Intermediate Algebra (4)	94	376	
MTH 111 College Algebra (4)	100	400	Kendall Rosales, Scott Beaver**
MTH 112 Elementary Functions (4)	24	96	
PSY 201 General Psychology (4)	66	264	David Foster
PSY 202 General Psychology (4)	60	240	
SPAN 101 First Year Spanish I (4)	125	500	Patricia Gimenez-Equibar, Kathleen Connolly
SPAN 102 First Year Spanish II (4)	202	808	
SPAN 103 First Year Spanish III (4)	213	852	
SPAN 201 Second Year Spanish I (4)	196	784	
SPAN 202 Second Year Spanish II (4)	149	596	
SPAN 203 Second Year Spanish III (4)	51	204	
WR 115 College Writing (4)	76	304	Cornellia Paraskevas, Leigh Graziano, Joshua Daniels, Tandy Tillinghast-Voit, Christine Harvey Horning**
WR 121 College Writing I (4)	255	1020	
WR 122 College Writing II (4)	92	368	
2016-17 Total	2478	9735	
2015-16 Total***	2932	11610	
2014-15 Total	914	3641	

\*This total does not represent unique WP students, because some students take more than one WP course.

\*\*Past WOU faculty participant

\*\*\* For 2016-17, WP changed its policy regarding the award of credit for Spanish courses. Students can now earn college credit for a maximum of two 4-credit courses in Spanish in a single year. Previously students could earn up to 24 credits. We made this change out of concern that receiving credit for more courses might negatively impact a student's eligibility for financial aid in the future.



# WOU CARE TEAM

Crisis Assessment, Response, and Education

April 18, 2017

Board of Trustees Meeting



Western Oregon  
UNIVERSITY

# Our Mission

Maintain a safe and secure learning environment by addressing physical and psychological issues that impact students, faculty, and staff in their pursuit of the educational process.



# WOU CARE Team's Purpose

**Based on use of Best Practices regarding crisis intervention and threat assessment, the CARE Team's purpose is to:**

- 1) Assess incidents, situations, and events
- 2) Discuss all aspects and potential outcomes
- 3) Recommend intervention or action
- 4) Monitor ongoing situations and concerns

Examples of issues the CARE Team addresses:

- Disruptive students
- Issues involving medical and/or psychological well-being of students
- Student, staff, or faculty trauma or death
- Emergency situations
- Reports related to students of concern from faculty, staff, community
- Incidents of bias



# Membership

The CARE Team is comprised of a broad range of individuals who represent many different areas on campus. Current membership includes:

- Vice President for Student Affairs
- Vice President/General Counsel
- Associate Vice President, Human Resources
- Associate Provost
- Dean of Students (chairperson)\*\*
- Director of Campus Public Safety\*\*
- Director of Student Health and Counseling
- Director of Disability Services
- Interim Director of Student Success
- Registrar
- Associate Director of University Housing

\*\* Also serves on the Polk County Threat Assessment Team which is a multi-agency structured group that assesses incidents of threat in Polk County.





## Members' Roles

Each member offers a unique perspective and is responsible for bringing that perspective to the table to contribute to the discussion using the following questions for reflection:

- Have there been other incidents involving the student?
- If it is a student, how is the student doing academically?
- Is the student receiving appropriate support on campus/off campus?
- What other resources can best be utilized to help the student (on and off campus)?
- What other challenges is the student facing (academic, living environment, financial, personal)?



# CARE Team Member Training

Training to serve on the CARE Team, though not required, is highly encouraged to assist members with a better understanding of Best Practices in managing critical incidents, crisis situations, threats, and assessing incidents where a student is in distress.

Examples of training many members of the CARE Team have engaged in include:

- Behavioral Intervention Strategies
- Emergency Management
- Threat Assessment\*
- Active Shooter/Killer Training

\* CARE Team members who participated in the Threat Assessment Training at Willamette University received the book “Assessing Student Threat” by author and trainer, John Van Dreal, Salem-Keizer School District Psychologist. The book is a tremendous resource for assessing threats of violence.



# Procedures for Activation of the CARE Team

## Emergency Situation

- Incident occurs and Campus Public Safety is contacted
- Campus Public Safety responds and evaluates, calls in additional support if needed
- Campus Public Safety Director contacts CARE Team chair
- CARE Team notified and meeting called as soon as possible after incident is reported
- CARE Team reviews and evaluates information
- CARE Team makes recommendations to appropriate person or office for action to be taken
- Follow up services offered when appropriate
- CARE Team evaluates the process and response after the matter is resolved



# Procedures for Activation of the CARE Team

## Non-Emergency Situation

- CARE Team member is contacted regarding student behavioral issue or a Student of Concern Report is filed (on-line form) and routed to the CARE Team
- CARE Team makes recommendations via group messaging (ie. text, email, phone) and typically identifies one person to take the lead
- Lead CARE Team member works with situation or refers to appropriate campus resources
- Lead CARE Team member updates the Team and either:
  - Calls for an immediate meeting
  - Waits until the next scheduled meeting to provide an update
- Follow up services offered when appropriate
- CARE Team evaluates the process and response after the matter is resolved





# How are reports submitted to the CARE Team?


Reports have come in a variety of formats to any member of the CARE Team, including:

- Phone call
- Text message
- Email
- Formal letter or memorandum
- Referral from another source (ie. Residence Hall Report, Campus Public Safety Report, Police Report)
- Student of Concern Report Form (on-line) – **Best Practice**
- Bias Incident Report Form (on-line) – **Best Practice**



# Where to find on-line reporting forms

PORTAL A-Z INDEX FIND PEOPLE MAPS ATHLETICS LIBRARY QUICKLINKS

 **Western Oregon UNIVERSITY** **DIVISION OF STUDENT AFFAIRS**

SERVICES POLICIES & FORMS NATIONAL STUDENT EXCHANGE (NSE) WOLF RIDE CARE TEAM SEXUAL MISCONDUCT RESOURCES STAFF

HOME » REPORTING

## REPORTING

STUDENT AFFAIRS HOME

DEPARTMENTS

SERVICES

VETERAN SERVICES

## REPORTING FORMS

### Bias incidents

Use this form to report an incident of bias if it is an act of conduct, speech, or expression that targets an individual or group based on their actual or perceived race/color, religion, ethnicity, national origin, gender, gender identity/expression, age, disability, or sexual orientation.

[Bias incidents form](#)

If your immediate safety is at risk, if you are witnessing violence, or if you perceive imminent harm to yourself or others, please immediately dial 911 or call Campus Public Safety at 503-838-9000

### Student of Concern

Use this form for reporting any situation where you are concerned about a student relative to their mental state or well being; disruptive or inappropriate behaviors in the classroom or on campus; or any time you believe student poses a threat to themselves or others.

[Student of Concern form](#)

### Anonymous Report form for sexual misconduct

Use this form to report an incident of sexual assault, sexual harassment, domestic violence, interpersonal violence, stalking or any other form of sexual misconduct that happened to you or was reported to you by another person.

[Sexual Assault/Misconduct form](#)



# CONFIDENTIALITY

What is done to maintain privacy for the student, faculty, or staff member when assessed by the CARE Team?

- All members of the CARE Team must adhere to laws and regulations that govern the disclosure of information
- Names discussed are kept confidential
- Information will be disclosed on a need to know basis only
- If disclosure is made, it will be done only according to relevant statutes that govern disclosure
- HIPPA/Psychological Ethical guidelines prevail - the Director of Student Health and Counseling can only disclose information if an emergent situation exists or the student has signed a release
- All members of the CARE Team sign confidential agreement documents to serve on the Team



# Parent/Family/Guardian Notification

## Are parents notified?

- The confidentiality of the student's educational record will be held in the highest regard
- In most instances, the CARE Team will not release any educational records unless a written release is obtained first
- The exception of disclosure allowed under FERPA (Family Educational Rights and Privacy Act of 1974) is based on health and safety in emergency situations
- If disclosure is made, it shall be used only if the event is immediate and requires intervention from persons outside of the CARE Team
- Contacting parents/family/guardians will be based on Best Practices established under FERPA



# Resources Provided by the CARE Team

The CARE Team provides additional resources which available to the campus community

## Presentations:

- The Role and Purpose of the CARE Team (this current module you are viewing)
- Managing Distressed and Disruptive Student Behavior:
  - Identification of disruptive and distressed student behavior
  - Tips for working with distressed students
  - Early intervention strategies
  - Identify resources available to assist faculty and staff

## Additional resources:

- Consultation via telephone or in person
- Attending individual department and division meetings to discuss ongoing issues and concerns



## Resources Needed for the CARE Team

The CARE Team functions as a team of committed people who are given time away from regular job-related duties to serve in an important capacity on campus. This includes meetings, emergency situations, training, and research into resources for students, faculty, and staff.

### Recommendation for additional resources:

- Support in funding ongoing training for team members (currently covered by individual department budgets)
- Time to allow for training staff and faculty to manage distressed and disruptive student situations
- Funding for training of staff and faculty who have an interest in serving as mediators on campus



# QUESTIONS



**Thank you.**

**Questions?**

**Comments?**





## **EGTC, Board Chair Recommendation**

Article III, Section 5(a) of the WOU's Board bylaws 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...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...”

As the WOU Board was organizing itself prior to full authority on July 1, 2015, it decided to stagger the terms of its Chair and Vice Chair. As such, current Board Chair Jim Baumgartner's second term expires on June 30, 2018.

At the April 4, 2018 Executive, Governance and Trusteeship Committee (EGTC) meeting, Chair Baumgartner informed committee members that he decided not to seek an additional two-year term as Chair. He described his consultations with other trustees, including Vice Chair Cec Koontz, and that he proposed recommending former Oregon Representative Betty Komp serve as the WOU Board Chair. The EGTC discussed whether or not to bring the election to the full Board at its April or July meeting, and concluded that an election in April would allow for a smooth transition on July 1, 2018.

### **RECOMMENDATION:**

Betty Komp be elected Chair of the Western Oregon University of Trustees, for a two-year term starting July 1, 2018.

## **ASAC, Proposal for a new degree program: A.B. in Liberal Studies**

The Applied Baccalaureate in Liberal Studies is an undergraduate degree that empowers students to draw upon, compare, contrast and integrate broad approaches to knowledge (i.e., scientific, humanistic and creative), and explore connections among and applications of those approaches. The program will serve students who have earned an Associate of Applied Science (or comparable career-related 2-year degree) and seek to complete a four-year degree with an emphasis on breadth of education and developing the essential skills inherent in all WOU undergraduate degrees: Foundational and multidisciplinary learning, engaged citizenship, critical thinking, and integration and synthesis. Essentially, we propose an upside-down degree<sup>1</sup>. Students who have specialized in a career-related field through their AAS program will complete a four-year degree by designing, in consultation with faculty advisors, a multi-disciplinary general education program comprised primarily of upper-division courses in diverse fields, along with necessary pre-requisite course work. The program will be delivered both on campus and in Salem, our region's population center where working adults will have convenient access to the program. We are partnering with Chemeketa Community College to share spaces in their Salem facilities.

The proposed degree program received Faculty Senate Approval on February 13, 2018 and the proposal is supported by the dean and provost. The WOU Academic and Student Affairs Committee met on April 4, 2018 to review the proposal. Upon approval by the WOU Board of Trustees the proposal will be forwarded to the Public Universities Provost Council, HECC and NWCCU for further review.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new A.B. degree in Liberal Studies as included in the docket materials.

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<sup>1</sup> Townsend, Barbara, Debra Bragg and Collin Rund. 2008. The Adult Learner and the Applied Baccalaureate: National and State-by-State Inventory. University of Illinois at Urbana/Champaign, Office of Community College Research and Leadership. See also Evergreen State College (Washington): <http://www.evergreen.edu/admissions/requirements/upsidedownf>

## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** Office of University Academic Programs, located in the Office of Academic Affairs

**Department/Program Name:** Liberal Studies

**Degree and Program Title:** Applied Baccalaureate in Liberal Studies

### 1. Program Description

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

24.0101 – Liberal Arts & Sciences/Liberal Studies -- Detail for CIP Code 24.0101

Definition: A program that is a structured combination of the arts, biological and physical sciences, social sciences, and humanities, emphasizing breadth of study. Includes instruction in independently designed, individualized, or regular programs.

#### 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.

The Applied Baccalaureate in Liberal Studies is an undergraduate degree that empowers students to draw upon, compare, contrast and integrate broad approaches to knowledge (i.e., scientific, humanistic and creative), and explore connections among and applications of those approaches. The program will serve students who have earned an Associate of Applied Science (or comparable career-related 2-year degree) and seek to complete a four-year degree with an emphasis on breadth of education and developing the essential skills inherent in all WOU undergraduate degrees: Foundational and multidisciplinary learning, engaged citizenship, critical thinking, and integration and synthesis. Essentially, we propose an upside-down degree<sup>1</sup>. Students who have specialized in a career-related field through their AAS program will complete a four-year degree by designing, in consultation with faculty advisors, a multi-disciplinary general education program comprised primarily of upper-division courses in diverse fields, along with necessary pre-requisite course work. The program will be delivered both on campus and in Salem, our region's population center where working adults will have convenient access to the

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<sup>1</sup> Townsend, Barbara, Debra Bragg and Collin Rund. 2008. The Adult Learner and the Applied Baccalaureate: National and State-by-State Inventory. University of Illinois at Urbana/Champaign, Office of Community College Research and Leadership. See also Evergreen State College (Washington): <http://www.evergreen.edu/admissions/requirements/upsidedownf>

program. We are partnering with Chemeketa Community College to share spaces in their Salem facilities.

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

The Applied Baccalaureate in Liberal Studies is a self-contained 90-credit degree completion program. Admission to the program is limited to students who have earned an AAS or other career-related Associate's degree, and the AAS degree or equivalent serves as the first 90 credits of the program. AAS degree holders can, with careful planning in consultation with an academic advisor, complete the AB degree in 90 credits. Depending upon course work that articulates with degree requirements, it may be possible to complete the degree in fewer than 90 degrees as long as the student meets WOU's residency requirements for undergraduate students.

Curriculum

The curriculum is comprised of four elements: Meta-cognition around self-directed, multidisciplinary learning; Foundations; Breadth; and Free Electives.

*Multi-disciplinary meta-cognition and integration, goal setting, planning and reflection (6 credits)*

- LS 300: Introduction to Liberal Studies (2)
- LS 499: Liberal Studies Capstone (4)

*Foundations (12 credits)*

- WR 121: College Writing I (4)
- WR 122: College Writing II (4)<sup>2</sup>
- Choose one (4):
  - MTH 105: Contemporary Mathematics (4)
  - MTH 110: Applied College Algebra (4)
  - MTH 111: College Algebra (4)

*Breadth – Approaches to Knowledge (57-60 credits)*

- Choose 15-16 credits of Scientific Approaches<sup>3</sup> courses

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<sup>2</sup> Students may substitute WR 227 (Technical and Professional Writing) for WR 122. WR 227 is not taught at WOU, but is taught at community colleges and other universities.

<sup>3</sup> Regarding scientific approaches: "what unites scientific inquiry is the primacy of empirical test of conjectures and formal hypotheses using well-codified observation methods and rigorous designs, and subjecting findings to peer review." ("3 Guiding Principles for Scientific Inquiry." National Research Council. 2002. Scientific Research in Education. Washington, DC: The National Academies Press. doi: 10.17226/10236.) Scientific approaches are used by natural and social scientists, and we include both in this domain.

- Courses will likely be drawn from the following disciplines: Biology (L), Chemistry (L), Earth Science (L), Physics (L), Physical Anthropology, Archaeology, Psychology, Political Science, Sociology, Physical Geography, Linguistics, Economics, Philosophy. Students will complete at least 4 credits of laboratory science (in a discipline marked by an L).
- Choose 15-16 credits of Humanistic Approaches<sup>4</sup> courses
  - Courses will likely be drawn from the following disciplines: Literature, Linguistics, Writing, History, Cultural Anthropology, Philosophy, Religious Studies, Communication Studies, Cultural Geography, Languages, Interpreting, Art History
- Choose 12 credits of Creative Approaches<sup>5</sup> courses
  - Courses will likely be drawn from the following disciplines: Art, Theatre, Dance, Music, Creative Writing, Visual Communication Design, Visual Anthropology, New Media Studies
- Choose 15-16 credits of Applied Approaches<sup>6</sup>
  - Courses will be drawn from upper division offerings in scientific, humanistic and artistic approaches (see above) or from applied fields including: Public Administration & Policy, Geographic Information Systems, Communication Studies, Community Health, Exercise Science, Business, Gerontology, Criminal Justice, Computer Science, Information Systems

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<sup>4</sup> Regarding humanistic approaches: “We all are self-reflective. We try to make sense of what it means to be human and how to relate to one another. We seek to understand ourselves and the world around us, and always we think about how things could be, or should be, or might have been. Humanistic inquiry takes us into realms that lie at the heart of what it means to be a thinking, feeling person, and into realms of interpretation and analysis beyond what facts and figures alone can tell us” (University of Southern California, General Education webpage)

<sup>5</sup> Regarding creative approaches: “To be an artist is to ask questions, to probe material in search of its weakness, strength, durability, vulnerability, in search of some unknown thing that is and is not the material, to make associations with or to find the correspondences between the limited matter at hand and the larger world, to articulate—visually, aurally, structurally, metaphorically—something intuitively if not intellectually known, to configure/constrain matter within a conflicting and/or contrapuntal form in order to persuade the invisible (the unknown) to emanate” (Farabough, Laura. 1996. In *Inquiry Descriptions*, Exploratorium Institute for Inquiry Forum, November 8-9.) See also Asma, Stephen (2017): “Improvisation [is] the main *activity*, method, or operation of the imaginative faculty. Improvisation, more accurately, is not just what the imagination does, but is the adaptive meeting place between the organism and the environment. The improvising imagination draws on internal resources (i.e., thoughts, feelings, behaviors) and environmental resources (i.e., this tool, this pigment, behaviors) in service of various end goals.” (*The Evolution of Imagination*, pg. 4, Chicago University Press)

<sup>6</sup> Regarding applied approaches: We understand approaches as applied when they build on the foundations of a basic discipline in the liberal arts and sciences. In practice, courses in pre-professional fields (e.g., business, criminal justice, gerontology, education) as well as specialized topics courses within basic disciplines fall into this category. Upper division courses that take scientific, humanistic or creative approaches may count as applied courses if the student has already satisfied that requirement.

*Electives of the student's choosing (free electives) (12-15 credits)*

Students will work closely with advisors to plan an academic program that includes sufficient upper division course work to enable the student to complete 60 upper division credits within the 90-credit program. The university has inventoried upper division course work at WOU, and identified over 300 courses that are taught at the upper division and have one or no course pre-requisites. In general these courses are more specialized in focus than lower division courses but are accessible to students with disciplinary tools developed in the course.

Faculty will propose specific course offerings to be delivered in flexible format at WOU's Salem site. Courses at the Salem site will be hybrid, evening courses offered in a pattern that will be consistent across terms to facilitate student planning. Faculty will address how the course material aligns to the "approach" deemed most appropriate. In addition, each term, we will review all undergraduate online course offerings and indicate which approach each addresses; we will have a review process so that students can appeal that designation if, upon completing the course, they believe it better fits under a different approach. This opportunity for appeal and review is itself part of the program's meta-cognitive approach to synthesis across fields. Students may register for face-to-face courses at WOU or offerings at other colleges or universities, and work with their academic advisor to determine which approach it fits under. University residency requirements will constrain the number of credits that can be completed outside of WOU.

***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).***

Given its intended audience of working adults, the program delivery will be flexible including evening, weekend and hybrid course delivery in Salem and online course delivery. Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may also take courses on WOU's campus in Monmouth. We will, however, offer an array of courses in flexible formats that focus on a set of interdisciplinary themes (e.g., Global Concerns, Research and Problem Solving, Community Health and Wellness, Human Condition). These clusters of courses will provide coherence, connections and balanced opportunities to develop WOU's undergraduate learning outcomes. The program will draw on WOU's learning management system (Moodle) for all flexible format course delivery (including face-to-face), including instructional and curriculum design support from WOU's Center for Academic Innovation. In addition, WOU's electronic library resources will be central to providing

access to students who may spend relatively little time on WOU's main campus.

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

WOU has highly qualified tenure-track and tenured faculty in a range of disciplines who will contribute to this program.

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

This program will require the development of two new courses: LS 300 and LS 499. Those courses will need to be taught every term; LS 499 can be delivered by arrangement to individual students in early stages of the program. This new program will require making thematic clusters of upper division courses available at WOU's Salem site, including evening courses, and hybrid and online formats. This will be built gradually as the program enrollments grow: In the first year WOU will offer approximately two or three courses per term in a single thematic area in flexible format in Salem, and in subsequent years we will add thematic areas/related courses as appropriate to meet demand. Offerings will be filled out by online and on campus courses, in which students may also enroll if they have the pre-requisites. WOU's faculty have sufficient capacity, especially in existing upper division courses, to add this delivery flexibility and develop new courses.

**g. Other staff.**

A faculty advisory board will govern the program and provide academic advising to students. The inaugural advisory board will be drawn from the faculty committee that developed this program, and other faculty interested in supporting interdisciplinary degree completion efforts. Administrative support to coordinate the program, especially the intake of new students and assignment of faculty advisors, will be provided by the Office of Academic Affairs.

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

In addition to facilities at WOU's main campus that support this program, WOU is partnering with Chemeketa Community College to share space in CCC's downtown and Lancaster Avenue campuses, to ensure that this program is easily accessible to working adult learners in the evenings and on weekends in Salem. Our library electronic holdings can support off-site and distance education for our students, and librarians have a strong interest in contributing more directly to WOU's instructional mission.

**i. Anticipated start date.**

Pending approval by HECC and NWCCU, we anticipate beginning this program in Fall 2019.

## **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.**

Western Oregon University's mission is to create lasting opportunities for student success through transformative education and personalized support. WOU is distinguished by its student-centeredness, personalized approach to education and a strong liberal education and the high value it places on its role as an access institution in Oregon. Our strategic plan calls for the university to:

- Strengthen programs that support graduates' career, professional, and graduate school preparedness (1.1.3)
- Provide intentional and effective transfer paths to graduation (1.2.2)
- Improve access to coursework for degrees, programs and certificates (1.2.3)
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways (2.1.4)
- Strengthen and expand community college partnerships to promote educational attainment (4.3.5)

The proposed AB degree in Liberal Studies embodies WOU's mission, values and strategic plan in that it provides a four-year degree path for an underserved population of students who have traditionally experienced barriers to timely completion of a four-year degree due to the career-related focus on their Associate's degree. The degree develops valuable, transferable skills (e.g., Written Communication, Quantitative Literacy, Diversity, Integrative Learning and Inquiry & Analysis/Critical Thinking) that complement the career-related skills developed in an Associate of Applied Science degree program. The program also opens the avenue for a building further partnership between WOU and community colleges, as we share the goal of seeing our students attain 4-year degrees and career success.

**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.**

The AB degree accounts for the non-traditional path AAS students take towards the completion of the undergraduate degree by treating the AAS field of study as the major/specialty area and providing the breadth of education and development of essential intellectual skills through structured upper division course work. This allows students to complete their four-year degree in a timely period, meet WOU's institution-wide student learning goals and acquire a valuable career-related credential (the AAS degree).



**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;**

Historically, the AAS degree has been a terminal degree in that it did not feed into an established four-year degree path. As a result, AAS degree holders face barriers to achieving a four-year degree. In turn, those barriers to degree attainment discourage AAS degree holders from pursuing additional education in a four-year setting where they can develop the kinds of skills highly valued by employers in managerial, supervisory and professional workers. Discipline-specific AB degrees (e.g., WOU offers AB degrees in Psychology, Gerontology, Computer Science, Information Systems and Economics) have opened the door to 4-year degrees to AAS degree holders, but the specialized nature of the existing AB degrees limits their appeal to students. The proposed upside-down degree offers a flexible path for a larger swath of AAS degree holders to seek further education and a four-year degree, and allows room for students to identify specific areas of interest and concentration.

**ii. respond effectively to social, economic, and environmental challenges and opportunities; and**

This program specifically responds to the challenges in achieving the state's 40-40-20 goal, with Associate of Applied Science degree holders facing significant barriers to achieving a traditional 4-year college degree in a timely and efficient manner. In addition, this program provides a path for working adults to develop transferable skills that prepare them to advance in management or supervision, to contribute even more to their communities, and to be a role model in their families, communities and workplaces for achievement of a 4-year degree.

**iii. address civic and cultural demands of citizenship.**

This degree provides working adults who have an Associate's degree in a career-related field the opportunity to develop, through a broad-based liberal education, skills essential to citizenship and contributions to civic life – diversity-related skills, critical thinking and quantitative literacy, written communication and transfer of knowledge to novel settings.

**3. Accreditation**

Liberal/General Studies is not a field in which accreditation is available.

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

#### 4. Need

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

	Headcount projections, first 6 years of program					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort 1 (18-19)	13.00	13.00	10.00	7.00	3.00	0.00
Cohort 2 (19-20)	0.00	20.00	20.00	15.00	10.00	5.00
Cohort 3 (20-21)	0.00	0.00	30.00	30.00	22.00	15.00
Cohort 4 (21-22)	0.00	0.00	0.00	30.00	30.00	30.00
Cohort 5 (22-23)	0.00	0.00	0.00	0.00	30.00	30.00
Cohort 6 (23-24)	0.00	0.00	0.00	0.00	0.00	30.00
Total	13.00	33.00	60.00	82.00	95.00	110.00

Projections are based on (1) estimates from our partner community colleges regarding their students' potential interest, (2) the program's location in the second-largest city in Oregon, and (3) the uniqueness of this program in OR for serving this presently underserved population of AAS degree holders. In addition, general studies degree completion programs with flexible delivery formats have grown quickly in other states (e.g., Montana), once potential students became aware of them.

	FTE projections (Average of 7 credits per term), first six years of the program					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort 1 (18-19)	6.07	6.07	4.67	3.27	1.40	0.00
Cohort 2 (19-20)	0.00	9.33	9.33	7.00	4.67	2.33
Cohort 3 (20-21)	0.00	0.00	14.00	14.00	10.27	7.00
Cohort 4 (21-22)	0.00	0.00	0.00	14.00	14.00	14.00
Cohort 5 (22-23)	0.00	0.00	0.00	0.00	14.00	14.00
Cohort 6 (23-24)	0.00	0.00	0.00	0.00	0.00	14.00
Total	6.07	15.40	28.00	38.26	44.33	51.33

We assume that students will attend part-time (6-8 credits per term, so an average of 7 credits per term or 47% FTE), since they are working adults

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

	Graduate projections, first 6 years of the program					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort 1 (18-19)	0.00	0.00	4.00	4.00	4.00	5.00
Cohort 2 (19-20)	0.00	0.00	0.00	5.00	5.00	5.00
Cohort 3 (20-21)	0.00	0.00	0.00	0.00	7.00	7.00
Cohort 4 (21-22)	0.00	0.00	0.00	0.00	0.00	7.00
Cohort 5 (22-23)	0.00	0.00	0.00	0.00	0.00	0.00
Cohort 6 (23-24)	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	4.00	9.00	16.00	24.00

To account for variable pace through the program and likely part-time attendance, we assume that 25% of the cohort will graduate in each of years 3, 4, 5 & 6 in the program. Projections are based on the assumption that students will attend part time (6-8 credits per term) and that they will complete the program in 90 credits.

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

We anticipate serving primarily Oregon residents who are working adults. These may be understood as non-traditional by several definitions. By program design, the AB in Liberal/General Studies will not serve first-time freshman, nor will it serve students who have completed an academic transfer degree (e.g., AAOT). We expect most of our students to be attending part-time while they work in their career-related fields. Some students may attend full-time, if they can allocate sufficient time to coursework or if they proceed directly from an AAS degree to full-time attendance at WOU in the AB in Liberal/General Studies degree program.

d. **Evidence of market demand.**

Oregon has almost 200,000 adults aged 25-64 who have earned a two-year Associate Degree but have not completed a 4-year degree. Each year over 3000 students earn AAS, specialized or equivalent degrees from community colleges in WOU's broader region: Chemeketa, Linn Benton, Lane, Mt Hood, Portland, Clackamas and Central Oregon. At Chemeketa alone, 478 students completed an AAS, specialized or equivalent degree in 2015-16.

	Associate's Degrees awarded at seven main feeder CC's for WOU, 2015-16		
	Transfer	AAS, Specialized or Equivalent	Total
Central Oregon Community College	533	<b>293</b>	826
Chemeketa Community College	1058	<b>478</b>	1536
Clackamas Community College	517	<b>311</b>	828
Lane Community College	941	<b>445</b>	1386
Linn Benton Community College	262	<b>389</b>	651
Mt Hood Community College	342	<b>684</b>	1026
Portland Community College	2237	<b>1210</b>	3447
<b>TOTAL for seven primary feeder CCs</b>	<b>5890</b>	<b>3810</b>	<b>9700</b>

IPEDS data: <a href="https://nces.ed.gov/collegenavigator/">https://nces.ed.gov/collegenavigator/</a>	
1% of AAS degree recipients	38.1
2% of AAS degree recipients	76.2
5% of AAS degree recipients	190.5
5% of CCC AAS degree recipients	23.9
10% of CCC AAS degree recipients	47.8

WOU is ideally located geographically to offer this program, given its proximity to the seat of Oregon’s state government in Salem.

The combination of career-related technical skills and the essential skills of a liberal education will serve graduates going forward in a world where the economy, culture, demographics, jobs and societal needs are changing rapidly<sup>7</sup>.

- 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).**

No other Oregon public universities offer this program in the Willamette valley. While on-line degree completion programs are available, the proposed program’s hybrid format serves students who seek face-to-face contact with faculty and other students as part of their degree completion program.

- 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?**

This program has been developed for working adults who hold an Associate of Applied Science degree in a career-related field. The AAS degree positions graduates to enter a workplace in a job that requires post-secondary training, but often those without a 4-year degree find themselves with limited opportunities for advancement to supervisory or managerial fields. The AB degree will develop intellectual and soft skills sought by employers across a range of economic sectors (ref to AACU,

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<sup>7</sup> [https://www.washingtonpost.com/news/wonk/wp/2017/05/01/millennials-arent-robot-proof/?utm\\_term=.442db5a8b518](https://www.washingtonpost.com/news/wonk/wp/2017/05/01/millennials-arent-robot-proof/?utm_term=.442db5a8b518)

etc), strengthen performance in the student's current workplace, and provide opportunities for graduates to advance in their fields.

## 5. Outcomes and Quality Assessment

### a. *Expected learning outcomes of the program.*

#### Learning goals

The AB in LS will enable students to meet WOU's General Education learning outcomes. The program also draws on learning outcomes related to academic goal-setting, planning and reflection from WOU's most flexible BA/BS degree program – Interdisciplinary Studies (IDS).

- AB-LS1: Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning (GE1: Intellectual Foundations and Breadth)
- AB-LS2: Articulate the challenges, responsibilities and privileges of belonging in a complex, diverse, interconnected world (GE2: Citizenship)
- AB-LS3: Demonstrate the ability to evaluate information and develop evidence-based conclusions. (GE 3: Critical Thinking);
- AB-LS4: Integrate perspectives and strategies across disciplines to answer questions and solve problems. (GE 4: Multi-disciplinary learning);
- AB-LS5: Demonstrate reflection and self-assessment in completing the self-defined, multidisciplinary program of study that achieves your learning goals (Program-specific)

Students will achieve these outcomes through a curricular structure that ensures a balance between breadth and depth of exposure. Breadth is ensured through engagement with approaches to building knowledge. Pre-requisites for upper division courses, along with the requirement for 62 upper division credits, will lead to individualized programs of study where students go into some depth in a variety of disciplines.

### b. *Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.*

Who assesses: An Advisory Board of faculty representing diverse disciplines guides the AB in LS program and is responsible for establishing and assessing learning outcomes, and adapting the curriculum in response to assessment.

What is assessed and how: The primary data source for assessment is the project completed in the capstone course (AB-LS2, AB-LS3, AB-LS4), and related reflections (AB-LS5); secondary data sources include portfolios from the required Writing and Mathematics courses and summary data on the distribution of courses students complete relative to

approaches to knowledge and WOU's undergraduate learning outcomes (AB-LS1). With respect to the outcomes demonstrated in the capstone projects (multi-disciplinary learning, critical thinking, citizenship), the program draws elements from LEAP VALUE rubrics for Global Learning, Intercultural Knowledge and Competence, Critical Thinking, Inquiry & Analysis, and Integrative Learning to establish common standards for student performance, and facilitate and track student achievement of the program's learning outcomes. With respect to foundational skills, student work is assessed against the standards and levels of achievement in a modified rubric based on the Written Communication and Quantitative Literacy LEAP VALUE rubrics. Finally, we will assess the effectiveness of the curriculum at directing students to diverse areas of study through examination of course-taking patterns of students.

How is continuous improvement ensured: The AB in LS Advisory Board reviews assessment findings from the previous year in the fall. Curricular adjustments (e.g., requirements, courses offered in the thematic units) are then proposed, discussed and considered for implementation, based on areas where our students' learning shows room for improvement.

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

Faculty who serve on the Liberal Studies Advisory Board have appointments in academic divisions, and are expected to meet the scholarly standards of their divisions. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

**6. Program Integration and Collaboration**

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

Liberal Studies is also sometimes referred to as General Studies, Interdisciplinary Studies or Multi-disciplinary Studies. The following Oregon public universities offer BA and/or BS degrees in Liberal Studies (or similar programs): Western Oregon University (Interdisciplinary Studies), Oregon State University (Liberal Studies), Southern Oregon University (Interdisciplinary Studies), Eastern Oregon University (Integrative Studies), Portland State University (Liberal Studies). Neither OIT nor UO offers a similar degree at the undergraduate level. Of the

programs listed above, the Liberal Studies models at PSU and OSU are closest to what WOU proposes in curricular philosophy.

That said, no Oregon universities offer the Applied Baccalaureate or “upside down” degree in this area.

***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.***

The program complements other Liberal Studies, Interdisciplinary Studies and Integrative Studies programs in the state by (1) offering the first viable and efficient 4-year path for AAS degree holders, (2) filling the need for a flexible delivery, public university program targeting working adults in Salem and surrounding areas, and (3) complementing the existing BA/BS degree in Interdisciplinary Studies at WOU, which serves college students pursuing a more traditional path through college.

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

The AB in Liberal/General Studies does not plan to formally collaborate with other similar programs across the state. It is the nature of Liberal, Interdisciplinary, General and Integrative studies programs to largely draw on existing programmatic offerings at their home institutions. That said, as long as students satisfy WOU’s residency and upper division requirements for graduation, there is no reason why they cannot petition to transfer courses taken at other institutions into the AB in Liberal/General Studies program.



# 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 Years: 2018-2021

Program:

	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
<b>Personnel</b>						
Faculty (Include FTE)	42000					42000
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	10000					10000
Fellowships/Scholarships						
OPE	35054					35054
Nonrecurring						
<b>Personnel Subtotal</b>	87054					87054
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services	2000					2000
Equipment						
Other Expenses	12000					12000
<b>Other Resources Subtotal</b>	14000					14000
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0					0
<b>GRAND TOTAL</b>	101054					101054

Budget notes: (1) We have budgeted for the cost of NTT's to teach courses or replace faculty who teach courses in the program. 50% of the instructional cost is estimated to be new costs to the university, with the remainder reallocated from existing units with excess teaching capacity. (2) S&S includes stipends and travel costs for participating faculty.

## 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
<b>Personnel</b>						
Faculty (Include FTE)	54000					54000
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	10000					10000
Fellowships/Scholarships						
OPE	38774					38774
Nonrecurring						
<b>Personnel Subtotal</b>	102774					102774
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services	2000					2000
Equipment						
Other Expenses	15150					15150
<b>Other Resources Subtotal</b>	17150					17150
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0					0
<b>GRAND TOTAL</b>	119,924					119924

Budget notes: (1) We have budgeted for the cost of NTT's to teach courses or replace faculty who teach courses in the program. 50% of the instructional cost is estimated to be new costs to the university, with the remainder reallocated from existing units with excess teaching capacity. (2) S&S includes stipends and travel costs for participating faculty.

## 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
<b>Personnel</b>						
Faculty (Include FTE)	89039					89039
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	20000					20000
Fellowships/Scholarships						
OPE	65702					65702
Nonrecurring						
<b>Personnel Subtotal</b>	174471					174471
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services	2000					2000
Equipment						
Other Expenses	18937					18937
<b>Other Resources Subtotal</b>	20937					20937
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0					0
<b>GRAND TOTAL</b>	195408					195408

## 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
<b>Personnel</b>						
Faculty (Include FTE)	89039					89039
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	20000					20000
Fellowships/Scholarships						
OPE	65702					65702
Nonrecurring						
<b>Personnel Subtotal</b>	174471					174471
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services	2000					2000
Equipment						
Other Expenses	18937					18937
<b>Other Resources Subtotal</b>	20937					20937
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0					0
<b>GRAND TOTAL</b>	195408					195408

## **ASAC, Proposal for a new degree program: Graduate Certificates in**

**Interpreting Studies: Educational Interpreting**

**Interpreting Studies: Research**

**Interpreting Studies: Professional Practice**

The Division of Deaf Studies and Professional Studies proposes the development of three Graduate Certificate programs in Interpreting Studies. The primary objectives of the certificate programs are to:

Provide professional interpreters with the opportunity for growth and development.

Provide opportunities for professional interpreters to participate in observation, practice, and supervision.

Fulfill national need for professional interpreters to earn Continuing Education Units to maintain certification and/or licensure.

The development of graduate certificate programs in Interpreting Studies at Western Oregon University demonstrates the university's commitment to promoting high standards and responding to employment market trends. Interpreting professionals are required to maintain credentials by earning continuing education units. By offering a certificate program in Interpreting Studies, the division seeks to address the need that interpreters and interpreter educators nationwide have for professional development. Each certificate package may be applied to the MA in Interpreting Studies, should students wish to pursue a masters degree.

Eligibility to participate in the graduate certificate programs will be admission to WOU's Graduate program and/or interpreting experience. The curriculum for these certificates is existing curriculum offered as part of the M.A. degree in Interpreting Studies.

The proposed degree program received Faculty Senate Approval on February 13, 2018 and the proposal is supported by the dean and provost. The WOU Academic and Student Affairs Committee met on April 4, 2018 to review the proposal.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of new graduate certificate programs in Interpreting Studies as included in the docket materials.



## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** College of Education

**Department/Program Name:** Deaf Studies and Professional Studies

**Degree and Program Title:** Three Graduate Certificates in Interpreting Studies

*Educational Interpreting*

*Research*

*Professional Practice*

### 1. Program Description

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

**“16.0103 Language Interpretation and Translation.** A program that prepares individuals to be professional interpreters and/or translators of documents and data files, either from English or (Canadian) French into another language or languages or vice versa. Includes intensive instruction in one or more foreign languages plus instruction in subjects such as single- and multiple-language interpretation, one- or two-way interpretation, simultaneous interpretation, general and literary translation, business translation, technical translation, and other specific applications of linguistic skills.”

From: <https://nces.ed.gov/pubs2002/cip2000/cip2000.asp?CIP2=16.0103>

- 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.

Western Oregon University proposes the development of Graduate Certificate programs in Interpreting Studies. The primary objectives of the certificate programs in Interpreting Studies are to:

- Provide professional interpreters with the opportunity for growth and development.
- Provide opportunities for professional interpreters to participate in observation, practice, and supervision.

- Fulfill national need for professional interpreters to earn Continuing Education Units to maintain certification and/or licensure.

The development of certificate programs in Interpreting Studies at Western Oregon University demonstrates the university’s commitment to promoting high standards and responding to employment market trends. Interpreting professionals are required to maintain credentials by earning continuing education units. WOU's Division of Deaf Studies and Professional Studies will offer several graduate certificate packages for interpreters and interpreter educators. By offering a certificate program in Interpreting Studies, the division seeks to address the need that interpreters and interpreter educators nationwide have for professional development. Each certificate package may be applied to the MA in Interpreting Studies, if students wish to pursue a degree.

Eligibility to participate in the graduate certificate programs will be admission to WOU’s Graduate program and/or interpreting experience.

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

Each graduate certificate in Interpreting Studies is comprised of a unique package of existing courses leading to professional development specialization and, if the student wishes to pursue a degree, may be applied to the MA in Interpreting Studies at WOU. Students are expected to complete a minimum of 12 graduate credits in order to earn a graduate certificate at WOU. The graduate certificates in this proposal range in number of credits from 15 to 18. We expect to add more certificate programs in the near future and as demand dictates.

**Graduate Certificate in Interpreting Studies  
Curriculum -- Course Numbers, Titles, and Credits**

**Graduate Certificate 1. Educational Interpreting**

Course Numbers	Titles	Credit Hours
INT 630	Communication in a Practice Profession	3
INT 677	Intrapersonal Aspects of Interpreting	3
DHHE 623	Academic Discourse in Deaf and Hard of Hearing Education	3
DHHE 646	Assessment Practices & Principles	3
DHHE	Elective	3
INT 610	Internship	3
<b>TOTAL</b>		<b>18</b>



### Graduate Certificate 2. Research

Course Numbers	Titles	Credit Hours
INT 612	Proseminar	1
INT 633	Research and Writing	3
INT 635	Action Research in Interpreting	3
INT 645	Research on Translation and Interpretation	3
INT 609	Practicum	2
INT	Elective	3
<b>TOTAL</b>		<b>15</b>

### Graduate Certificate 3. Professional Practice

Course Numbers	Titles	Credit Hours
INT 615	Communication for Interpreters	3
INT 618	Ethics and Professional Practice	3
INT 625	Becoming a Practice Profession: The History of Interpreting and Interpreter Education	3
INT 630	Communication in a Practice Profession	3
INT 677	Intrapersonal Aspects of Interpreting	3
INT 610	Internship & Portfolio	3
<b>TOTAL</b>		<b>18</b>

The following table includes descriptions of existing courses in the MA in Interpreting Studies that will apply to graduate certificates.

Course Numbers	Titles	Credit Hours	Course Descriptions
<i>Interpreting Courses</i>			
INT 615	Communication for Interpreters	3	In this course, students will examine interpersonal communication and discuss the role of an interpreter. Students will practice and apply principles of invention, organization, language, and delivery with focus on the development of skill and confidence in interpersonal communication (e.g., varied contexts/styles/ registers/topics) in English and in ASL. Students analyze and evaluate speeches in public settings; critically study invention, arrangement, and style.
INT 618	Ethics and Professional Practice	3	Students examine Demand-Control theory and its relevance to occupational health, implications on stress, work effectiveness, and ethical decision-making. They will also

			examine demand-control schema and its application to interpreting as a practice profession. Students research and identify the elements of supervision as practitioners as well as mentors/instructors (constructive dialogue to improve the interpreting work product). In this course, students examine current professional and ethical decision-making practices, and explore the application of demand-control schema to professional and ethical practices.
INT 625	Becoming a Practice Profession: The History of Interpreting and Interpreter Education	3	In this advanced course, students examine the theory, practice, application, and evaluation of translation studies and the application to translation work between signed and spoken languages, in general, and, specifically, between ASL and English. DC-S supervision is applied to translation tasks and performances.
INT 630	Communication in a Practice Profession	3	In this course, students will practice and apply the principles of interpretation/translation to interpersonal communication via the demand control schema constructs. Students will incorporate the practicum observations, supervision sessions (case conferencing) and hands-up practice to enhance students' skills in decision-making around meaning transfer, ethical dilemmas, and interpersonal communication.
INT 677	Intrapersonal Aspects of Interpreting		Explores intrapersonal aspects of interpreters as people, as members of a community, as members of a profession and as interpreters. Includes an in-depth exploration of how the inner landscape of a professional impacts the consumers who are served and how to respond to that reality.
INT 610	Internship & Portfolio	3	Provide interpreting students the opportunity to demonstrate interpreting, teaching and other professional competencies acquired during their training. Interns will have supervision by appropriately trained and credentialed professionals.

Course Numbers	Titles	Credit Hours	Course Descriptions
<i>Research courses</i>			
INT 612	Proseminar	1	Provides a foundation for inquiry about interpreting studies issues through critical reading, analytical writing, and thoughtful, collegial discussion. Students will receive general training relevant to graduate work in interpreting studies, such as technical writing, sampling and experimenting with technology used during the program.
INT 633	Research & Writing: Translation and Interpretation	3	Students will examine the traditions and theories of both quantitative and qualitative research and evaluate methods, findings, and implication of research studies. Students will critique and produce scholarly writing.
INT 635	Action Research: Translation and Interpretation	3	This course introduces students to the principles and processes of action research, a form of self-reflective inquiry by practitioners on their own practice. The goals of action research are to better understand and to improve practice. Students develop skills in data collection, analysis, interpretation, as well as the verbal and written presentation of research.
INT 645	Research on Translation and Interpretation	3	Students research translation and interpretation theory. They examine and evaluate scholarship, research methods, findings, and implications. Students begin conducting a research project that is qualitative, quantitative, and/or action based.
INT 609	Practicum	2	Students will engage in practicum experiences.

The course descriptions below consist of the DHHE courses required to complete the Graduate Certificate in Educational Interpreting

<i>Deaf and Hard of Hearing Education</i>			
DHHE 623	Academic Discourse in Deaf and Hard of Hearing Education	3	Strategies for delivering instruction in ASL discourse. Students are encouraged to build on their ASL skills to effectively teach concepts in their content area. Topics include target vocabulary for effective transmission of information, curriculum development and

			assessment of language. This course will support future ED-TPA concerns.
DHHE 646	Assessment Practices & Principles	3	Students will focus on the use of assessment as a tool for monitoring student progress in deduction. Formative and summative assessment strategies will be discussed, with the emphasis of reliability and validity in the generation of data. Collection of data to monitor present levels of performance and IEP goals will be discussed. There will be discussion of standardized testing and Common Core State Standards.

- 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).

This degree program will be housed within the College of Education. To meet the needs of working interpreters and interpreter educators around the state and nationwide, this program will be online. Students will take online courses during the academic year and will come to campus to fulfill residency requirements during the summer sessions.

Students participating in the graduate certificate programs and students in the MA in Interpreting Studies program will move through the courses together. All courses are part of the MAIS or proposed graduate certificate programs. Class sizes will be maintained between 6 and 18 students.

### **Course Sequence**

#### *Part-time Plan of Study for Graduate Certificates in Interpreting Studies*

Students participating in the graduate certificate programs are expected to be on a part-time plan. Courses offered during summer term will take place, in part, on site at WOU. All others will take place completely online. The following is a suggested sequence. With the exception of 610, students may take courses in any sequence.

### Graduate Certificate 1. Educational Interpreting

#### Year 1

Summer	Fall	Winter	Spring
	INT 630: Communication in a Practice Profession (3)		DHHE 623: Academic Discourse in Deaf and Hard of Hearing Education (3)
			DHHE 646: Assessment Practices & Principles (3)

#### Year 2

Summer	
INT 610: Internship & Portfolio (3)	INT 677: Intrapersonal Aspects of Interpreting (3)

### Graduate Certificate 2. Research

A three-credit elective may be taken any term.

#### Year 1

Summer	Fall	Winter	Spring
INT 612: Proseminar (1)	INT 633: Res & Writing (3)	INT 635: Action Res (3)	INT 609: Practicum (2)
INT 645: Research on Translation and Interpretation (3)			

**Graduate Certificate 3. Professional Practice**

**Year 1**

<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
INT 618: Ethics & Professional Practice (3)	INT 630: Communication in a Practice Profession (3)	INT 610: Internship & Portfolio (3)	
	INT 625: Becoming a Practice Profession: The History of Interpreting and Interpreter Education (3)		

**Year 2**

<b>Summer</b>	
INT 677: Intrapersonal Aspects of Interpreting (3)	INT 615: Communication for Interpreters (3)

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

The faculty who will be delivering this program are highly qualified. They are current with the research and best practices in their field, and approach teaching and learning with a constructivist philosophy, current research, theory, and effective practices in interpretation.

**Dr. Elisa Maroney**, Ph.D., NIC, CI, CT, Ed: k-12, ASLTA Qualified, is a tenured professor. She teaches a 9 to 12-credit load each term, and shares curricular and advising responsibilities. Dr. Maroney holds a Ph.D. in Linguistics from the University of New Mexico. She served as a member of the Oregon Educational Interpreter Working Group from 1993 when she arrived in Oregon to coordinate the Summer Interpreter Education Program to 2011. She was also a member of the RID-EIPA task force that made the historic and profession-changing recommendation to the RID Board of Directors that an EIPA Level 4.0 or higher and a passing score on the EIPA written test should be granted certified membership status. The RID Board approved the recommendation, a decision that greatly benefits the field of educational interpreting (RID, 2006). She has been selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country. Dr. Maroney was selected to be one of thirteen Commissioners on the Commission on Collegiate

Interpreter Education, joining the first accrediting body for interpreter education programs and the first group of Commissioners in 2006. She served the Commission as President from June 2011 to December 2013 followed by a 2-year term as Immediate Past President. She spent the 2015-2016 year on sabbatical leave teaching at the University of Education, Winneba, Ghana. She was the Project Director for the ASL/English Interpreting Program grant (H325K110246) from 2011 to 2015 when she left for Ghana. She is again serving in that role as the grant comes to a close. She has served on the Friends of the Oregon School for the Deaf Council since 2015.

**Dr. Patrick Graham, Ph.D.**, is an assistant professor at Western Oregon University. He coordinates the Deaf and Hard of Hearing Education Teacher Preparation Program. Dr. Graham was born deaf to hearing parents and has a deaf sister. He attended the Rochester Institute of Technology from 1999 to 2005, and graduated with a BS in Multidisciplinary Studies, and a MS in Deaf Education. He then taught Kindergarten for six years at the Phoenix Day School for the Deaf. In 2011, he decided to return to his studies and obtained a doctorate in Educational Theory and Practice with a focus in Early Childhood Education in 2014.

His research interests are in collaborative dialogues, literacy, bilingual and multicultural education. His dissertation focused on how educational professionals need to be aware of their social spaces and approaches to create optimal educational opportunities for deaf and hard of hearing children. Patrick has given multiple presentations and trainings in countries all over the world in the field of early childhood deaf education. He is also one of the co-founders of the National Deaf Education Conference, which explores all different areas of deaf education and how to increase academic and social opportunities for all deaf children in the world.

**Vicki Darden, MA, CI, CT, NAD IV - Advanced** has been a Visiting Assistant Professor since 2015 and adjunct faculty member from 2005 to 2015, teaching full time in the undergraduate and graduate Interpreting Studies programs. Ms. Darden has completed coursework for a Ph.D. in Education with an emphasis on Educational Technology. She is currently completing her dissertation, "Perceptions of Digital Citizenship in Interpreter Education." Ms. Darden's undergraduate and master's degrees are in the field of interpreting studies. She holds the Certificates of Interpretation and Transliteration from the Registry of Interpreters for the Deaf (RID), and a Level IV – Advanced certification from the National Association of the Deaf (NAD). Ms. Darden served on the national RID Video Interpreting Committee and helped to write the Standard Practice Paper on Video Relay Service interpreting. She has also served as

president and in other executive officer roles on RID Affiliate Chapters in two states.

**Amanda R. Smith**, MA, NIC-Master, CI/CT, Ed: k-12, SC:L, holds an Associate of Applied Science in Sign Language Interpreting from Johnson Community College, a Bachelor of Science in Organizational Management and Leadership from Friends University, and a Masters in Interpreter Pedagogy from Northeastern University. She has served as a faculty member in the Division of Deaf Studies and Professional Studies since 2007. She currently chairs the Division and teaches in the undergraduate ASL/English Interpreting and Master of Arts in Interpreting Studies programs. In addition to her work at WOU, Ms. Smith continues to engage in the community with interpreters and other professionals, facilitating reflective art practices for professional development. She has been selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country.

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

In addition to the three full-time tenure line faculty listed below, Sarah Hewlett, serves as the Placement and Outreach Coordinator for the interpreting programs networking and establishing relationships with community partners (in Oregon and beyond) allowing students to intern across the country.

Elisa Maroney, Professor, Deaf Studies and Professional Studies

Patrick Graham, Assistant Professor, Deaf Studies and Professional Studies

Vicki Darden, Visiting Professor, Deaf Studies and Professional Studies

Amanda Smith, Associate Professor, Chair, Deaf Studies and Professional Studies

Part-time adjunct faculty will be used as needed. The program has a strong network of adjunct faculty who teach graduate level interpreting studies courses. Due to the online nature of many of the courses, highly qualified interpreter education faculty are available nationwide to teach courses.

**g. Other staff**

The graduate program in Interpreting Studies has a coordinator, whose duties include public relations, recruiting/advising students, scheduling coursework, updating administration on the program, and monitoring completion progress of participants. Each student has an academic advisor, an individual program plan, ongoing advising, and dissertation supervision.



One full-time administrative assistant staffs the Division of Deaf Studies and Professional Studies. She supervises student workers and Graduate Assistants, as needed.

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

The Division of Deaf Studies and Professional Studies recently moved into the new Richard Woodcock Education Center. The building features 20 classrooms, numerous conference rooms and a digital production studio space. Each classroom is equipped with the full array of today's state of the art technology (e.g., projectors, document cameras, sound system, RF assistive listening technology). A number of classrooms also house Smartboard interactive monitors, video conferencing, and additional induction loop assistive listening systems.

There are two Mac labs and one PC lab, each with 24 computers, with one of these labs designated as a language lab. The digital production space has a Tricaster video switcher with virtual set capabilities, studio quality lighting, three professional studio cameras, and video streaming capabilities. Four classrooms have the ability to remotely connect the cameras to the digital production studio.

The collection of library materials held by WOU is very adequate to support graduate certificate programs in Interpreting Studies. Hamersly Library contains more than 1080 books and videos related to interpreting. Of these, 20% have a publication date in the last 7 years. Students at WOU also have access to the content of more than 55 journals related to this field, most of which are in an electronic format. WOU also subscribes to several citation databases that may be utilized by students in the major, including Academic Search Premier, Communications and Mass Media, Education FullText, ERIC, and PsychINFO.

WOU was a founding member of the Orbis consortium and is a full and active participant in the successor organization, the Orbis Cascade Alliance. A key value of membership in the Alliance is to make available to WOU students and faculty a union catalog of books, periodicals, and other formats. The Summit Union Catalog is comprised of 9.2 million titles, representing 28.7 million items. WOU students may borrow materials directly from this vast collection with an average delivery time of 1.7 days.

The facilities and equipment needed to initiate the program are in place and at a level of acceptable quality. They include the following: accessible faculty office space in the Education Building; video recording and other media services, including the Language Media Center; duplicating services, computer, printer, and related repair/support services; adequate and accessible classrooms, including Smart classrooms; online course infrastructure using Moodle; standard office supplies and video phones for

deaf. The program courses will be offered during summer session and online, so no new classroom space is needed. In year two of the program, one additional faculty office will be needed.

WOU has housed programs to prepare professionals to serve deaf and hard of hearing for over thirty years. Because of the many technical and educational resources currently in place to serve these related efforts, WOU is in a position to initiate the proposed program without the purchase of additional materials or equipment.

We also have a state of the art computer lab in Richard Woodcock Education Center, and 11,000 lines of Internet wiring in this building, which can provide clear online delivery to students.

**i. Anticipated start date.**

We anticipate that the program will start in summer 2018.

**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.**

Western Oregon University's mission is as follows, "Western Oregon University creates lasting opportunities for student success through transformative education and personalized support."

The new graduate certificates in Interpreting Studies aligns closely with WOU's mission by creating and offering students the opportunity to advance their knowledge about interpreting practice, teaching and supervision, and scholarship. The graduate certificate programs will continue the personalized support and mentoring that has been offered to interpreting students since WOU began offering interpreter education in 1976. This new program endeavor is the next step in inspiring, thought-provoking educational experiences for interpreting students, practitioners, and educators and the faculty who teach in the Interpreting Studies program. This program connects and engages WOU, the Division of Deaf Studies and Professional Studies, and the Regional Resource Center on Deafness with the local, regional, and national communities by providing programs that are accessible to a broad range of prospective students.

The primary goals of the graduate certificate programs in Interpreting Studies are:

- To develop highly qualified interpreter educators for a continuous demand.
- To develop leaders in the field of interpreting, including mentors and coaches, teachers, supervision leaders, and specialists.

- To provide professional interpreters with the opportunity for growth and development beyond the levels currently available.
- To provide opportunities to conduct research and contribute to the growing body of scholarly work in the field of interpreting.
- To provide opportunities for future interpreter educators to participate in observation, practice, and supervision.
- Fulfill national need for professional interpreters to earn Continuing Education Units to maintain certification and/or licensure.

Since the establishment of the Regional Resource Center on Deafness in 1972, WOU has come to be viewed as a major institution for the preparation of education, signed language interpretation, and mental health and rehabilitation specialists focusing on individuals who are deaf or hard of hearing or who serve individuals who are deaf or hard of hearing. The establishment of the proposed graduate certificate programs would be consistent with WOU's institutional identity, strategic plan, and long-term mission by establishing a means for students to succeed beyond their current levels, providing opportunities for academic excellence through advanced scholarly work, continued community engagement through action and social research within a community of practice, accountability through open source publication of research, a sustainable stewardship by providing opportunities for leadership in teaching, research, and supervision.

- 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.

**Assuring Access:** The program has been designed to address the needs of the place-bound student, who is interested in non-traditional delivery options, such as distance and courses that are short in duration. The full-time program will be online during the academic year with short-term, face-to-face on-campus residency components that will occur during the summer session.

**Assuring Diversity:** The degree programs housed in the Division of Deaf Studies and Professionals Studies within the College of Education use recruitment strategies that typically achieve higher rates of students with diverse backgrounds than the University as a whole. For example, the M.A. in Interpreting Studies program records demonstrate that the program achieved enrollment of 21% ethnic minority students and 4% students who were deaf or hard of hearing. A third under-represented group in the interpreting field, males, attend the program at the rate of only 7%. Recruitment of all three groups will remain a focus in coming years. In terms of supporting under-represented and non-traditional students, we will actively recruit men to the Interpreting Studies graduate certificate

programs to achieve a gender balance and to support efforts for gender match of interpreters and interpreter educators. WOU also takes great pride in the high record of students on our campus who will be the first in their family to graduate from a 4-year university. We will encourage this population of students to consider the graduate programs in Interpreting Studies.

The Interpreting Studies faculty are aware that graduates will be faced with teaching students and interpreting for individuals who have disabilities, students whose first language is not English or ASL, and students whose core values and culture may be different from their own. The WOU College of Education is dedicated to producing students, who are not merely aware of cultural, ethnic, and ability differences, but who have the skills to serve diverse students, the values to welcome that diversity, and the courage to speak out against any form of discrimination. More specifically, the Interpreting Studies curriculum demonstrates that the program is preparing students with the knowledge, skills, experience, and commitment to be effective with the diverse population they will meet.

### **Quality Learning**

Key systems of maintaining accurate data on which to base program modifications include: 1) a program Advisory Committee, 2) a comprehensive evaluation strategy, 3) staff involvement on state and national interpreter planning and advisory groups, and 4) instructors who are dedicated to the implementation of best teaching theory and practices in the Interpreting Studies program curriculum.

The program is also designed with rigorous entry and exit requirements. In addition to the university's graduate studies requirements for admission, depending upon the graduate certificate they are pursuing, students must meet program specific requirements that vary and may include:

- Native fluency in one of their working languages;
- At least five years of language acquisition in their second working language;
- Bachelors degree in related field (e.g. Interpreting, Translation, Spanish, ASL Studies, Linguistics or Interdisciplinary Studies);
- Foundational theory and knowledge in translation and interpretation studies;
- Two to five years of experience translating and/or interpreting, and/or national certification;
- Documented experience with mentoring, teaching, and/or training (e.g., mentoring contract, résumé and letters of recommendation)

Finally, the program personnel recognize the importance of on-going program assessment and evaluation. Their approach is multi-tiered, including qualitative and quantitative measures that are formal and

informal, summative and formative, public and confidential.

### **Research and knowledge creation and innovation**

To assure that the program maintains high-quality, rigor, and thoroughness, the program faculty maintain involvement in state, national, and international organizations, and a strong foundation in current research, teaching, and subject matter. They are committed to their own continuing professional development and the significance of remaining current with research pertinent to the disciplines of interpreting, teaching, and researching. They also recognize the importance of external review and will seek Commission on Collegiate Interpreter Education (CCIE) accreditation for the graduate certificates in Interpreting Studies when and if appropriate (currently, the CCIE does not accredit graduate programs). They are currently pursuing program review by the American Translators Association.

### **Economic and cultural support of Oregon and its communities**

These programs demonstrate Oregon's commitment to accessibility by providing affordable online programs that will serve many of the rural and remote members of the Oregon community. The proposed program will be offered using online technology and methodology.

The proposed program will meet the growing demand nationwide for qualified interpreters and interpreter educators. The increase in interpreter leaders and educators will indirectly help to meet the growing demand in Oregon (and nationwide) for interpreter practitioners, enhancing Oregon's (and the nation's) capacity to respond effectively to social, economic, and environmental challenges that face the field of interpreting on a daily basis.

The United States Bureau of Labor Statistics states that the "Employment of interpreters and translators [signed and spoken] is projected to grow 29 percent from 2014 to 2024, much faster than the average for all occupations. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States. Job prospects should be best for those who have professional certification" (retrieved from <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm> on October 13, 2017).

Currently, the larger interpreting agencies and VRS (Video Relay Services) call centers have established mentoring programs to ready interpreters for work in the community and as VRS interpreters. The development of WOU's programs would help address the need for more highly qualified interpreters. Additionally, this program would produce interpreter educators and scholars who would be able to contribute to the

expansion of WOU's Interpreting Studies Bachelor's and Master's degree programs as well as serve to expand the available interpreter education programs in Oregon, the northwest, and the nation.

- 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;

The proposed program will meet the growing demand in Oregon (and nationwide) for qualified interpreters and interpreter educators, enhancing Oregon's (and the nation's) capacity to respond effectively to social, economic, and environmental challenges that face the field of interpreting on a daily basis.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and

The majority of interpreters who are employed in Oregon, work in K-12 educational settings either exclusively or part-time. The Oregon Department of Education (ODE) has implemented an OAR (581-015-2035) that raised the minimum standards for educational interpreters. As of July 2008, they must:

- Hold a Registry of Interpreters for the Deaf (RID) National Interpreter Certificate (NIC), Certificate of Interpretation (CI) or a Certificate of Transliteration (CT); or
- Achieve a rating of 3.5 or higher on the Educational Interpreter Performance Assessment (EIPA) and hold an Associate's or Bachelor's degree or pass the EIPA Knowledge test.

The certificate programs will take the field one step closer towards the ODE effort to professionalize and raise the standards for interpreters working in educational settings by creating graduates who will provide the leadership and mentorship to move educational interpreters toward achieving national certification.

This OAR also states that educational interpreters must complete continuing professional development.

Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that

meet this continuing professional development requirement (OAR 581-015-2035).

Graduate certificate programs offer an alternative approach to meeting this professional development requirement.

With the onset and continuing success and growth of VRS, the nationwide need for qualified interpreters in both the community and in VRS settings has expanded into Oregon. The need for interpreters in Oregon's Deaf community to continue to work face-to-face with Deaf and hearing consumers is great. The VRS call centers are also seeking to hire qualified interpreters. This is not only true in Oregon, but nationwide, as well.

The interpreting field is predominantly white and female; yet, the Deaf community would be served better by a more diverse workforce. By offering the programs online, the programs may entice a more diverse student population.

- iii. address civic and cultural demands of citizenship.

The Interpreting Studies program employs the demand control schema as the framework for instruction and discussion of the task of interpreting. This schema places particular emphasis on observing the world and observing people's interactions in the world. This approach requires interpreters to be aware of other individual's thought worlds, perspectives, cultural implications of communication, and situational circumstances. They must also identify and consider how other individual's thought worlds, perspectives, cultural implications of communication, and situational circumstances would affect the interpreter's ability to distill and convey meaning in the interpreted event. This broad view of communication and human interaction provides opportunities for students to assess and appreciate the uniqueness of the individuals around them whether in an interpreting assignment or not.

## **Accreditation**

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

The Commission on Collegiate Interpreter Education (CCIE), established in 2006, has standards for interpreter education programs. As such, the

CCIE Standards are being adhered to as the program is being developed. (See <http://ccie-accreditation.org/> for the CCIE Standards.)

- 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.

We are designing the program with the CCIE Standards in mind. In order to qualify for accreditation, the graduate program in Interpreting Studies at WOU must have graduated at least one cohort group. Therefore, we would not be eligible for the self-study review process until the end of year two when a cohort group has completed the program, if the CCIE were to begin awarding accreditation for graduate programs. The CCIE standards are not designed for graduate programs. The American Translators Association offers a membership review process. We are pursuing this review for the current WOU MA in Interpreting Studies program.

- 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.

The undergraduate ASL/English Interpreting program is accredited by the Commission on Collegiate Interpreter Education. The Bachelors degree program completed the Self Study Review process during the 2008-2009 academic year and had its site visit February 15-17, 2010. The undergraduate program was awarded full accreditation in March 2010 joining an elite group of only 13 accredited interpreter education programs nationwide.

- 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.

Though there are standards for programs at the undergraduate and graduate levels to prepare entry-level interpreter practitioners, there is currently no accrediting body for degree programs that provide opportunities for advanced interpreting, teaching interpreting, or scholarship on interpreting. However, the graduate certificate programs are being designed with the Commission on Collegiate Interpreter Education Standards in mind. The undergraduate program in interpreting at WOU was awarded accreditation from CCIE and Dr. Maroney, who is the faculty member proposing these programs, served as Commissioner, President, and Immediate Past President on the CCIE.

#### **4. Need**



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

We expect that each year for the next five years, beginning in summer 2018, between 1 and 4 students will enroll part-time in graduate certificate programs in Interpreting Studies.

Year/ Term	2018-19	2019-20	2020-21	2021-22	2022-23
	Enrollment				
Su	PT 1-3		PT 1-3		PT 1-3
Fall	PT 1-3		PT 1-3		PT 1-3
Winter	PT 1-3		PT 1-3		PT 1-3
Spring	PT 1-3		PT 1-3		PT 1-3

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

Approximately 6 to 12 graduate certificates will be awarded over a five-year period.

- c. Characteristics of students to be served

(resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

A survey was sent to 69 current and former graduate students in the MA in Interpreting Studies program. The survey was designed to determine interest in both interest in Graduate Certificate options, as well as a Ph.D. program in Interpreting Studies. Fifty-eight responses were returned. Of the 58 responses, 35 indicated that they would be interested in graduate certificate programs in Interpreting Studies at WOU. Of those who responded nineteen identify as white/Caucasian, 2 as Latino, 1 as Black, and 1 as Okinawan American. Twenty-seven identified as female/woman and 6 as male. The respondents ranged in age from 21 to 51 with the average age of 36. Eleven are from the Northwest, one is from the Northeast, six are from the Midwest, three from the Southwest, and two from the Southeast. Eleven did not respond to this item.

- d. Evidence of market demand.

Signed language interpreting and preparing interpreter education faculty is emerging and parallels other fields in their early development.

- 1) In the 1960s, research by William Stokoe documented the linguistic structure of American Sign Language contributing to its recognition as a true language and not simply a system of gestures.
- 2) The Registry of Interpreters for the Deaf (RID) is the national organization of professionals who provide ASL/English interpreting. It began in 1964 and implemented a certification system in 1972. The Conference of Interpreter Trainers (CIT), the professional association of interpreter educators, began in 1979. The Commission on Collegiate Interpreter Education was established in 2006.

- 3) The need for interpreters was recognized by the federal government and funds were made available to establish training programs for interpreters in the late 1970s. WOU has had federal funding for over 40 years and continues to serve the interpreting community with federal funds via the Regional Resource Center on Deafness.
- 4) Similar to teacher education, interpreter education programs began as short-term training programs, grew to AA degrees or certificate programs, and then to bachelor's and master's degree programs. The RID website ([www.rid.org](http://www.rid.org)) lists 75 AA programs, 42 BA programs, and 4 programs offering graduate degrees. Gallaudet University offers masters and doctoral degrees, Kent State University, the University of North Florida, and Western Oregon University offers a master's degrees. In addition, St. Catherine University now offers a masters degree.
- 5) The dearth of graduate programs in the field of interpretation is similar to that of other professions during their emergence (e.g., education, nursing, psychology and gerontology).
- 6) RID has required a bachelor's degree since 2012 in order to be eligible to take the certification examination.
- 7) The supply of interpreters has never been adequate for the demand and the need for interpreters has expanded with the onset of video relay interpreting.
- 8) The supply of qualified interpreter educators has never been adequate.
- 9) The field is now ready for advanced degrees and requires advanced degree opportunities in order to move forward and fill the needed interpreter educator vacancies.

The population of individuals with "hearing disability" ages 18-64 in the U.S. in 2010 was estimated at 4,022,334 (<http://libguides.gallaudet.edu/content.php?pid=119476&sid=1029190>). Of those, approximately 500,000 are estimated to use ASL (<http://libguides.gallaudet.edu/content.php?pid=114804&sid=991835>). As stated above (see section 2. b.), the Bureau of Labor Statistics projects that the need for interpreting services will increase by 29% by 2024. The Registry of Interpreters for the Deaf (RID) is the national professional organization and certifying body of American Sign Language/English interpreters. According to the RID website there are currently more than 16,000 national members of the organization 9,653 who hold some form of national certification. Today, there are only 271 certified members in the Northwest (OR, WA, and ID). It is not a requirement for a working interpreter to be certified or to be a member of this organization, however these numbers demonstrate the vast gap between the number of qualified, professional interpreters and the deaf and hard of hearing individuals needing interpreting services. Members of RID work in a number of capacities ranging from educational (K-12 and post-secondary) to

community-based work to video relay/remote interpreting.

The majority of full-time interpreting positions are in educational settings, and the demand for educational interpreting services exceeds the supply (Kennedy, 2002). The interpreting education programs have not been producing enough graduates to meet the demand for interpreters across the country (Cogen, 2006). The high number of vacancies and the ongoing critical need for increased numbers of sign language interpreters has been identified by the Oregon Department of Education, and is supported by studies conducted nationally. Although WOU's interpreting program has attracted and educated more than 90 students from 16 states in the past five years, the need remains acute.

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

N/A

- 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 their program?

We expect graduates to teach in interpreter education programs nationwide, provide in-service professional development opportunities for interpreting practitioners, and conduct scholarly activities to contribute to the growing body of research on interpreting.

## 5. Outcomes and Quality Assessment

### a. Expected learning outcomes of the program

The learning outcomes align with the university values. Interpreting Studies graduates will be:

<b>Interpreting Studies Learning Outcomes</b>	<b>WOU Values</b> from: WOU, <i>Forward together</i> , 2017, pages 4-5
Effective interpreters able to work with a wide range of deaf, hard of hearing, and hearing clients communicating in a variety of settings and circumstances.	<b>Collaboration</b> Effective communication; cooperative exploration, problem solving, and teamwork; shared governance; dialogue.
Discerning consumers of current, credible research findings on translation, interpersonal communication, meaning transfer, professional aspects of interpreting and professional development.	<b>Empowerment</b> Knowledge, skills, pathways, technologies and resources for all community members to effectively identify and utilize opportunities; student success in degree attainment; critical thinking.
Critical observers of the factors that impact professional interpreter decision-making from accepting a job to billing for the job	<b>Accountability</b> Evidence-based decision-making, integrity and ethical transparency. <b>Diversity and respect</b> Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains and means of expression.
Committed leaders and capable researchers in the interpreting profession able to advance the profession beyond its current status and understanding within the communities they serve.	<b>Community</b> Trustworthy, caring, safe environment for the cultivation of peace, civility and social justice; connections extending beyond the classroom, across campus and into our local and global communities.
Effective facilitators of adult learning environments designed to guide students in their development as interpreters, professionals, and life long learners.	<b>Accessibility</b> Programs, resources, media and structures that support the needs of our community members; affordable cost of attendance; personalized support; welcoming, efficient and user-friendly systems.
Discerning consumers of current, credible researching findings on adult education, curriculum design, assessment construction, lesson planning, and effective practices in the	<b>Excellence</b> High standards for teaching, learning, scholarship and service; co-curricular activities; advancement of knowledge, analytical skills, creativity and innovation.

field of interpreter education.	
Leaders in interpreter education pre-service and in-service, providing innovative training that raises the bar of expectations and quality within the field of interpreting.	<b>Sustainability and stewardship</b> Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual and human resources entrusted to us.

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Student learning assessment will mirror the procedures currently in place in other graduate programs in the College of Education, where a combination of graded exams, term papers, presentations, research projects, and supervised practica are used. Learning assessment will be embedded in the curriculum, with each course requiring demonstration of mastery of subject matter.

As students progress through the program, they will undergo instructor assessment, peer assessment, and self-assessment to measure their progress toward achieving the program outcomes. Students will be presented with written or video-recorded case scenarios, to which they will need to respond in order to demonstrate and apply the theories and research they have been studying. During the field study experiences, students will be assessed in authentic situations by mentor teachers/interpreters and students/consumers. This will be an opportunity for students to reflect on their learning and apply their studies in the real world of research and interpreting.

WOU's approach to interpreter education and teacher training places a premium on teacher-guided self-assessment and reflective practices as critical skills, while balancing this philosophy with acknowledgement of the importance of additional external, objective assessments. Student assessment includes student-based evaluation of personal progress, in the form of journals and reflective essays. Students will critique each others' skills and teaching in peer assessments, allowing for external assessment in peer evaluation and the opportunity to develop needed critical assessment skills.

This program is being developed using evidence-based practices. We have collected data from prospective students indicating their needs and desires for certificate programs to continue developing skills. We have also researched programs for training spoken language and signed language interpreter educators.

While the evaluation process will yield data that will support the continuation of research-based best practices, we will continue to strive for excellence in interpreter education and teaching interpreting by reviewing and revising all courses to reflect current research, theory, competencies, and practice;

involving employers and other stakeholders in reviewing curriculum revisions and job placement strategies; and improving recruitment, education and retention of qualified students who have disabilities, are culturally and linguistically underrepresented, and/or are male. Information collected from these procedures will be shared with faculty and the Program Advisory group. Particular issues identified will be the responsibility of the program coordinator to address as overseen by the Division of Deaf Studies and Professional Studies Chair.

- c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

Students enrolled in the graduate certificate in Interpreting Studies programs will conduct scholarship, as well as identify and step into leadership, educator, and governance roles in their local, state, national, and international communities.

Program performance indicators will include the following:

- Ability to conduct supervision with interpreting students and colleagues.
- Ability to coach interpreting students and colleagues.
- Ability to successfully develop curriculum for interpreting classes.
- Ability to successfully develop tools for assessing interpreting students work.
- Research in which students will be assessed on their ability to synthesize current and credible research as it applies to a particular area of interest in the field.
- Research projects in which students are able to demonstrate their ability to conduct original research in response to a research question they pose as individuals or in small groups/teams.
- Maintenance of certification or licensure credentials.

Nationally, the Registry of Interpreters for the Deaf offers certification for interpreters. Certificates range from generalist to specialist. Some states also have licensure, certification, and quality assurance programs. Oregon's Department of Education and Deaf and Hard of Hearing Services Program provide guidelines for minimum standards for interpreters. Oregon does not have a licensure examination at this time, though the Oregon Registry of Interpreters for the Deaf is exploring licensure for signed language interpreters. There is no licensure for interpreter educators locally or otherwise.

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

WOU's *Collective Bargaining Agreement* spells out the research and scholarly expectations for faculty as follows (see CBA p. 17):

**B. Scholarship:** *In the spirit of Boyer's Scholarship Reconsidered (1990), one's "scholarship" may be manifested in one or more of the following venues:*

- 1. Scholarship of discovery—investigative research and creative work of faculty in liberal, visual and performing arts*
- 2. Scholarship of integration—scholarship connecting within and between disciplines*
- 3. Scholarship of application—study of real world or societal problems*
- 4. Scholarship of teaching—instructional and classroom research*

*Regardless of the type of scholarship, all faculty members' work should be carefully assessed, with intellectual rigor and excellence the yardstick by which all four dimensions of scholarship are measured.*

*While scholarship can look quite different across candidates, it cannot be absent as it is the core of academic life. All faculty members should be knowledgeable of developments in their fields, remaining professionally active. All faculty members should be held to the highest standards of integrity in every aspect of their work. For purposes of tenure and promotion, it should be peer reviewed, sustained and measurable.*

Success in those areas is also explained in the *Collective Bargaining Agreement, Article 8, Section 4* (see page CBA, p. 19).

**Section 4. Evaluation of Tenure Track and Tenured Faculty.**

*Evaluation procedures for tenure track and tenured faculty consider key elements that include but extend beyond those used for non tenure track faculty.*

- d. As part of the initial job appointment, the tenure track faculty member will, upon written request, receive a copy of the current Collective Bargaining Agreement from the Provost's Office which shall include all necessary details regarding evaluation procedures and expectations. The Collective Bargaining Agreement is available via the WOU Provost's web site.*
- e. The Division Chair shall be responsible for assisting each tenure track faculty member in answering questions regarding the expectations and procedures related to evaluation.*
- f. All tenure track faculty will complete an Annual Faculty Report and submit to the Division Chair no later than 30 June that includes a CV, a summary of accomplishments for the year and progress towards meeting previously stated goals and new goals for improvement.*
- g. Tenure track faculty will also submit their files for continuation, promotion, and tenure as specified elsewhere in Article 8. A copy of the DPRC recommendation will be provided to the faculty member by the DPRC at the same time it is submitted to the Dean.*

- h. **Rebuttals.** The faculty member shall have the opportunity to file a commentary or rebuttal to any part of the evaluation report. This response shall be a permanent part of the evaluation.*
- i. **Evaluations which Indicate Need for Improvement.** If the faculty member is given an evaluation which includes an indication that improvement is needed in any area(s), including collegiality, the employer shall provide the faculty member a written report containing explicit suggestions and guidelines for improvement. The Provost shall provide the relevant Personnel Review Committee with a copy of the report. The employee will be granted reasonable time, up to one academic year, for improvement. Subsequent review(s) delivered to the employee in writing shall focus on the employee's performance during the specified timeline. All parties involved in the reevaluation shall adhere to the guidelines and suggestions specified in the written report.*

## **6. Program Integration and Collaboration**

- a. Closely related programs in other OUS universities and Oregon private institutions.

There are no similar programs in the state 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.

The graduate certificate programs would complement the only Associate's (Portland Community College), the only Bachelor's (WOU) degree, and the only Master's (WOU) degree programs in the state by providing additional professional development options in this field.

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

There are no similar certificate programs.

- d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

This program should not impact any other institution. There are no other graduate certificate programs in Interpreting Studies in Oregon.



## **7. External Review**

HECC and NWCCU policy does not require an external review of proposed graduate certificate programs. Individuals identified below are a representative sample of potential external reviewers when the Interpreting program undergoes its 7-yr review as part of the university's academic program review process or proposes to introduce other full graduate degree programs.

### **Potential External Program Faculty and Administrators**

- Kim Brown Kurz, Ph. D., Chairperson, American Sign Language & Interpreting Education, National Institute for the Deaf, Rochester Institute of Technology, Rochester, NY
- Jemina Napier, Ph. D., Deputy of Scholl and Head of Languages and Intercultural Studies, Heriot-Watt University, Edinburgh, Scotland
- Brenda Nicodemus, Ph. D., Professor/Research Center Director, Department of Interpretation and Translation, Gallaudet University, Washington, D.C.
- Carol Patrie, Ph. D., Author and Consultant, Bowie, MD
- Rachel Rosenstock, Ph. D. Professor, Westsächsische Hochschule Zwickau, Zwickau, Germany
- Deb Russell, Ph. D., Program Faculty and Researcher, Douglas College, Vancouver, BC

## **Budget Outline**

The budgetary impact is essentially zero. The programs consist of packaging of existing courses in the M.A. in Interpreting Studies in order to be recognized by the HECC performance funding model. There are no costs incurred in the launch or application of these graduate certificate programs since the coursework is already ongoing. Rather, this represents an opening for another enrollment option for prospective students who may not wish to or are undecided about committing to a full-fledged master's program in interpreting.

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: All Years

Program: Graduate Certificates in Interpreting Studies

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>	0	0	0	0	0	0
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>	0	0	0	0	0	0
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>	0	0	0	0	0	0
<b>GRAND TOTAL</b>	0	0	0	0	0	0

**Educator Equity in Teacher Preparation  
In Accordance with HB 3375  
Biennial Institutional Report  
Western Oregon University  
April 2018**

In accordance with HB 3375 (2016), Western Oregon University submits the following summary, evaluation of progress made, and modifications to the institutional plan to recruit, retain, and graduate increasing numbers of culturally and linguistically diverse educators. The original institutional plan was developed in 2016 and this biennial report can be viewed as an addendum to that report. Progress is relevant to the targets and tasks outlined in the 2016 report.

The following benchmarks for Western Oregon University and educator preparation can be viewed as context within which the diversification of the workforce efforts reside. These contextual factors are updated from the 2016 report.

**Table 1: Contextual Factors Affecting Diversification Efforts**

<u>Factor</u>	<u>2011- 2012</u>	<u>2012- 2013</u>	<u>2013- 2014</u>	<u>2014- 2015</u>	<u>2015- 2016</u>	<u>2016- 2017</u>	<u>2017- 2018</u>
% Non-white WOU faculty	13.6	13.6	14.0	--	--	17.5	--
% Non-white WOU educator faculty	8.6	11.4	17.7	12.2	12.3	10.3	6.1
% Non-white WOU students	27.1	28.2	29.3	26.4	29.6	34.8	--
% Non-white educator students	16.0	13.8	18.1	15.3	19.7	20.2	22.2
% Non-white educator completers	11.1	9.3	6.0	8.3	8.9	7.6	12.7

Table 1 provides important context about Western Oregon University. Missing information in the table highlights the challenge of finding reliable data. New capacity in Institutional Research will assist, going forward. Data suggests that Western Oregon University is likely trending toward a more diverse WOU faculty. Hopefully, this trend will continue as, like HB 3375 seeks to develop a workforce that matches the demographics of Oregon students, Western Oregon University should seek to develop a faculty workforce that similarly matches the diversity of its student population. Unfortunately, we are currently trending in the wrong direction relative to the percentage of non-white educator faculty. Because of the reasonably small numbers of educator faculty, these changes in percentages reflect relative small changes in the actual number of diverse educator faculty. Relative to the overall WOU student population, we are surprisingly diverse. These numbers reflect 300 non-resident alien students (international students) very few of whom are likely to prepare as Oregon educators due to the state required educator exams offered only in English. The number of non-white educator students and completers are trending in the right direction but are clearly lagging behind HB 3375 goals. The Bilingual Teacher Scholars program, and the first cohort of recruited students, have not yet hit the point at which they are prepared to graduate. These numbers will begin to shift in 2018-2019.

**Table 2. Showing Recruitment, Retention, and Graduation of Diverse Educators According to Targets**

<u>Year</u>	<u># Recruited</u>	<u>Target #</u>	<u>% Retained</u>	<u>Target %</u>	<u>% Graduated</u>	<u>Target %</u>
2014-2015	--	30	--	--	8.3	--
2015-2016	40	40	72	80	8.9	--
2016-2017	31	50	78	80	7.6	10
2017-2018	26	60	80	80	12.7	15
2018-2019	37	70	--	80	≈16	20

Table 2 shows progress toward the goal identified in HB 3375 of graduating an educator workforce that is 35% diverse. Though the bill includes both culturally and linguistically diverse educator graduates as successful indicators, we do not currently have a reliable mechanism for reporting numbers of linguistically diverse candidates. We rely on interpersonal knowledge of candidates and this isn't always a reliable metric. As a result, at this time, we are only able to reliably report numbers of culturally diverse educators (in this case, defined as non-white). Table 2 shows that over time, we are failing to recruit target numbers of diverse candidates and are employing additional strategies to broaden the entry points into the Bilingual Teacher Scholars program (as our major avenue for diversification of the student pool). Our retention targets are close to being met and our graduation targets are trending in the right direction but not currently being met. Our ability to meet graduation targets is likely closely related to our ability to attract larger candidate pools.

### Update on Local Goals and Tasks to Accomplish Overall Diversification Efforts of HB 3375

The major of the 2016 report describes goals and tasks designed to meet the overall expectation of graduating an educator workforce that is 35% culturally and linguistically diverse. This is designed to match the percentage of culturally and linguistically diverse students in Oregon schools. This number gives public universities a clear target but also very high expectations for success.

The following sections describe each of the goals identified by HB 3375 and Western Oregon Universities local goals and tasks designed to accomplish them.

*Goal #1: Recruit increasing numbers of culturally and linguistically diverse education majors.*

*Bilingual Teacher Scholars.* The Bilingual Teacher Scholars (BTS) program serves as the primary recruitment mechanism for meeting HB 3375 goals. Since 2016, the BTS program has expanded to include as district partners Eugene SD, Hood River SD, Tigard-Tualatin SD, and Beaverton SD in addition to the original partner districts of Salem-Keizer, Hillsboro, Central, Woodburn, and Corvallis. A strong pathway through Chemeketa Community College has emerged and we are spreading the community college model across Oregon.

*Challenges to meeting recruitment goals.* Meeting HB 3375 recruitment goals requires that Western Oregon University expand points of entry into the BTS program to include all Oregon community colleges, a mid-point admission model for students “flowing into” undergraduate educator pathways, and pathway for students entering preliminary licensure programs at the graduate level (i.e. MAT and Special Educator programs). Our major challenge in recruitment has been overcoming the “challenging” status of educator professions and then having enough scholarship and remission dollars to effectively recruit students into what is increasing perceived as a “troubled” profession.

*Goal #2: Retain culturally and linguistically diverse education majors.*

*Financial issues remain the biggest retention challenge.* To date, retention in the BTS program matches (almost exactly) retention patterns for the general population of undergraduate students at Western Oregon University. We seek to connect with all students that leave the program and find that two challenges are commonly cited as barriers to retention including (a) challenges to be successful academically and (b) challenges to pay the bills. Western Oregon University has a strong and demonstrated record of success in helping non-white students and student's otherwise “at-risk” to find academic success. Yet, BTS students continue to struggle in mathematics, in particular. Nationally, mathematics is a common challenge for at-risk college students. The BTS program is re-doubling

efforts to build a robust, trusting, and productive professional community employing regular social and academic functions, consideration of a peer-to-peer mentoring program, and tutoring specific to the program. About 12% of our BTS students are also DACA and are unable to benefit from federal financial aid. We are in our 2<sup>nd</sup> year of partnership with the Mexican Consulate to back-fill lost aid for DACA students through the IME-Becas program for Mexican citizens (or DACA) living abroad (in the United States) and seeking higher education.

*Challenges to meeting retention goals.* Relative to admission of the 2018-2019 cohort of BTS students, our goals were explicitly to find and admit the most highly qualified students we could independent of their home district or community college. We believe that through admission of a more well-qualified cohort, we will struggle less with retention due to academic factors. However, we will continue to struggle with retention due to paying the bills.

*Goal #3: Admit increasing numbers of culturally and linguistically diverse education majors into initial licensure programs.*

*Bilingual educator coursework.* Initiated in 2016, we are working to deliver more and more educator coursework in both Spanish and English. Ultimately, the goal is for a much higher percentage of our educator students to take courses that seek to help them develop academic content in both Spanish and English. To date, ED 200 Introduction to Education, is taught in this way and students are encouraged to write, speak, and read materials in either Spanish or English. The instructor for these courses switches between both languages in ways that are aligned to research-based, best practices for dual language coursework. Spring 2018, Dr. John Rector will teach HST 203 in this same dual language method and many of our ESOL endorsement coursework in the College of Education are now delivered similarly. It is our strong belief that offering more courses in this manner will increase the likelihood that increasing numbers of culturally and linguistically diverse educator students will gain admission to the educator preparation programs. As of yet, the required educator assessments have not proven a barrier to admission. We will continue to monitor the status of this potential retention challenge.

*Challenges to meeting admission goals.* Other than the required educator tests, we do not see large admission barriers for expanding numbers of culturally and linguistically diverse students. We have a strong system of test-prep that appears to be effective but we will monitor over time as our large cohorts of BTS students reach the stage of taking these required tests. To date, retention has been a much larger challenge than admission to educator programs.

*Goal #4: Ensure graduation of increasing numbers of culturally and linguistically diverse education majors across all initial licensure programs.*

To date, we don't know much about how successful our efforts to graduate increasing numbers of culturally and linguistically diverse educators will be. Our cohorts of BTS students are moving toward their final year and we hope to see our numbers increase dramatically. But, at this time, we can only speculate on the success of our systematic efforts via the Bilingual Teacher Scholars program.

### Areas of Concern

Western Oregon University set aggressive targets in alignment with the goals of HB 3375. To date, we are not meeting these goals despite strategic and sweeping efforts to do so. Two major challenges remain. First, Western faces limits on the amount of remission support that can be reasonably placed

into this program. It is clear through the partnership efforts we have made that we could double and possibly triple the number of students in this program if appropriate remission dollars were also included. Seeking investment from the Oregon business community to back-fill remission dollars for this program is critical to realize HB 3375 goals. Second, Western must continue to diversify the faculty and staff workforce to build a culture and climate that is comfortable operating in both Spanish and English. Despite these challenges, Western has a demonstrated record of success in helping diverse students succeed. The Bilingual Teacher Scholars program and the goals of HB 3375 are furthered by Western's mission for success in this area.



**Western Oregon**  
**UNIVERSITY**

**Western Oregon University  
College of Education**

**Educator Equity in Teacher Preparation  
Institutional Plan  
In accordance with HB 3375**

**April 1, 2016**

**(Approved by WOU Board of Trustees, April 27, 2016)**





## Introduction and context

Western Oregon University has a 150-year history and tradition of excellence in educator preparation. Known previously as Oregon Normal School and Oregon College of Education, our identity is tied directly to educator preparation. Western’s College of Education (COE) is consistently one of the largest producers of teachers in the state, has earned numerous accolades and recognitions for this excellence, and has held national accreditation, continuously, since 1954. Throughout this time, we have valued the diversification of the educator workforce and the preparation of teachers able to help all children learn and grow. Western is pleased to submit this plan, pursuant to HB 3375, as a record of our commitments in these areas.

Note: HB 3375 includes efforts to increase the diversity of both the educator workforce and the administrator workforce. As Western Oregon University does not prepare administrators, our plan is focused on teachers.

*“The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015).*

According to Oregon Teacher Standards and Practices Commission, the following portrait of linguistically and culturally diverse completers at WOU is as follows (2015-2016 values are estimates). Data reflect that the proportion of white completers ranges from a high of 92% in 2013-2014 to 86% in 2015-2016 – confirming our early efforts to diversify our student pool appears to be moving in the desired direction.

	<u>White</u>	<u>American Indian/ AK Native</u>	<u>Asian</u>	<u>Black/ African American</u>	<u>Hispanic/ Latino</u>	<u>Native Hawaiian Pacific Islander</u>	<u>Two or More Races</u>	<u>Other or Not Specified</u>	<u>% Non- White</u>
2011-2012	155	2	6	0	9	0	3	3	11.1%
2012-2013	142	2	1	0	9	0	4	13	9.3%
2013-2014	124	0	1	0	4	1	2	3	6.0%
2014-2015	85	0	2	0	5	2	0	3	9.3%
2015-2016	102	2	1	0	8	0	0	5	9.7%

### Diversity of current students at WOU

The table below shows the percentage of non-white students enrolled in various stages of educator programs as well as for all of WOU. As of now, it is fairly uncommon for international students to be enrolled in educator programs because of the significant licensure test requirements that are only offered in English. The all WOU numbers include international students (who account for approximately 5% of university enrollment) but, in all cases, there are considerably more non-white students studying in other programs at Western than in educator programs. More troubling, there is a significant decrease in each year between the percentages of non-white students in pre-education courses than in initial licensure courses. This suggests that WOU may not have an enrollment problem in educator programs but rather a retention problem. 2014-2015 and 2015-2016 analyses must be added to this table before significant conclusions can be drawn. (All student data pulled from WOU Institutional Research data sources.)

**Percentage non-white students**

	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
Students in pre-education	19.5	19.1	17.8	17.2	19.5	16.9	22.0
Students in initial licensure	14.2	15.5	12.5	9.7	14.3	8.9	13.6
Students in advanced programs	13.6	13.8	17.6	14.5	20.6	20.0	23.6
All WOU students	26.4	26.5	27.1	28.2	29.3	26.4	29.6

Diversity of current faculty at WOU

One factor that may be related to our ability to recruit, retain, and graduate linguistically and culturally diverse education students is the degree to which our faculty are also diverse. The most recent analysis available can be found below (Data, WOU Office of Human Resources). The table shows both tenure track and non-tenure track data in educator preparation as well as comparison information for Western Oregon University in total. Examination shows that while the percentage of non-white faculty at Western Oregon University has hovered at 14%, the percentages of non-white faculty in educator preparation have moved from slightly above to slightly below this with a higher of nearly 20% for non-tenure track faculty members in 2013-2014 to a low of 5% for tenure track faculty members in 2011-2012. Recent data from 2014-2015 and 2015-2016 must be added before strong conclusions can be reached. Although since 2011 the university faculty has become diverse we recognize that if we intend to increase the percentage of linguistically and culturally diverse education students at Western, we should also seek to more dramatically diversify the faculty. Recent collective bargaining efforts to redirect more of the total funding available for faculty compensation to starting assistant professor salaries, will improve WOU’s ability to compete for recruitment of diverse faculty.

	Teacher Prep Tenure Track n = x (%)						Teacher Prep Non-Tenure Track n = x (%)					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
Hispanic or Latino	2	9.1%	1	5.6%	1	5.0%	3	6.5%	2	3.8%	2	4.0%
American Indian or Alaskan	0	0.0%	0	0.0%	0	0.0%	1	2.2%	1	1.9%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African American	1	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.0%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	19	86.4%	17	94.4%	19	95.0%	37	80.4%	45	86.5%	45	90.0%
Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Race/ethnicity unknown	0	0.0%	0	0.0%	0	0.0%	5	10.9%	4	7.7%	2	4.0%
<b>Total</b>	<b>22</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>	<b>46</b>	<b>100.0%</b>	<b>52</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>
male	5	22.7%	13	72.2%	8	40.0%	17	37.0%	21	40.4%	19	38.0%
female	17	77.3%	5	27.8%	12	60.0%	29	63.0%	31	59.6%	31	62.0%
<b>Total</b>	<b>22</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>	<b>46</b>	<b>100.0%</b>	<b>52</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>

	All COE Faculty n = x (%)						All WOU Faculty n = x (%)					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
Hispanic or Latino	6	4.7%	8	6.0%	5	4.5%	22	4.4%	21	4.4%	17	3.6%
American Indian or Alaskan	1	0.8%	1	0.8%	1	0.9%	2	0.4%	2	0.4%	3	0.6%
Asian	2	1.6%	1	0.8%	0	0.0%	11	2.2%	10	2.1%	11	2.3%
Black or African American	2	1.6%	2	1.5%	2	1.8%	8	1.6%	6	1.3%	7	1.5%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.2%	1	0.2%
White	110	85.9%	112	84.2%	98	88.3%	431	86.0%	412	86.4%	407	86.4%
Two or more races	0	0.0%	2	1.5%	2	1.8%	2	0.4%	2	0.4%	2	0.4%
Race/ethnicity unknown	7	5.5%	7	5.3%	3	2.7%	24	4.8%	23	4.8%	23	4.9%
<b>Total</b>	<b>128</b>	<b>100.0%</b>	<b>133</b>	<b>100.0%</b>	<b>111</b>	<b>100.0%</b>	<b>501</b>	<b>100.0%</b>	<b>477</b>	<b>100.0%</b>	<b>471</b>	<b>100.0%</b>
male	32	25.0%	42	31.6%	37	33.3%	226	45.1%	218	45.7%	223	47.3%
female	96	75.0%	91	68.4%	74	66.7%	275	54.9%	259	54.3%	248	52.7%
<b>Total</b>	<b>128</b>	<b>100.0%</b>	<b>133</b>	<b>100.0%</b>	<b>111</b>	<b>100.0%</b>	<b>501</b>	<b>100.0%</b>	<b>477</b>	<b>100.0%</b>	<b>471</b>	<b>100.0%</b>

### Aligned initiatives at WOU

Relative to educator preparation, faculty in the College of Education have invested significantly in building a culture supportive of diversity and therefore aligned to the goals of HB3375.

**COE Diversity Committee and the COE Diversity Action Plan.** During the 2014-2015 academic year, the College of Education re-initiated an inactive Diversity Committee. This group meets quarterly to guide diversity related initiatives across academic programs within the College, seeks to interface effectively with the University Diversity Committee, and develops, implements, and assesses a professional development plan relative to faculty, staff, and students around diversity and inclusivity outcomes. One of the major tasks of this group has been to develop a comprehensive COE Diversity Action Plan that exists, at this time, in draft. This group will move forward in its work further articulating and enacting this plan.

**COE Faculty Professional Development Relative to Required ELL Standards.** Teachers Standards and Practices Commission voted to include a rigorous set of standards relative to English Language Learners into all initial licensure programs in 2013-2014. These standards must also be met, through professional development, by faculty working in educator preparation programs. The College of Education submitted its plan for professional development relative to these ELL standards to Teacher Standards and Practices Commission in late December 2015 and is in the process of implementing plans now.

**TeachOregon and the work of the Salem-Keizer Collaborative.** During 2009-2010, faculty from Willamette University, Corban University and Western Oregon University began systematic and strategic collaborations with Salem-Keizer School District on the quality of educator preparation and PK-12 student learning. During the 2013-2014 year, the Chalkboard Project funded the SK Collaborative through a TeachOregon grant. This grant has many foci including recruiting, retaining, and graduating a more diverse educator workforce. Through this work, several innovations have been initiated and will be used strategically in implementation of this plan. These innovations include the Bilingual Teacher Scholars program and the Cadet Teacher program – each described below.

**Bilingual Teacher Scholars program.** During winter 2016, Western admitted the second cohort of Bilingual Teacher Scholars in collaboration with several partner school districts and Chemeketa Community College. This “grow your own” model braids resources from WOU (remission and scholarships) with resources from sponsoring school districts (in the form of after school program wages) to help culturally and linguistically diverse education majors earn teacher licensure. This program will be a major mechanism by which target pre-education majors are recruited and retained at Western.

**Cadet Teacher Program in Salem-Keizer School District.** As a part of the TeachOregon work previously mentioned, we will continue to collaborate with teachers and students in the Cadet Teacher Program as a means to recruit additional linguistically and culturally diverse high school students into pre-education majors.

**Chemeketa Community College collaboration.** During summer 2016, the Division of Teacher Education re-purposed existing resources in collaboration with the COE Dean’s Office to hire two, full-time academic advisors specific to pre-education. One of these academic advisors is bilingual and will be crucial to quality advising and recruitment at community and family events. These advisors have also taken the lead on updating and extending materials to support the articulation agreement between Chemeketa Community College and Western for pre-education majors.

### **Part I: Identification of specific, measureable goals**

In recognition of current efforts, current status, and best predictions, Western Oregon University adopts the following major goal:

**MAJOR GOAL:** Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% point is achieved.

Many minor goals are identified in Part II: Identification and description of strategies to impact progress toward goals. We will use these minor goals to monitor progress but all are in service of the major goal identified above.

#### **Baseline Years**

2014-2015 Recruit 30 culturally and linguistically diverse education majors to WOU.

2015-2016 Recruit 40 culturally and linguistically diverse education majors to WOU.  
Retain 80% (2015-2016 class) freshmen to sophomore.

#### **Target Years**

2016-2017 Recruit 50 culturally and linguistically diverse education majors to WOU.  
Retain 80% (2016-2017 class) freshmen to sophomore.  
Retain 70% (2015-2016 class) freshmen to junior.  
Target graduation = 10% culturally and linguistically diverse educators.  
Target graduation = 150 initial licensure, at least 15 culturally and linguistically diverse.

- 2017-2018 Recruit 60 culturally and linguistically diverse education majors to WOU.  
 Retain 80% (2017-2018 class) freshmen to sophomore.  
 Retain 70% (2016-2017 class) freshmen to junior.  
 Admit 60% (2015-2016 class) to educator preparation program.  
 Target graduation = 15% culturally and linguistically diverse educators.  
 Target graduation = 150 initial licensure, at least 23 culturally and linguistically diverse.
- 2018-2019 Recruit 70 culturally and linguistically diverse education majors to WOU.  
 Retain 80% (2018-2019 class) freshmen to sophomore.  
 Retain 70% (2017-2018 class) freshmen to junior.  
 Admit 60% (2016-2017 class) to educator preparation program.  
 Graduate 50% (2015-2016 class, 4-year graduation rate)  
 NOTE: Current 4-year completion = 12.15%  
 Target graduation = 20% culturally and linguistically diverse educators.  
 Target graduation = 150 initial licensure, at least 30 culturally and linguistically diverse.
- 2019-2020 Recruit 75 culturally and linguistically diverse education majors to WOU.  
 Retain 80% (2019-2020 class) freshmen to sophomore.  
 Retain 70% (2018-2019 class) freshmen to junior.  
 Admit 60% (2017-2018 class) to educator preparation program.  
 Graduate 50% (2016-2017 class, 4-year graduate rate).  
 Target graduation = 25% culturally and linguistically diverse educators.  
 Target graduation = 160 initial licensure, at least 40 culturally and linguistically diverse.
- 2020-2021 Recruit 75 culturally and linguistically diverse education majors to WOU.  
 Retain 80% (2019-2020 class) freshmen to sophomore.  
 Retain 70% (2018-2019 class) freshmen to junior.  
 Admit 60% (2017-2018 class) to educator preparation program.  
 Graduate 60% (2016-2017 class (4-year graduation rate).  
 Graduate 80% of 2015-2016 class (6-year graduation rate).  
 NOTE: Current 6-year completion = 44.31%  
 Target graduation = 30% culturally and linguistically diverse educators.  
 Target graduation = 160 initial licensure, at least 48 culturally and linguistically diverse.
- 2021-2022 Recruit 75 culturally and linguistically diverse education majors to WOU.  
 Retain 80% (2019-2020 class) freshmen to sophomore.  
 Retain 70% (2018-2019 class) freshmen to junior.  
 Admit 60% (2017-2018 class) to educator preparation program.  
 Graduate 50% (2016-2017 class, 4-year graduation rate).  
 Graduate 80% of 2016-2017 class (6-year graduation rate).  
 Target graduation = 35% culturally and linguistically diverse educators.  
 Target graduation = 160 initial licensure, at least 56 culturally and linguistically diverse.

Repeat indefinitely while maintaining at least 35% culturally and linguistically diverse educators. These are ambitious goals and will require close cooperation with our feeder school districts and community

colleges and will also depend upon adequate state funding to permit tuition/fee remission grants to this financially more in need population.

## **Part 2: Identification and description of strategies to progress toward major goal**

To accomplish this goal, Western Oregon University will continue to invest – as funding permits – in several promising strategies that will align with strategic priorities of our school district partners including:

**MAJOR GOAL:** Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% of all initial licensure candidates will be culturally and/or linguistically diverse.

### **Goal #1: Recruit increasing numbers of culturally and linguistically diverse education majors.**

Task #1: Continue the Bilingual Teacher Scholars program in partnership with Salem-Keizer SD, Hillsboro SD, Central SD, Corvallis SD, Chemeketa Community College, and other interested partners.

- Recruit, select, and admit annual cohorts of Bilingual Teacher Scholars in accordance with the plans and agreements as developed and reviewed annually by the BTS Steering Committee.
- Assure fiscal stability of the program (at full capacity).
- Seek to expand the Bilingual Teacher Scholars program with interested school districts using a “pay to play” model.

Task #2: Partner with the Salem-Keizer Cadet Teacher Program as a pipeline of freshmen education majors.

- Weekly participation of Division of Teacher Education faculty in Salem-Keizer Cadet Program.
- Organize and execute annual campus visits for Cadet teachers to visit educator preparation program at Western.
- Develop materials that partner teachers can distribute to recruit future teachers.

Task #3: Collaborate with Chemeketa Community College and other major feeder programs to recruit education transfer students.

- Create, maintain, and distribute articulation agreements for pre-education majors.
- Provide quarterly advising sessions at Chemeketa for potential pre-education transfer students.
- Invite Chemeketa students to all student professional development events just as though they are WOU students.
- Increase presence on-site at Chemeketa in collaboration with WOU academic advising, financial aid counseling, and admissions.
- Expand as necessary to include other major feeder community colleges.

Task #4: Develop recruiting materials that highlight successful culturally and linguistically diverse educators.

- Develop 2-minute video vignettes highlighting successful diverse graduates and current students.
- Develop full-color, bilingual brochure describing the Bilingual Teacher Scholars program

Task #5: More publicly and consistently demonstrate our institutional commitments to diversity via web, print, and practices.

- Develop a marketing plan that disseminates our institutional values around diversity and inclusivity.
- Produce more marketing materials in multiple languages.
- Invest/support expansion of Latino Advisory Board model to other communities.

**Goal #2: Retain culturally and linguistically diverse education majors.**

Task #1: Enroll all Bilingual Teacher Scholars in 4-year On-track program.

- Enroll all BTS in 4-year On-track program.
- Connect DTE Academic Advising with On-track program to assure current advising.

Task #2: Develop a strong professional community of Bilingual Teacher Scholars.

- Hold quarterly community building events.
- Provide supplemental advising and academic support.
- Communicate weekly through email alerting students to professional development opportunities.

Task #3: Develop increasing numbers of bilingual courses both in COE and LAS targeting required courses for elementary education majors.

- Develop bilingual math sequence (MTH 211, 212, and 213).
- Develop bilingual history sequence (HST 201, 202, and 203).
- Develop bilingual introductory education core (ED 200).
- Develop other bilingual classes as appropriate.
- Collaborate with LAS faculty members to develop and promote stronger multi-cultural cross-programming opportunities.

Task #4: Improve the quality of academic advising for pre-education majors in the Division of Teacher Education.

- Provide excellence in academic advising.
- Develop outstanding advising materials.
- Provide professional development for DTE faculty.
- Partner with Academic Advising and Learning Center as necessary.
- Partner with the Joint Committee on Educator Preparation as necessary.
- Train all DTE faculty members on Wolf Connection System.

Task #5: Continue to develop the Educator Preparation small grants program to meet the emergency financial needs of students.

- Seek additional donors to this fund.
- Allow use of these funds to pay for educator tests.
- Develop a “service integration” model that matches needs to resources.

Task #6: Continue to explore flexibly delivered preparation programs to accommodate working adults and those in need of a longer transition into teaching.

- Consider options and recommend one or more flexible delivery methods.



Task #7: Develop a faculty and staff workforce that is at least 35% culturally and linguistically diverse.

- Highlight a COE and WOU commitment to the diversification of our employees.
- Develop a strategic plan relative to this goal and pursue it doggedly over many years.
- Partner with strong doctoral programs at minority-serving institutions, with a focus on Hispanic Serving Institutions, in particular.
- Insist bilingual and bicultural staff serve in all units that intersect with students and the public.

Task #8: Continue to increase the cultural competence of faculty and staff through regular, strategic, compulsory professional development.

- Develop and execute a professional development calendar and manage resources accordingly.
- Using the Center for Academic Innovation, improve the capacities of faculty in teaching and learning for an increasing diverse student population.

**Goal #3: Admit increasing numbers of culturally and linguistically diverse education majors into initial licensure programs.**

Task #1: Reduce required educator assessments as the major barrier to admission to initial licensure programs for culturally and linguistically diverse candidates.

- Provide regular, ongoing, comprehensive educator test prep, one-on-one coaching, tutoring, and error analysis.
- Develop comprehensive resource library.
- Develop peer-tutoring program.

**Goal #4: Ensure graduation of increasing numbers of culturally and linguistically diverse education majors across all initial licensure programs.**

Task #1: Provide an efficacious educator preparation program focused on success in an increasingly diverse school system.

- Identify clear outcomes used to monitor efficacy of educator preparation relative to issues of diversity and inclusivity.

### Progress Monitoring

This plan will be monitored annually by the College of Education Consortium and quarterly by the College of Education Licensure and Clinical Experiences Council. Individual components of the plan will be monitored on the timeline and according to the outcomes identified in the work scope.

### Areas of concern

During summer 2015, the educator community worked with Teacher Standards and Practices Commission to eliminate the required Basic Skills tests for educators. There was no evidence that this test had any predictive value for estimated teacher effectiveness upon licensure and there was an ongoing concern it represented a needless barrier to the diversification of the work force. As Oregon ramps up adoption of the nationally normed, teacher performance assessment known as edTPA, TSPC will be required to set an

acceptable cut score prior to the 2017-2018 academic year. Nationally, edTPA has been shown to be as culturally biased as other exams used widely in this country and so TSPC must be mindful to not set scores that inadvertently work against the goals of HB3375.

Similarly, as all Educator Preparation Programs (EPPs) in Oregon will be required to become CAEP accredited by the year 2021, it will become increasingly necessary for EPPs to be able to track graduates to various places of employment and to have access to statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates in facilitating PK-12 student learning. The state must provide assistance to assure a system for tracking educators and linking their performance data back to EPPs. Without a statewide tracking system and the sharing of employment data with EPPs, programs will have few systematic ways to track preparation efficacy, including that of culturally and linguistically diverse educators and the learning of culturally and linguistically diverse children. This is essential to success of HB 3375 and meeting the goals of the Educator Equity Act.

#### Acronym Glossary:

BTS – Bilingual Teacher Scholars (WOU education majors)  
CAEP – Council for the Accreditation of Educator Programs  
COE – WOU College of Education  
DTE – WOU Division of Teacher Education  
edTPA – Nationally normed teacher performance assessment tool  
ELL – English Language Learners  
EPP – Educator Preparation Programs  
LAS – WOU College of Liberal Arts and Sciences  
TSPC – State of Oregon Teachers Standards and Practices Commission